NEUROSCIENCE TREATMENT
TEAM PARTNERS

Solutions for **Wellness**

Choosing Wellness:
Healthy Eating

Lilly

Contents

Family Friendly Session – good for use in family sessions or groups

Lilly

Workbook Goals

Content Objectives:

1. Empower and inspire people living with mental illness to make healthier food, beverage and other lifestyle choices;
2. Address modifiable risk factors such as obesity and physical inactivity which contribute to the increased health problems in people with mental illness;
3. Encourage the use of a small healthy steps approach in reaching personal health and wellness goals;
4. Promote the use of the Dietary Guidelines for Americans, the MyPlate Food Guidance System, and other science-based information and tools in making wiser food, beverage, and activity choices;
5. Foster a shared decision making process between program participants and members of the health team to assist participants' in achieving health and wellness goals; and
6. Cultivate and maximize the use of community resources and supports, including family members and friends, to attain and maintain optimal health.

Treatment Plan Objectives:

1. Participants will acquire knowledge during each session as evidenced by improving at least 25% from pre- to post-knowledge assessment.
2. Participants will gain knowledge and improve skills as evidenced by selecting and attaining one personal practice goal (from the Take a "Small Healthy Step" section) per session.
3. Participants will demonstrate skill acquisition as evidenced by completing at least one personal practice assignment between sessions.
4. Participants will integrate the use of healthy behaviors into their everyday lifestyle.

1

Choosing Healthy Eating and Wellness
Facilitator Notes

Main Learning Points and Review of Personal Practice Options from Last Session:
This is the first session. Every session except this one will begin with a review of the Main Learning Points from the last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

You can refer to the *"Facilitator's Delivery Checklist"* when using Solutions for Wellness materials as a reminder of important facilitator tips.

Tips for this Session

1. This is the first session of the *Solutions for Wellness, Choosing Wellness: Healthy Eating*. Make the environment attractive and inviting, and have all of the materials ready for the participants to use during the session. You may want to have a folder for each participant to keep their handouts. Keep the folders so the participants have them for every session. (Note: some handouts, like the Daily Food and Beverage Tracker, will go home with them.)
2. In this session there is an interactive session when group participants read Matthew's Story out loud. Ask participants to take turns reading to the group. Have each participant read a couple of sentences or a brief paragraph and spend time processing when appropriate. Let participants know that it is okay to pass if they do not want to read out loud (after the session try and find out why someone passed). At the end of Matthew's story, you may want to ask one of the participants to write the group answers on the board or flip chart. Remember to use many types of learning modalities (writing, reading, speaking, and doing), as participants all have their own ways of learning.
3. Before the session begins you may want to write on the board or flip chart the three items for the topic introduction:
   a. Name
   b. One reason you are attending this group/session
   c. What is the healthiest food or beverage decision you have made over the past day?

General Tips

Ask for participants' personal goals and values. When assisting and inspiring others to move toward optimal health and make healthier lifestyle changes, it is important to be aware of each individual's personal goals and values. Ask yourself, "How does working on the issue in the session fit in with assisting each individual to reach their goals?" We all have our own personal reasons for change, and our goals may change over time. Linking a person's goal to a new behavior can help motivate a person to change. For instance, if a person has a goal to live independently, but has difficulty affording a place to live, money spent on cigarettes can interfere with the person reaching his or her goal.

You will see references for the handouts, *MyPlate*, *Nutrition Facts label*, and the *Daily Food and Beverage Tracker* throughout the workbook. Because they will be copied repeatedly, you will find all these handouts in the back pages of the workbook.

Suggestion for Topic Introduction and Relevance to Participants

"Welcome to our first session! We're going to go around the room, and when I get to each person, please introduce yourself and share one reason you came to this session. If you like, please answer this question: What is the healthiest food and beverage choice you have made over the past day?"

(It may be helpful if the facilitator starts by sharing a healthy food or beverage decision that he or she made. Listen and respond to participants' comments. You may want to list their answers on the board or flipchart as they introduce themselves.)

"Is there anything you would do differently in your food and beverage choices made over the past day?

(You may want to share your answer before participants share their ideas.)

"Today we're starting our new group, and we are using the Choosing Wellness: Healthy Eating workbook. During this session, you will learn information and get a handout to enhance your awareness about some of the health-related choices you make.

Topic Assessment Answer Key

1. D 2. A 3. A 4. C

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Living a healthy lifestyle can:

A. Keep everyone from ever having any health problems.
B. Make sure everyone reaches and keeps a perfect body weight in just 2 weeks.
C. Help people feel better, but will not help prevent any health problems.
D. Help a person's general well-being.

2. Increasing our awareness of what and how we eat can help us make healthier food and drink choices.

A. True B. False

3. By joining this session, I have already made a choice to consider making better health and wellness choices.

A. True B. False

4. To be successful in making healthy changes in my eating and drinking habits, I need to:

A. Make all the changes at once.
B. Choose the 4 biggest changes and do them first.
C. Take small steps that can add up to big changes.
D. Put off making any changes until the time is perfect.

Topic Assessment

5. I am confident that I understand how to eat healthy and manage my wellness.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Choosing Healthy Eating and Wellness

Objectives for this Session

1. Identify at least 1 health benefit of making healthier food and beverage choices and living a healthy lifestyle.
2. Understand that taking small steps can add up to big changes.

What and how we choose to eat affects our health. People struggle with making healthy food and drink choices for many reasons. People with mental illness may struggle even more due to symptoms, lifestyle issues, and medication side effects. However, it is possible to get past these challenges. This workbook was designed to help and encourage people with mental illnesses to make healthier food and drink choices. Also, we will look at other issues that affect health, such as stress and physical activity. By opening this workbook, you are taking an important step to making healthier choices.

Please answer the following statement:
I am confident that I understand how to eat healthy and manage my wellness.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree

A healthy lifestyle helps you to prevent health problems, reach and keep a healthier weight and feel better overall. As you go through the sessions in this workbook, you will learn about the many choices you make each day about health and wellness.

Main Learning Point #1

A healthy lifestyle can help your general well-being.

Choosing Healthy Eating and Wellness
(continued)

The goals of the Choosing Wellness: Healthy Eating workbook are:

1. To teach and encourage people with mental illnesses to make healthier food, drink, and lifestyle choices;
2. To learn about risk factors such as excessive weight gain and physical inactivity, which add to the health problems in people with mental illness;
3. To encourage the use of a "small, healthy steps" approach to reach personal health and wellness goals;
4. To encourage the use of the Dietary Guidelines for Americans, the MyPlate Food Guidance System, and other tools that can help people make better food, drink, and activity choices;
5. To encourage a shared decision making process between program participants and members of their health team to help participants achieve health and wellness goals; and
6. Increase the use of community resources and supports, including family members and friends, to reach and maintain good health.

Can you identify any goals you have to improve your health and wellness?

_____

_____

_____

This workbook will give you the chance to learn more about the food and beverage choices you make and will give you tools to help with these choices.

Today we're going read "Matthew's Story." Matthew does not always think carefully about his food and drink choices. While we're reading this story together, write down or circle on your page when you think Matthew is not making the best food and drink choices. Everyone can share some of their answers at the end of the story.

Choosing Healthy Eating and Wellness
(continued)

Matthew's Story: One morning, Matthew wanted to put on his favorite pair of jeans. He remembered they felt too tight the day before and reached for his stretchy sweat pants instead. He poured a cup of coffee, put two spoonfuls of sugar in it, took a sip and added another spoonful of sugar. He noticed that his mother had been to the bakery and picked out two of his favorite doughnuts for breakfast. Doughnuts always taste good with milk, so he poured himself a glass of whole milk.

On the way out the door to catch a bus for work, Matthew decided to grab another doughnut for the road. He sat at his desk most of the day answering phones. During his break, he bought his favorite soda from the vending machine and picked up 3 chocolates from Sally's candy jar on the way back to his desk.

At lunch he went across the street to his favorite fast food restaurant. The woman behind the counter asked "Would you like to Super-size your meal for a quarter?" He said, "yes," and thought to himself, "what a bargain!" After work, he realized he was just in time to catch his favorite show on television. He saw a commercial for potato chips, which reminded him of the bag of chips in the pantry. So, he chose to get the chips and eat some of them. His mom came in after the show ended to let him know dinner was ready and that she had made his favorite pie for dessert. Matthew wasn't really hungry, but his mouth started to water as he thought about his mom's homemade apple pie. He wondered if there was any vanilla ice cream left to scoop on top of it.

Take a few moments and share what you think are Matthew's unhealthy food and drink choices.

Choosing Healthy Eating and Wellness
(continued)

Look at the list of Matthew's snacks and respond to this statement.

I believe Matthew keeps track of what he eats during the day.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

Choosing healthy eating and wellness does not have to be difficult, especially if you start with small steps. Throughout this program you will learn about small healthy steps that you can use every day.

Main Learning Point #2
Small steps can add up to big changes.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.

☐ **3. PRACTICE.** I will think about all the different food and drink choices I make during one meal. I will identify one healthy choice I made and one choice I could change.

☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

_____

If there is time left before the end of the session, you might talk about your personal practice goals. How will you ***remember*** and ***complete*** your goal by the next session?

2

A Small Changes Approach to Healthier Eating
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Choosing Healthy Eating and Wellness

1. A healthy lifestyle can help your general well-being.
2. Small steps can add up to big changes.

Review Healthy Steps from last session.

Note
This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember
It is important to acknowledge and discuss participants' successes, progress and challenges.

Tips for this Session
Save plenty of time to focus on the "Small Healthy Step" practice options between sessions. Ask participants to think about why it is important to reinforce new knowledge and skills they learned during the session and between sessions. Ask if anyone wants to share an experience where they either "learned by doing" (such as cooking) or got better at something the more they did it (like riding a bike, dancing, cooking, driving, or working on computers). Also, ask participants if they have ever found it helpful to reread an article or letter so they can better recall the information. Practice options should reinforce knowledge and skills from the current session, as well as previous sessions. Always review practice options when you reconvene, so participants understand that practicing is a valuable use of their time.

Additionally, have you noticed that there are different options in each "Small Healthy Step" practice assignment? We designed them this way because people go through a natural set of steps when making change. The options match these steps. The first option is usually designed for people who are at an early step: ***thinking*** about making the change, but not ready to actually ***do it***.

The second option frequently encourages people to involve their support system and the third and fourth option (and the take an ***"Extra Healthy Step"***) are generally more action-oriented for people who are ready to engage in a new skill or behavior. The fourth option encourages individuals to choose their own healthy step.

Trying to persuade people who are not ready to engage in a new skill or behavior can have the opposite effect; they "dig their heels in" even further. Thinking about doing something new or different can help move people toward doing something different at a later time. All of the steps are a natural part of the change process, so you should encourage participants to take the step they're ready to take.

Suggestion for Topic Introduction and Relevance to Participants

"Think about a choice you made recently that you feel good about. It doesn't have to be about food choices. It can be any decision you made that you think was a good decision. Who would like to share that with us?"

(Encourage responses from the group.)

"Now think about two small steps that helped you follow through with that choice."

"For example, today you made the decision to come to this session. What are some steps you took to make that happen?"

(e.g., set an alarm to wake up, took a shower, got dressed, caught the bus, planned for transportation home, etc.)

"In today's session you will learn how to use similar small steps to make healthier decisions about eating; a 'small changes' approach."

Topic Assessment Answer Key
1. A 2. C 3. D 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 1: Choosing Healthy Eating and Wellness

Main Learning Points of Session 1
What were the main learning points of Session 1? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. A healthy l_____e can help your general well-being.
2. Small steps can add up to big c_____s.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your small healthy step?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a personal practice option.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Obesity can lead to physical health problems including: diabetes, high blood pressure, heart disease and certain types of cancer.

A. True B. False

2. Which one of the following steps would help lower your daily calorie intake by 100 calories?

A. Eat more bread than vegetables
B. "Super-size" your order at a fast-food restaurant
C. Substitute water or diet soda for one regular can of soda
D. Eat a piece of your favorite cake for dessert

3. ____ out of ____ Americans are overweight or obese.

A. 1 out of 5
B. 2 out of 5
C. 1 out of 3
D. 2 out of 3

4. A small changes approach can help you feel and/or stay:

A. Overweight
B. Motivated
C. Awake
D. Out of trouble

Topic Assessment

5. I am confident that I will track everything I eat or drink today.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

A Small Changes Approach to Healthier Eating

Objectives for this Session

1. Identify at least 1 health risk associated with being overweight or obese.
2. Understand that people with mental illness are more likely to have health problems than people without mental illness.
3. Identify at least 1 small healthy step you could add to your daily eating habits.

For many years, we have heard about an obesity epidemic. An obesity epidemic means that more and more people are becoming extremely overweight. Being extremely overweight can cause many physical health problems. Some of these problems are:

1. Diabetes
2. High blood pressure
3. Heart disease
4. Sleep apnea (a health problem that affects your breathing when you sleep)
5. Certain types of cancer

Despite the many health problems that obesity can cause, the average American's waistline continues to grow! Clothing companies actually have started making waistbands larger by one inch and hip inseams larger by three inches since the 1940s to make us believe that we are the same size that we once were. Today, two out of three Americans are overweight or obese.

Main Learning Point #1
Two out of three Americans are overweight or obese.

Maintaining a healthy weight and lifestyle is challenging for everyone. Why is it so important for people with mental illness to choose healthy eating? Staying healthy is possibly even more challenging for people with mental illness.

A Small Changes Approach to Healthier Eating
(continued)

A few of these challenges are:

1. Symptoms
   - Anxiety
   - Being withdrawn
   - Depression
   - Mania
2. Lifestyle
   - Low income
   - Having fewer choices about meal selections
   - Low activity
3. Medication Side Effects
   - Drowsiness or sleepiness
   - Increased appetite

For many reasons, people with mental illness are more likely to:
- have a diet high in sugar and fat and low in fiber
- be less physically active
- eat, smoke, and drink alcohol to cope with stress
- have trouble finding healthcare

All of these challenges increase the chances a person will develop health problems such as diabetes, heart disease and lung disease. All of these problems affect the quality, and possibly even the length, of a person's life. Knowledge and tools that help you choose better health can help make life better.

Main Learning Point #2

People with mental illnesses face challenges in maintaining a healthy lifestyle.

Have you ever gone on a diet or tried to lose weight? ☐ Yes ☐ No
If yes, about how many times have you tried to lose weight? _____

A Small Changes Approach to Healthier Eating
(continued)

If you have ever gone on a diet, you are not alone. About 45 million Americans diet each year. However, diets don't usually work. When most people diet, they end up feeling cheated because they miss their favorite foods.They also get tired of eating diet foods, and they go back to their old way of eating. Eventually, the weight creeps back on. Many people want to make a lifestyle change but have trouble doing so because of some of the reasons listed above.

Would you like to have your cake and eat it too? ☐ Yes ☐ No

Most people would answer, "YES!" When living a healthy lifestyle and using a "small changes" approach to healthy eating, you can have your cake and eat it, too—just maybe not as much. It's important to be satisfied and to allow yourself to eat the foods you enjoy, within reason.

There are many small healthy steps that you can make as part of the "small changes" approach. For example, in order to reach or maintain a healthy weight, experts suggest you eat 100 fewer calories per day than you do now, or you increase your physical activity to burn up that extra 100 calories per day.

Main Learning Point #3

A small changes approach can help you stay motivated to make changes.

A Small Changes Approach to Healthier Eating
(continued)

Small Steps for Success
Ways to Trim 100 Calories from Your Day:

1. Substitute water or diet soda for one can of regular soda.
2. Leave 3-4 bites on your plate.
3. Take a 15-20 minute walk.

Below are a few more "small steps" you can use as part of a "small changes" approach to making healthier food and drink choices.

1. **Don't Drink Your Calories!** In addition to regular soda, other drinks with sugar, such as alcohol and some juice drinks, provide empty calories that have little or no nutritional value. For example, if a person cut out one 12-ounce can of regular soda and did this for an entire year (without adding other calories), that person would weigh about 16 pounds less at the end of one year.
2. **Avoid Fast Food.** If you do eat at a fast food restaurant, say "no" to "super-size." Are we super-sizing French fries or people? Is it healthier to "super-size" or "smart-size" a meal? If someone chooses not to super-size a meal, this cuts about 500 calories.
3. **Switch from whole milk to 2% milk.** If a person switched from whole milk to 2% milk (and drank the recommended 3 servings of milk per day) at the end of a year that person would weigh about 5.6 pounds less. He or she would have healthier bones, also.

Main Learning Point #4
Small steps add up to big changes!

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward – Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.

☐ **3. PRACTICE.** I will practice one of the small steps for success such as, cutting 100 calories from my day or saying "No" to Super-Size. Fill in which small step you will practice: _____

☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

_____

Motivation to Practice. How will practicing help you reach your goals?

3

Food and Our Environment
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
A Small Changes Approach to Healthier Eating

1. Two out of three Americans are overweight or obese.
2. People with mental illness face challenges in maintaining a healthy lifestyle.
3. A small changes approach can help you stay motivated to make changes.
4. Small steps add up to big changes.

Review Healthy Steps from last session.

Note
This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Materials Needed to Accompany Participant Handout: *Daily Food and Beverage Tracker*

Tips for this Session

1. When using the Daily Food and Beverage Tracker during the session, if participants have difficulty remembering their choices over the past 24-hour period, have them recall the last meal they ate today. Encourage ongoing use of the tracker between sessions.

2. Discuss with participants the many tools, tips, and strategies included in the Solutions for Wellness program. Different tools and tips will be more helpful to some participants than others. The Daily Food and Beverage Tracker is one tool that participants may or may not decide to use on a regular basis to help increase awareness and empower participants' to make more informed choices. Ask participants to use it during today's session and several times between sessions before making a final decision about whether or not this is a tool that they will use on their own on a regular basis. At the end of the session, ask participants to rate on a scale of 1 (not helpful) to 10 (extremely helpful), how helpful they believe using the Daily Food and Beverage Tracker will be in helping them make wiser food and beverage choices.

General Tip
Your attitude about the session sets a strong tone for the entire group's experience. Let participants see that you're enthusiastic about the information and skills you're working to impart to them. Enthusiasm can be conveyed in many ways including facial expression, tone of voice, and gestures. Always let your attitude convey your confidence that they will be successful in learning new information and skills. Make your enthusiasm about the topic contagious!

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 3 – Food and Our Environment

Suggestion for Topic Introduction and Relevance to Participants

"Do you know how many food-related choices people make every day? Have you ever thought about the way your environment (the world around you) influences your choices?"

"I would like everyone to write down how many food-related choices you think you make every day. Just guess. We'll check our answers when we get to that information in the session."

(Wait for everyone to write their answers.)

"In this session, we will learn about how our surroundings influence the food and drink choices we make. Learning about how your environment influences you can help you learn to make healthier food choices."

Topic Assessment Answer Key
1. A 2. D 3. B 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 2: A Small Changes Approach to Healthier Eating

Main Learning Points of Session 2
What were the main learning points of Session 2? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Two out of three Americans are o_____t or obese.
2. People with mental illness face more challenges in maintaining a h_____y lifestyle.
3. A small c_____s approach can help you stay motivated to make changes.
4. S_____l steps add up to big changes.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Our surroundings can trigger unhealthy food choices everyday.

A. True B. False

2. How many food-related decisions each day does a person make?

A. 3
B. 3 to 5
C. Over 10
D. Over 200

3. Eating large servings of food contribute to:

A. Less expensive grocery bills.
B. Weight gain.
C. Small healthy steps.
D. Poor eyesight.

4. Some tips can help you make better eating choices.

A. True B. False

5. I am confident that I understand how my surroundings affect my food decisions.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

Topic Assessment

6. This information is important for me to know.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Food and Our Environment

Objectives for this Session

1. Identify 1 way that the environment can influence unhealthy food and drink choices.
2. Identify at least 1 small healthy step people can take to reduce their calories.
3. Use a 24-hour food and beverage log to track the eating decisions that you make during the day.

Did you know that a person makes more than 200 food-related decisions every day? Sounds incredible, but it's true! For example, Julie decides that it's time for lunch. She has a lot of choices.

1. what to eat
2. where to eat
3. what to drink
4. how much time she has to eat
5. whether to dine alone or with others
6. what size plate, bowl, spoon and glass to use
7. whether or not to have dessert

In the example above, can you think of at least one healthy choice Julie can make about her lunch?

Main Learning Point #1

A person makes more than 200 food-related choices each day.

Since we make more than 200 food-related choices each day, we have many chances to make one or two "small changes" in what we choose to eat or drink.

Food and Our Environment
(continued)

I believe that learning about this topic can help me make better food choices.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

The world around us can influence us to make unhealthy choices about what we eat. We may not even realize we are being influenced. For instance, if we are served a larger portion, we probably will eat more. If we see or smell food, we are likely to want to eat it. Let's think more about what influences our food and drink choices.

Large Portion Sizes Add to Weight Gain

Just as waistlines have grown over the years, so have portion sizes. Many environments, especially restaurants, now serve large portion sizes at prices that are affordable. Oversized portions are common at home, in restaurants, grocery stores, and vending machines. However, eating larger portions can cause health problems. When offered larger portions, people tend to eat more food and calories than they realize, and doing so adds to weight gain problems.

Main Learning Point #2
Large food portions add to weight gain

Environmental Cues Can Encourage Eating When We're Not Hungry

Have you ever heard the saying, "Out of sight, out of mind?" There's a lot of truth to that saying when it comes to food. When we see food, our bodies are programmed to want to eat. So when we see food on TV, on a billboard, in a vending machine, or when we pass a favorite corner market or see a box of doughnuts sitting on the kitchen counter, we may automatically want to eat—whether or not we are hungry.

Main Learning Point #3
Our environment can trigger unhealthy food choices.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 3 – Food and Our Environment

Food and Our Environment
(continued)

Small Steps for Success: Here are some things you can do to make better choices.

1. **Use smaller serving dishes, utensils and glasses.** Generally, the bigger the plate, bowl or spoon you use, the more you might eat. One way to help you to cut down on your serving size and calories is to use smaller dishes, utensils and glasses. Your serving will look bigger, you will still be full, and you probably will not miss the extra food or calories!
2. **Move tempting food out of sight or farther away.** Remember, "out of sight, out of mind." Keep snacks in covered containers that you can't see through. If you think you will be tempted to eat them, don't keep snacks around! Place fresh fruit in a bowl instead of candy. One expert even found that moving a candy dish six feet away cut down on the amount of times people reached into the candy dish!
3. **"Time Out!" Wait 5 minutes and see if the urge to eat goes away.** When you see food and find yourself reaching for it without thinking, ask, "Am I really hungry?" Take a 5 minute time out and see if the urge passes. You may forget you wanted the food in the first place. Chew some sugarless gum or take your mind off of food by walking or listening to music.

What is another small step you can add to the above tips?

_____

_____

_____

Food and Our Environment
(continued)

Use A Daily Food and Beverage Tracker:
Please take a few moments and use the Daily Food and Beverage Tracker. You could record all the food and drink choices that you made yesterday or you may prefer to choose one meal such as, dinner yesterday or breakfast this morning. Using a food and beverage tracker can help you think about the choices that you make every day.

Look at your completed Daily Food and Beverage Tracker:

1. What is the healthiest food/beverage choice that you made?

   _____

2. What is one healthier choice you could have made?

   _____

Consider using the food and beverage tracker on a regular basis as a small step to making bigger changes.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one or more healthy steps from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about what I can do to change my surroundings to make wiser food choices (for example, use smaller glasses or put food in non-see-through containers).
- ☐ **3. USE.** I will practice using a smaller plate, bowl, or glass during at least one meal every day.
- ☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

  _____

Take An "*Extra* Small Healthy Step"

- ☐ **5. TRACK.** I will use the *Daily Food and Beverage Tracker* at least two times between now and the next session to be more aware of what and how I am eating and drinking.

4

Benefits and Barriers of Healthy Eating
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Food and Our Environment

1. A person makes more than 200 food-related choices each day.
2. Large food servings add to weight gain.
3. Our environment can trigger unhealthy food choices.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

You can refer to the *"Facilitator's Delivery Checklist"* when using Solutions for Wellness materials as a reminder of important facilitator tips.

Materials Needed to Accompany Participant Handout:

Maria's Story (optional Small Healthy Step)

Tips for this Session

1. After participants read Donald's story today, create a benefits and barriers grid on the board or flip chart and have participants contribute to the grid. After they have shared a few thoughts, have them use their handouts and complete their own personal benefits and barriers grid.

2. The topic today includes stages of change and the stages of change theory. Briefly, the stages of change concept that is used here* identifies the following stages (shown with examples):

a. I'm not actively thinking about taking steps to eat healthier (the precontemplation stage).

b. I'm considering taking steps to eat healthier, but haven't actually done anything yet (the contemplation stage).

c. I'm making plans to eat healthier, but am not doing anything on a regular basis (the preparation stage).

d. I've been taking regular steps to eat healthier but have been doing this for less than six months (the action stage).

e. I've been taking regular steps to eat healthier for 6 months or more (the maintenance stage).

f. I used to take steps to eat healthier, but have stopped (the relapse stage).

* Adapted from Prochaska, J., DiClemente, C., & Norcross, J. (1992. In search of how people change: Applications to addictive behaviors. *American Psychologist,* 47, 1102-1114.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 4 – Benefits and Barriers of Healthy Eating

Suggestion for Topic Introduction and Relevance to Participants

"Raise your hand if you've ever made a New Year's Resolution? What New Year's Resolution have you made?"

"How many of you kept your Resolutions?"

(Respond to answers in encouraging manner.)

"Making changes takes a lot of time and thought. Even when you want to make a change for the better, changing is a process – it happens in small steps, not all at once."

"Today we're going to look at the benefits and barriers, or pros and cons, to making changes in what and how we eat."

Topic Assessment Answer Key

1. A 2. B 3. D 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 3: Food and Our Environment

Main Learning Points of Session 3
What were the main learning points of Session 3? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. A person makes more than ____ food-related choices each day.
2. Large food servings add to w_____t gain.
3. Our environment can t_____r unhealthy food choices.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Making a change is a process and it takes time.

A. True B. False

2. Having more benefits than barriers may:

A. Keep you off-balance.
B. Tip the balance toward pursuing healthier eating.
C. Be confusing.
D. Lead to unhealthy choices.

3. Making a list of benefits and barriers is likely to:

A. Help people avoid making any changes.
B. Be a waste of time.
C. Keep people from choosing what to change.
D. Help make change a little easier.

4. It is always best to reach my goals by myself, without help from anyone.

A. True B. False

5. I am confident that I understand benefits and barriers to healthy eating.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 4 – Benefits and Barriers of Healthy Eating

Assessing Benefits and Barriers

Objectives for this Session

1. Identify 1 stage of change.
2. Identify where you are in your process of changing your eating habits.
3. Identify at least 2 personal benefits and barriers to changing your eating habits.

Change can be challenging for everyone. People are comfortable with what they know and understand. We all have a routine, and a change in our routine means we have to do something different. Even though we are used to our habits, we all have the ability to change.

When you make a change—even a change for the better—you go through a "process." A process is a series of steps you take to get something done. This process of change is called the "stages of change."

Main Learning Point #1
Making a change is a process and it takes time.

Let's take a closer look at where you are in the process of healthier eating.

Please put a checkmark by the statement below that best describes where you are now:

- ☐ I'm not really thinking about taking steps to eat healthier.
- ☐ I'm considering taking steps to eat healthier but haven't actually done anything yet.
- ☐ I'm making plans to eat healthier, but I am not doing anything regularly.
- ☐ I've been taking regular steps to eat healthier but I have been doing this for less than six months.
- ☐ I've been taking regular steps to eat healthier for six months or more.
- ☐ I used to take steps to eat healthier, but I have stopped.

Assessing Benefits and Barriers
(continued)

Which of these did you circle and why?

_____

_____

Most people need time to decide if they want to make a change. Thinking about whether the change is good or not is usually helpful. People can benefit from eating healthier for many good reasons. Exploring your personal benefits and barriers might help make the change process a little easier.

Exploring Benefits and Barriers: Let's take a few moments to read "Donald's Story." Donald has bipolar disorder and wants to improve his health and wellness.

Donald's Story

New Year's Day was a week away. Donald thought to himself, "If I don't lose some weight soon, I'll have to go out and buy bigger clothes." Everything was so tight on him that his buddies had started making fun of the "spare tire" he was carrying around. With the extra weight, he was reluctant to ask Sally out on a date.

Donald decided that the New Year was the perfect time to make a resolution to go on a diet. His sister hosted a big New Year's Day party, though, and all his favorite foods were there. He thought, "I can always start my diet next week."

The next week, his buddy, Tom, invited Donald over to watch a football game on television. Tom had a lot of great food for the game: hot dogs, chips, potato salad, cream soda and cheese cake. Donald decided now that football season was here it would be better to go on his diet sometime in the spring.

Assessing Benefits and Barriers
(continued)

Donald's Healthier Eating Benefits	**Donald's Healthier Eating Barriers**
Clothes will fit better.	It's hard to give up snacking while watching the television.
Buddies will stop making fun of my spare tire.	The guys will make fun of me if I tell them I'm on a diet.
Will have more confidence to ask Sally out on a date.	Give up my favorite foods.
	Constant effort.

I believe that Donald is motivated to eat healthier:

_____

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

Can you think of one "small step" you would recommend to Donald?

_____

Please take a moment to write your own personal list of Barriers and Benefits about healthier eating in the space below:

My Personal Benefits	**My Personal Barriers**

Assessing Benefits and Barriers
(continued)

Now that you have completed your list, does your list have more benefits or barriers? _____

Most people need to have more benefits than barriers before they can "tip the balance" toward taking healthier steps. So keep thinking of more benefits to healthier eating.

Please keep your list to refer back to. As you learn more, you may wish to add ideas to your list. Chances are you have tried to eat healthier in the past and have run into some problems. It is common to have problems when trying to make this change. Frequently the change "process" is one of trial and error—finding out which small steps work best for us.

Small Step for Success:
Family members, friends and other members of our support team can help us reach our goals. For example, what could Donald ask his sister to do to support his healthier eating goals?

Main Learning Point #2
The support of family members and friends can help you reach your goals.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 4 – Benefits and Barriers of Healthy Eating

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about what I can do to make healthier food and drink choices.
- ☐ **3. REMINDER.** I will take my *Benefits and Barriers List* and place it in a spot I will see everyday (for example, bulletin board, refrigerator door, bedside stand, etc.). I will think about other benefits before the next session, so that I can "tip the balance" toward making change.
- ☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

  _____

Take an "Extra Step Forward" (optional)

- ☐ **5. EXAMINE.** I will read Maria's story, to see her *Benefits and Barriers List* before the next session. I will share my thoughts about how motivated I believe Maria is to eat healthier at the next session.

Maria's Story

Maria was approaching her 40th birthday. She took out an old photo album and thought, "When did I get so out of shape?" She thought that turning 40 meant she should think and act more seriously about her life. Her healthcare provider recently told Maria she had "pre-diabetes" and if she didn't want to develop full blown diabetes, she should lose a few pounds, eat better and add more physical activity to her lifestyle. Maria did not want to start insulin injections like her mother. She also wanted to look good at the family reunion that was six months away. Six months gave her enough time to get in better shape. Maria decided to make a list of all the benefits and barriers to getting in better shape:

Maria's Benefits	Maria's Barriers
I want to look good at the family reunion.	I've been on diets before and I always regain the weight.
I don't want to get diabetes.	I REALLY like to eat candy.
I want to live a long and healthy life.	I don't like to exercise.
My clothes will fit better.	
I don't want to use insulin shots.	

Maria looked over her list and thought about one small healthy step she could make that wouldn't be too hard. She didn't want to start exercising, and she didn't want to give up her daily chocolate bar. So, Maria made the choice to cut down her soda intake (from 4 cans of cola per day to 2 cans per day). She added "flavored seltzer" to her shopping list.

I believe that Maria is motivated to eat healthier:

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

5

Healthy Eating and Wellness Self-Assessment
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Benefits and Barriers to Healthy Eating

1. Making a change is a process and it takes time.
2. The support of family members and friends can help you reach your goals.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Materials Needed to Accompany Participant Handout:

Calculators would help with scoring the self-assessment.

Tips for this Session

Have fun getting past the barriers. When participants identify a personal goal and write it down on their handout, have them think about a possible barrier to reaching their goal. Distribute a small piece of paper to each participant and ask him or her to:

1. Write their barrier on the paper.
2. Fold it up and place it in a bowl that is passed around to the group.
3. Have each participant select a folded piece of paper out of the bowl and read it to the group.

Ask the group to brainstorm ways to get past barriers that are shared. You may want to explain that there is usually a way to get past most barriers.

General Tip

Goal setting may be difficult at the beginning, and you will not want to rush through the materials. If you are running short on time, you may want to revisit this session the next time you meet.

When discussing goals, listen carefully to hear what would create meaning for each individual person and help him or her design short-term goals that will maximize the chances of reaching their longer term objective.

Suggestion for Topic Introduction and Relevance to Participants

"Have you ever been lost in a strange town or city?"

(Respond to all comments)

"Have you ever prepared a map or asked for directions from someone to help you get from one place to another? It's helpful to have specific directions sometimes, isn't it?

"Today's session is all about developing a personal map that can help you move in the direction of healthier eating. And to create such a map, we first need to know where we are starting."

Topic Assessment Answer Key
1. C 2. A 3. B 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 4: Benefits and Barriers to Healthy Eating

Main Learning Points of Session 4
What were the main learning points of Session 4? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Making a change is a p_____s and it takes time
2. The s_____t of family members, friends, and your support team can help us reach your goals.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. When setting healthier lifestyle goals, it is important to set goals that matter to:

A. my doctor
B. my family and friends.
C. me
D. my therapist

2. Making too many changes at once can be overwhelming and may make me want to stop working toward my goal.

A. True B. False

3. In order to know how I am going to reach my personal goal, it is important to:

A. Have a very long and detailed plan.
B. Know where I am.
C. Find out what everyone else thinks I should do.
D. Let everyone know where I'm going.

4. In order to succeed, my best choice would be to start with _____ goals.

A. 1 or 2
B. 2 or 3
C. 3 or 4
D. No more than 5

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 5 – Healthy Eating and Wellness Self-Assessment

Topic Assessment

5. I am confident that I can choose and work on healthy eating goals.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Healthy Eating and Wellness Self-Assessment

Objectives for this Session

1. Understand the food and other health-related choices you make.
2. Identify 2 personal goals based on your self-assessment rating.
3. Identify 1 barrier to reaching your goal and 1 step you can take to get past it.

In order to set personal goals, it's important to know where you are starting and where you want to go. This session will help you focus on the current food, drink and other health-related choices you make. With this information, you can decide what goals you want to set and check your progress over time.

Main Learning Point #1
In order to know where you're going, it is important to know where you are.

Please complete the self-assessment on the next page. You will be asked to take this again later.

Healthy Eating and Wellness Self-Assessment
(continued)

Healthy Eating and Wellness Self-Assessment
Score yourself according to how well you match the following statements:
1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

- ☐ 1. I read food labels on containers.
- ☐ 2. I pay attention to the amount of food I eat.
- ☐ 3. I manage stress well.
- ☐ 4. I choose drinks low in sugar (such as water).
- ☐ 5. I avoid alcohol.
- ☐ 6. I add little or no salt to my food.
- ☐ 7. I avoid fast foods.
- ☐ 8. I keep track of my personal health measures such as weight and blood pressure.
- ☐ 9. I have the support of friends and/or family to make healthier eating changes in my life.
- ☐ 10. I get regular physical check-ups.
- ☐ 11. I get between 7-10 hours of sleep each night.
- ☐ 12. It takes me at least 15-20 minutes to finish a meal.
- ☐ 13. I eat at least 5 fruits and/or vegetables each day.
- ☐ 14. I think my diet is well-balanced.
- ☐ 15. I avoid fried foods.
- ☐ 16. If I want to eat something, I wait a few minutes to decide if I'm really hungry.
- ☐ 17. I get at least 30 minutes of physical activity most days of the week.
- ☐ 18. I am aware that certain foods affect the way I feel.
- ☐ 19. I eat breakfast everyday.
- ☐ 20. I avoid unhealthy snacks.

Add up your score and place your total number here: _____

Divide the number above by 20: _____

Healthy Eating and Wellness Self-Assessment
(continued)

How Did You Rate?

Above 4: You are healthier than average and are at less risk for some chronic diseases. Keep up the great work!

3 – 3.9: You are average in your approach to health and healthy eating. You can improve it to feel better and be healthier.

2 – 2.9: Your healthy lifestyle and eating plan could be healthier. You may want to look at the USDA Dietary Guidelines for Americans and choose an area you would like to improve.

1 – 1.9: The good news is that there is a lot of room for improvement. Use your treatment team, healthcare provider, family members and/or other members of your support network to help you to change to healthier eating habits.

Setting Goals Toward a Healthier Lifestyle: Now that you know more about your eating and wellness habits, you can make choices about what you want to change. Setting one or two small goals is a good way to begin.

It is not uncommon to run into a barrier, (something that makes a goal hard to reach), when you are working to meet a goal. Don't give up if you run into one—you can learn to take steps to get past the problem.

Main Learning Point #2

Making too many changes at once can be overwhelming.

Goal-Setting Exercise: Review your Healthy Eating and Wellness Self-Assessment. Pick one item to improve.

Based on what I choose, I will list a goal that is important to me. I will list one step I am willing to take toward meeting my goal. I will identify one possible barrier and a step to get past it.

Main Learning Point #3

It is important to set goals that are important to you.

Small Steps for Success

Ask for the support of family members, peers, and other members of your support team to help you reach your goals.

Tools for Success: Personal Goal Sheet Examples:

Goal Number 1: I want to add more fruits to my diet.

Step(s) I am Willing/Able to Take:

- Eat fruit instead of a sweet dessert at one meal this week.
- Ask my group home to support me by adding more fruit to our grocery list.

Step(s) I will take if I run into a "barrier":

I will ask my group home to have fewer baked desserts at night.

- I will speak with my nurse if I run into a barrier.

Goal Number 2: Cut down on fast food

Step(s) I am Willing/Able to Take:

- Stop "Super-Sizing" my meals
- Cut back eating fast food from five times a week to three times a week.

Step(s) I will take if I run into a "barrier":

- If I can't resist getting the super-sized meal, I will cut it in half and take half home.
- I will speak with my mom and ask her to remind me about my goal.

My Personal Goals

Please complete 1 of your goals:

Goal Number 1:

_____

_____

_____

Step(s) I am Willing/Able to Do About It:

_____

_____

_____

_____

Step(s) I will take if I run into a "barrier" (something that makes this goal hard):

_____

_____

_____

_____

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about my eating habits.
- ☐ **3. GOALS.** I will work on one Personal Goal that I wrote down in the session and take at least one step to accomplish this goal.
- ☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

  _____

Take an "Extra Step Forward" (optional)

- ☐ **5. TRACK.** I will fill out the *Daily Food and Beverage Tracker* on my food and drink choices during a 24-hour period to increase my awareness of what I eat and drink.
- ☐ **6. PREPARE.** I will prepare at least one healthy recipe from the recipe section of the Solutions for Wellness manual.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you ***remember*** and ***complete*** your goal by the next session?

6

What Kind of Hungry Are You?
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Healthy Eating and Wellness Self-Assessment

1. In order to know where you're going, it is important to know where you are.
2. Making too many changes at once can be overwhelming
3. It is important to set goals that are important to you.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Materials Needed to Accompany Participant Handout:

Addressing Mouth Hunger: A Feelings and Actions Activity

Tips for this Session

1. This entire session focuses on hunger, so you may find that participants (and maybe you, too) cannot wait to leave the session in search of a snack. It may be proactive to bring apples or oranges or another seasonal fruit to eat. In addition to possibly preventing a raid on the vending machine after class, it models healthy snacking.
2. If you decide to use the suggestion for topic introduction on the next page, you may wish to write the following hunger measure on the board or flip chart before the session begins.

Please rate the number that best describes how hungry you are right now:

☐ Not at all ☐ Slightly ☐ Moderately ☐ Very ☐ Extremely

Suggestion for Topic Introduction and Relevance to Participants

"Have you seen any food commercials lately? Yes? We all see or hear food commercials all the time. What do you want to do when you see a big juicy hamburger and fries on your television screen?"

(Respond to comments.)

"I know that I want to go eat a hamburger. This can happen to all of us. Let's try an exercise today."

"Close your eyes and focus on your stomach. Breathe in slowly and deeply three times. Keep thinking about your stomach. Think about how hungry you are right at this moment."

(Take a moment and talk participants through the deep breathing exercise.)

"Open your eyes. Where do you rank your hunger?"

(Either they can mark their answer on the board, or you mark it as they each respond.)

"Today we're going to talk about the difference between "mouth hunger" and "stomach hunger." We will learn how seeing that commercial may cause us to want to eat a hamburger, whether or not our stomachs are hungry. Are you hungry to learn more?"

Topic Assessment Answer Key

1. C 2. B 3. B 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 5: Healthy Eating and Wellness Self-Assessment

Main Learning Points of Session 5
What were the main learning points of Session 5? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. In order to know where you're going, it is i_____t to know where you are.
2. Making too many c_____s at once can be overwhelming.
3. It is important to set goals that are i_____t to you.

Take a Small Healthy Step Review
What small healthy step did you choose to practice between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 6 – What Kind of Hungry Are You?

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. An example of stomach hunger is:

A. Boredom
B. Stress
C. Stomach pangs
D. Nervousness

2. It takes 10 minutes for the stomach to send a message to the brain that you are full.

A. True B. False

3. Stomach hunger is the urge to use food to make ourselves feel better.

A. True B. False

4. An example of food that has high fiber is:

A. Vegetable soup
B. White Bread
C. American cheese
D. Candy bar

5. I am confident that I understand the different types of hunger.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment

6. This information is important for me to know.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

What Kind of Hungry Are You?

Objectives for this Session

1. Identify the difference between "stomach hunger" and "mouth hunger."
2. Apply 1 or 2 small healthy steps you will use to control your hunger.
3. Identify 1 of your eating triggers and 1 healthy choice you can make instead of eating.

Have you heard the joke, "I'm on a seafood diet. I see food and I eat it!"? There is actually some truth to this joke. Sometimes simply seeing food on a counter or candy in a dish can make us want to eat even if we are not hungry.

Did you know? There are 2 types of hunger, stomach hunger and mouth hunger. Understanding the difference between these 2 types of hunger can help you:

- Better manage your hunger
- Learn the best food items to buy
- Learn how to better control your weight

Stomach hunger is your body's way of telling you it needs food. Our brain sends out these types of messages through "hunger cues." For example, you might hear your stomach growl or feel stomach pangs. These messages from your body tell you that your body needs food. Your body usually gets hungry about three to four hours after a meal. If you eat earlier than that time period, you may be responding to "mouth hunger" or emotional eating.

Main Learning Point #1

"Stomach hunger" is your body's way of telling you it needs food.

What Kind of Hungry Are You?
(continued)

Mouth hunger (or emotional eating) is the urge to use food to soothe feelings such as boredom, nervousness, anger, sadness or stress. This type of eating often leads to weight problems because we eat more calories than our bodies need. You also are more likely to make unhealthy food choices, like snacks. Many times, we use food when we are happy or to celebrate a special event. Sometimes using food for these reasons also may lead to unhealthy food choices and eating more calories than our bodies need.

Main Learning Point #2
"Mouth hunger" is the urge to use food to soothe yourself.

Small Steps for Success: Know the difference between mouth and stomach hunger to create a healthy eating pattern.

It is important to know when you are full. Unfortunately, your body does not tell you when you are satisfied until it is too late, and by then you may feel stuffed!

Can you think of a time when you ate too fast and then suddenly you felt so full you didn't feel good?

☐ Yes ☐ No ☐ Unsure

What might have helped you in that situation so you weren't so full afterwards?

_____

What Kind of Hungry Are You?
(continued)

Small Steps for Success
The following healthy steps can help you handle your hunger differently. Please put a checkmark by those that may help you:

☐ **1. Look at the clock** and ask yourself, "Has it been 3 or 4 hours since I had a meal?" Our bodies hold as much as four cups of food at one sitting, so it should take at least 3-4 hours for food to be digested and to be stomach hungry again.

☐ **2. Eat Slowly and Focus on Your Meal** for at least 20 minutes. ***It takes 20 minutes for your stomach to tell your brain that it is full.*** When you eat too quickly and finish your meal before 20 minutes, your stomach will think it needs more food. When you take at least 20 minutes to eat, your stomach knows it is full.

☐ **3. Do something active, like take a walk.** Your body is not good at doing two things at the same time. When you exercise, your hunger takes a break and allows your energy to go toward building up muscle instead. You will not feel hungry after about 10 minutes of physical activity. (Read *Addressing Mouth Hunger: A Feelings and Actions Activity for other things you can do*).

☐ **4. Eat a piece of fruit or a half cup of raw vegetables.** Eating a high-fiber, low-calorie snack may not make you full, but it may lessen your hunger enough to help you wait until mealtime to eat. If you also drink some water, it will make the fiber expand in your stomach. Foods that are high in fiber help fill you up and lessen your hunger. Examples of these foods include vegetable soup, yogurt, plain tuna fish on salad, cottage cheese and fruit, instant (not sweetened) oatmeal or a sweet potato.

☐ **5. Drink a glass of water or unsweetened drink.** It is important to drink only water or unsweetened beverages to avoid extra calories and sugar in your diet.

☐ **6. Wait five minutes and check if the urge to eat passes.** When you "see" food and find yourself automatically reaching for it ask, "Am I really hungry?" or "Am I full enough?" Take a five minute "time out" and see if the urge passes. Chew some sugarless gum or distract yourself by listening to music or humming your favorite song.

What Kind of Hungry Are You?
(continued)

☐ **7. Plan ahead** so if you have to eat, you have healthy snacks on hand – snacks with less fat and fewer calories. If you can, decide ahead of time how much you will eat.

☐ **8. Do something instead of eating,** especially when your feelings are triggering your hunger.

Main Learning Point #3

It takes 20 minutes for the stomach to send a message to the brain that it is full.

Caution: Do not take any medication or supplements to help lose weight without first consulting with your doctor. Some medications taken for physical or mental disorders can increase your appetite. Diet pills may not be safe, and some may make the symptoms of your mental illness worse. There are safer ways to deal with your hunger. For example, speak to your healthcare provider if you notice you are hungrier or are gaining weight.

The mind and body are connected. It takes time to get to know your body's hunger signals. Keep track of the times of day you get hungry to learn when and how your body tells your mind it is hungry. Think about using the *Food and Beverage Tracker* to help you study how you eat. If you already are using it, you are taking a great step toward getting healthier.

Main Learning Point #4

You can learn to know your body's hunger signals.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.

☐ **3. PRACTICE.** This week I will practice at least one tip that I picked in the session to practice. I have selected tip _____ _____to practice and help control my hunger.

☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

_____

Take An "*Extra* Small Healthy Step"

☐ **5. FILL OUT.** I will complete the handout *Addressing Mouth Hunger: A Feeling and Actions Activity* and share my results at the next session.

☐ **5. TRACK.** At least one day this week, I will track what and when I eat to help me to better understand why I eat. Use the *Daily Food and Beverage Tracker* handout.

Addressing Mouth Hunger: A Feelings and Actions Activity

Emotions can trigger eating even when people aren't hungry. From the lists below, identify the emotions that can trigger your eating (circle them) and check off an activity from the right column that you can do instead of eating.

Feelings	Activity
#1 Stressed	☐ Read
#2 Feeling anxious	☐ Take a bath/shower
#3 Boredom	☐ Watch TV
#4 Loneliness	☐ Do an errand
#5 Depressed	☐ Talk to someone
#6 Frustrated	☐ Go to the park
#7 Happy	☐ Window shop
#8 Can't sleep	☐ Listen to music
#9 Hyperactivity	☐ Stretch
#10 Aches and pains	☐ Deep breathing
#11 Hopelessness	☐ Draw
#12 Anger	☐ Write in a journal
#13 Tired	☐ Dance
#14 Other _____	☐ Other

How many emotions did you circle? _____

How many activities did you circle? _____

Please make sure you have checked off an activity or two for each feeling circled. Doing more and eating less moves you toward healthier living.

7

Get the Facts: Nutrition Knowledge is Power
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
What Kind of Hungry are You?

1. "Stomach hunger" is your body's way of telling you it needs food.
2. "Mouth hunger" is the urge to use food to soothe yourself.
3. It takes 20 minutes for the stomach to send a message to the brain that it is full.
4. You can learn to know your body's hunger signals.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

Refer to the *"Facilitator's Delivery Checklist"* when using Solutions for Wellness materials.

Materials Needed to Accompany Participant Handout:

Sample Nutrition Facts label (this is in addition to the sample in the session participant hand-out).

Tips for this Session

1. If you use the Suggestion for Topic Introduction, you will need the following materials:
   a. Nutrition Facts labels from real food products.
   b. Two bowls, a box of cereal and a measuring cup.

2. Ask participants and your treatment team colleagues to bring in food labels for this session. This is especially important if any of the participants do not buy their own groceries.

General Tip

Once you present a concept or idea, inject opportunities for participants to practice the skills they'll need to apply the concept in their lives. Make sure the steps in the practices go from simple to complex.

For example, when learning to read Nutrition Facts labels, practice in session with the example provided in the participant handout. Then encourage participants to utilize Nutrition Facts labels from real food products within and outside the session. Include the reading of Nutrition Facts labels in future sessions such as when learning about carbohydrates, fats, and sodium.

Suggestion for Topic Introduction and Relevance to Participants

"I need a couple of volunteers to help me with a demonstration."

(Have two bowls, cereal and measuring cup where everyone can see them.)

"Who will help me?"

(Select two participants who look very interested.)

"Thank you, _____. I'm going to ask _____ (name one of the volunteers) to fill the bowl with how much cereal they think the average person would eat for breakfast."

(Keep the activity light-hearted as the volunteer pours the cereal.)

"Please read the Nutrition Facts label on the box that tells us the amount in one serving."

"Thank you. Now, _____ (second volunteer), please use the measuring cup to measure out one serving and put in this bowl."

"Let's compare the two bowls. Are you surprised to see the difference? Maybe we've been eating more than one serving size for a while. I know I have!"

(If this is going well, you may want to have them measure how much cereal is in the first bowl so you can see how many servings were poured.)

"Today we're going to learn how to read nutrition labels to find serving sizes, the amount of calories in a serving size, and how many servings are in a box or can."

Topic Assessment Answer Key

1. D 2. B 3. A 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 6: What Kind of Hungry are You?

Main Learning Points of Session 6
What were the main learning points of Session 6? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. "S_____h hunger" is your body's way of telling you it needs food.
2. "M_____h hunger" is the urge to use food to soothe yourself.
3. It takes 20 minutes for the stomach to send a message to the b_____n that it is full.
4. You can learn to know your body's h_____r signals.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Reading a Nutrition Facts label can help you do all the following EXCEPT:

A. Manage your weight.
B. Make healthier food choices.
C. Prevent some health problems.
D. Save money by using coupons.

2. The number of servings you eat determines:

A. How many meals you should eat in one day.
B. The number of calories you eat and drink.
C. How late at night you should go to bed.
D. What time you might need to drink more milk.

3. Nutrition Facts labels list the nutrients in a food or drink.

A. True B. False

4. If you have food allergies, it is helpful to read the ingredients list on food packages.

A. True B. False

5. I am confident that I know how to read and understand Nutrition Facts labels.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 7 – Get the Facts: Nutrition Knowledge is Power

Topic Assessment

6. This information is important for me to know.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Get the Facts: Nutrition Knowledge is Power

Objectives for this Session

1. Identify serving size, servings per container and calories on a Nutrition Facts label.
2. Understand the relationship between calories and serving size.
3. Recognize 1 way an ingredients list can give you information you need.

Have you ever heard the saying, "Knowledge is power?" This session is all about gaining important nutrition knowledge. You will learn information that will help you make better nutrition choices.

A Nutrition Facts label (also called a food label) is an important tool that can increase your knowledge about the foods you eat. These labels are found on most food and drink packages. (Note: fresh fruits and vegetables, meat, poultry and seafood don't usually have Nutrition Facts labels on them.)

Reading Nutrition Food Labels can help you:

- Manage your weight
- Make healthier food choices
- Lower the risk of health problems.

So, let's find out how much you use this knowledge building tool. How often do you look at a Nutrition Facts Label when buying a food or drink? (Please check below):

☐ Never ☐ Sometimes ☐ Always

Knowing how to read a Nutrition Facts label would be helpful to me.

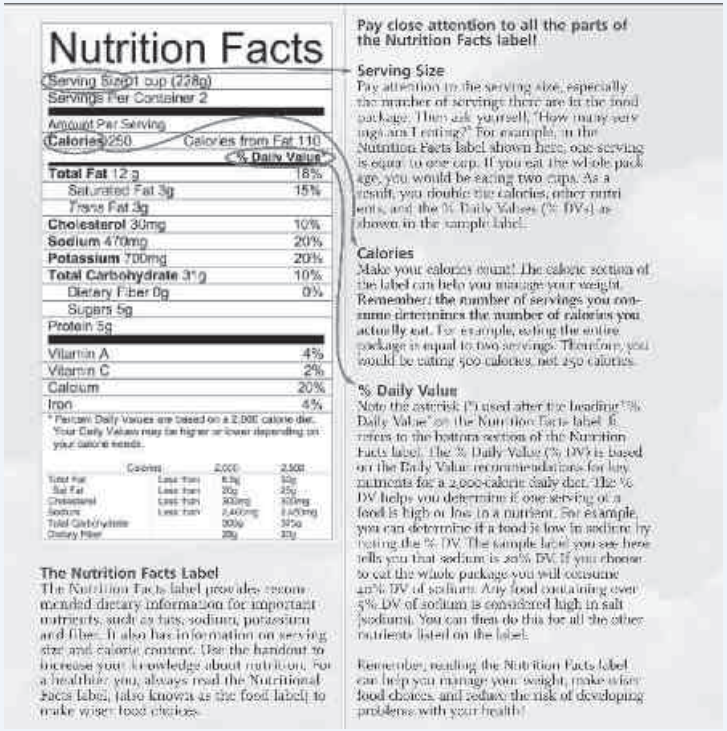
☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Main Learning Point #1

Nutrition Facts labels give you helpful information.

Get the Facts: Nutrition Knowledge is Power
(continued)

Let's take a moment to study the sample Nutrition Food Label shown below.



Get the Facts: Nutrition Knowledge is Power
(continued)

What is one of the first things that you notice on this label?
Please check off one item below:

☐ Serving Size	☐ Sodium
☐ Servings per Container	☐ Total Carbohydrate
☐ Calories	☐ Fiber
☐ Calories from Fat	☐ Sugars
☐ Total Fat (Saturated & trans)	☐ Protein
☐ Cholesterol	☐ Vitamins A &C, Iron, Calcium

While some of you may look at the number of calories in an item before you look at serving size, sugars or fat, all of these factors are important in helping us to make healthier food and drink choices.

Please refer to highlighted areas of the sample Nutrition Facts label handout as you read the paragraphs below.

Serving Size and Servings Per Container
A serving size is a measure of food. Most serving sizes are listed as cups, grams, ounces, tablespoons or pieces so we can track what we eat. The Nutrition Facts label lists the serving size and how many servings are in the container. Have you ever eaten a bag of chips and then realized that the bag contained six servings?

On the sample label, a serving size is 1 cup and there are 2 servings per container. So if you eat both servings, you would eat two cups. This means you doubled the number of calories, amount of nutrients, and the Percent (%)Daily Values listed on the Nutrition Facts label.

Calories
Make your calories count! The calorie section of the food label can help you manage your weight. Remember, the number of servings you eat determines the number of calories. If you choose to eat the whole package of the food on the sample Nutrition Facts label, how many calories would you be eating?_____

Get the Facts: Nutrition Knowledge is Power
(continued)

Main Learning Point #2

How many servings you eat determines how many calories you consume.

Small Step for Success:
Know how many servings you are eating.

Percent Daily Value for Nutrition
The Percent (%) Daily Value (DV) on a label helps you figure out if (or how much of) a nutrient is in a food or drink. The daily value is based on the US government recommendations for key nutrients based on a 2,000-calorie daily diet.

For example, you can figure out if a food is high or low in salt (sodium) by checking the percent daily value on the label. Let's look at the sample label handout. It tells us that sodium for one serving of the corn chips is 5% daily value. If we eat the whole package, we will have 10% of our daily value of salt in that bag of chips. Any food with more than 5% DV of sodium per serving is high in salt.

Using the sample label, is the percent (%) daily value of salt for a single serving high or low? _____

Main Learning Point #3

The percent daily value on a label shows how much of a nutrient is in a food or drink.

Get the Facts: Nutrition Knowledge is Power
(continued)

The Ingredients List
Most food packaging also has an ingredients list near or close to the Nutrition Facts label. The ingredients of the product are listed by weight from most to least.

For example on a chicken soup package, if the first ingredient is "water" that means that the soup has more water than any other ingredient. Chicken might be at the middle or end of the list. If the first ingredient said "tomato" on a can of tomato soup, the major ingredient is tomatoes.

The ingredients list also provides useful information for people with food allergies.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 7 – Get the Facts: Nutrition Knowledge is Power

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- ☐ **3. IDENTIFY.** In the next week, I will read at least one Nutrition Facts label and identify how many servings and calories are in the container. I will bring the food label to the next session.
- ☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

  _____

Take An "*Extra* Small Healthy Step" (optional)

- ☐ **5.** In the next week, I will read two or three different Nutrition Facts labels and identify how many servings and calories are in the containers. I will bring these food labels to the next session.
- ☐ **6.** If I have a measuring cup available, I will measure out and track servings of foods I am eating.

8

Dietary Guidelines for Americans
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Get the Facts: Nutrition Knowledge is Power

1. Nutrition Facts labels give you helpful information.
2. How many servings you eat determines how many calories you consume.
3. The percent daily value on a label shows how much of a nutrient is in a food or drink.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

You can refer to the *"Facilitator's Delivery Checklist"* when using Team Solutions materials as a reminder of important facilitator tips.

Materials Needed to Accompany Participant Handout:

MyPlate mini-poster (upper-half)

Tips for this Session:

1. If you use the Suggestion for Topic Introduction, you may want to write out the words, Dietary Guidelines for Americans (DGA) on the board or flip chart. You may also ask participants to write it out at the top of their handouts. This will provide two modalities of learning, both visual and written, which may enhance learning for some people.
2. Different ethnic or racial groups and different age groups have different dietary needs. This session points out that the MyPlate has 12 different versions to accommodate the varying dietary needs of our population. You may want to ensure you have the version that best suits the participants' needs and encourages them to discuss with their treatment team which version is best for them.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 8 – Dietary Guidelines for Americans

Suggestion for Topic Introduction and Relevance to Participants

"The more we know about our food and drink choices, the healthier decisions we can make. Many resources and tools are available to help us with these decisions. Can anyone think of resources we have already used in this program?"

(Encourage and react to responses. Someone may mention the food tracker or another resource you've introduced.)

"Today we're going to look at a resource many people use. The Dietary Guidelines for Americans, or DGA's, are an important tool. They can help us reach our goals to live a healthier lifestyle."

"The 2010 Dietary Guidelines encourage most Americans to:

a. Make healthier food choices
b. Eat fewer calories
c. Be more active"

"Let's take a look at the Dietary Guidelines for Americans and see how they can help you."

Topic Assessment Answer Key

1. B 2. A 3. A 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 7:
Get the Facts: Nutrition Knowledge is Power

Main Learning Points of Session 7
What were the main learning points of Session 7? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. N_____n Facts labels give you helpful information.
2. How many s_____s you eat determines how many calories you consume.
3. The percent daily value on a l_____l shows how much of a nutrient is in a food or drink.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. The new MyPlate Method includes how many food groups?

A. Four
B. Five
C. Six
D. Seven

2. The 2010 Dietary Guidelines for Americans encourage most Americans to:

A. Make healthier food choices
B. Eat more beef, pork, and bread
C. Be less active
D. Eat more oil, fat, and butter

3. It takes about 21 days to change a habit.

A. True B. False

4. The MyPlate Method allows for individual selection of foods.

A. True B. False

5. I am confident that I know how to eat according to MyPlate.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment

6. This information is important for me to know.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Dietary Guidelines for Americans

Objectives for this Session

1. Identify at least 1 way the Dietary Guidelines for Americans (DGAs) can help you.
2. Identify at least 1 difference between the old MyPyramid and the new MyPlate.
3. Recognize 1 way that MyPlate can help you to make healthier food and activity choices.

In 2010, the United States Department of Agriculture published updated Dietary Guidelines for Americans, or DGA. These guidelines include important information to help Americans make good choices about daily food and activity. The guidelines identify nine integrated focus areas. Each area focuses on a specific nutritional topic. However, theses focus areas also are important as a group. Together, the nine focus areas offer a plan for overall healthy eating and physical activity.

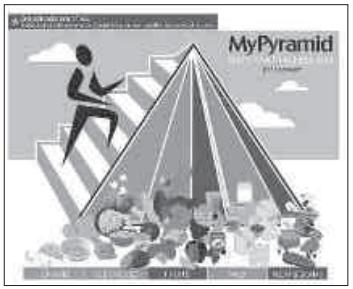
The nine integrated DGA focus areas encourage most Americans to:

- Make healthier food choices
- Eat fewer calories
- Be more active

Main Learning Point #1
The DGA can help me make healthier lifestyle choices.

The DGA is updated every five years as needed.
We learn a lot about healthy eating and activity through science and research. Obesity (being very overweight) is a serious problem in the United States. The old food guidance system, the "MyPyramid," was updated in 2011 and is now called "MyPlate." Take a look at the old and the new methods on the next page and see what differences you notice:

Dietary Guidelines for Americans
(continued)



Old MyPyramid

New MyPlate

What is one difference that you notice between the two methods?

_____

_____

_____

_____

Dietary Guidelines for Americans
(continued)

Unlike the old MyPyramid, the new MyPlate highlights several key points. Let's study MyPlate more closely by looking at the MyPlate mini-poster. Every part of the new MyPlate has a specific message for you. These key messages are:

- ☐ **Be Physically Active Every Day.**
- ☐ **Choose Healthier Foods from Each Food Group.**
- ☐ **Eat More from Some Food Groups than Others.**
- ☐ **Every Color Every Day.** Each food group has a different color segment on the plate (for example, the grain group is orange). Eat from all 5 food groups every day, but stay within your calorie needs.

Main Learning Point #2
MyPlate has 5 food groups.

Dietary Guidelines for Americans
(continued)

Quick Tips for Success:
Take a look at what you eat and drink at meals! Think about last night's dinner. How did your plate of food and beverage choices compare to the five food groups in MyPlate? From which food group did you eat or drink the most? From which food group did you eat or drink the least? How can MyPlate help you?

1. **Take One Step at a Time.** Remember that small steps add up to big changes. Change doesn't happen overnight. It takes about 21 days to create new habits or behaviors. Start with one small healthy step and practice it for one week (such as adding one more fruit or vegetable or using the stairs instead of the elevator).

Main Learning Point #3
It takes about 21 days to create a new habit.

2. **Make Choices that Are Right for You.** The MyPlate method uses an online tracking tool, the SuperTracker. This tool can be used to develop personalized diet solutions for you. For example, if you are trying to lose weight, and you are not very active, you probably need to eat fewer calories and be more active. You may want to talk with your healthcare provider about the number of calories you will need to help you meet your goals.

Note: At the end of this session, if you have access to a computer, you may want to use the choosemyplate.gov website on the Internet to find the guidelines based on your age, gender and activity level. You also can find suggestions for using MyPlate to address different eating patterns and ethnic diets.

Main Learning Point #4
MyPlate uses a SuperTracker to personalize your dietary plan.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 8 – Dietary Guidelines for Americans

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about MyPlate.
- ☐ **3. COMPARE.** I will study my plate of food and my drinks at one meal daily and see how my plate of food and my drink compares to the five food groups in the MyPlate Method.
- ☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

  _____

Take An "*Extra* Small Healthy Step" (optional)

- ☐ **5. RESEARCH.** Go to www.choosemyplate.gov and click on MyPlate. Use the SuperTracker to personalize a dietary plan that is right for you.

Motivation to Practice. How will practicing help you?

_____

_____

9

Adequate Nutrients within Calorie Needs: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points from last session:
Dietary Guidelines for Americans

1. The DGA can help me make healthier lifestyle choices.
2. MyPlate has five food groups.
3. It takes about 21 days to create a new habit.
4. MyPlate uses a SuperTracker to personalize your dietary plan.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

It is important to acknowledge and discuss participants' successes, progress and challenges.

Materials Needed to Accompany Participant Handout:

1. *Sample Nutrition Facts label Handout*
2. *MyPlate mini-poster (upper-half) for reference*

General Tips

Communicate in everyday language. Consumers may not always care about the scientific or technical language used to explain symptoms, treatment, or relay complex health information. Use everyday language that describes their real experiences. Use adult-to-adult language and tone of voice. If a complex term is used in the material, give participants an opportunity to explain it. This can empower individuals who are familiar with more complex terminology or concepts.

Suggestion for Topic Introduction and Relevance to Participants

"Today, I'd like each of you to write down two foods that you really like. Let's choose one food or drink that is really healthy, and one food or drink that is not so healthy."

"What are some of the healthy foods you listed?"

(Listen and respond to answers.)

"What are some of the unhealthy foods you listed?"

(Listen and respond to answers.)

"Today we're going to talk about nutrition and nutrients. Nutrients are things like vitamins and minerals – the "nutrition" that we get from a food to give us energy and strength and good health. As you can see from our lists, some of these foods probably have good nutrients, and some don't have very many. We'll look at our lists again later in the session."

Topic Assessment Answer Key

1. A 2. A 3. A 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 8: Dietary Guidelines for Americans

Main Learning Points of Session 8
What were the main learning points of Session 8? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. The DGA can help me make healthier l_____e choices.
2. MyPlate has five food g_____s.
3. It takes about 21 days to create a new h_____t.
4. MyPlate uses a S_____r to personalize your dietary plan.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Which food choice below would provide the best balance of nutrients and calories that the body needs?

A. A sweet potato
B. French fries
C. 12 ounces of soda
D. A half pound bacon cheeseburger

2. Nutrients give us strength, energy, and keep us healthy.

A. True B. False

3. It is possible to get more calories than we need without getting enough nutrients.

A. True B. False

4. As a rule of thumb, a healthy diet includes:

A. Drinking only fruit juice.
B. A variety of foods from the five food groups
C. A diet rich in protein with few carbohydrates
D. Being a vegetarian.

5. I am confident that I know how to get the nutrition I need.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Adequate Nutrients within Calorie Needs
(a DGA Focus Area)

Objectives for this Session

1. Define "nutrient."
2. Choose 1 food item that is rich in nutrients.
3. Understand how to use MyPlate.

This session covers one area of the Dietary Guidelines for Americans, *Adequate Nutrients within Calories*. In other words, "Are you feeding your body the nutrition it needs for good health without eating too many calories?"

What Exactly Are Nutrients? Most foods have nutrients that the body needs to grow, to heal, to produce energy and to control body processes. Nutrients also provide strength. No single food has all of the nutrients we need. To be well-nourished it is important to eat many different foods every day.

Main Learning Point #1
Nutrients give us strength and energy and keep us healthy.

Many Americans get too many calories (often because we are eating more food than we need) but still do not get enough nutrients. This can cause many health problems like constipation, arthritis, and weight gain.

A common meal at a fast food restaurant is a ½ pound hamburger with cheese, lettuce, tomato and bacon, large fries and a large soda. Does this meal provide a healthy balance of nutrients and calories for good health?

☐ Never ☐ Sometimes ☐ Always

Because the hamburger and fries have more fats than the average person should eat, the correct answer is "never." The soda is loaded with "empty" calories, meaning it contains little or no nutrients but lots of sugar. Lettuce and tomato are healthy, but there aren't enough to meet the recommended 2 cups of vegetables per day.

Adequate Nutrients within Calorie Needs (a DGA Focus Area)
(continued)

Main Learning Point #2

Many people eat more calories than they need, without getting enough nutrients.

MyPlate can help you make smart choices from every food group to get the nutrients your body needs and help you stay within your daily calorie needs.

The 2010 USDA Dietary Guidelines make these suggestions:

1. Eat a variety of different foods and drinks from the five basic food groups. Nutrient-rich foods include whole grain cereals and breads, fruit and vegetables, milk and cheese, and some meats. Limit how much food you eat with added sugars, salt, trans fats (the bad fat) and alcohol. Nutrient-rich foods give your body more of what it needs than other foods. (For example, choosing a baked sweet potato will give your body more nutrients than French fries. A sweet potato has fewer calories and better nutrition as long as you don't load it with butter and brown sugar!)

Main Learning Point #3

A healthy diet includes a variety of foods from the five basic food groups.

2. Using MyPlate recommendations can help you stay on a balanced diet. Older adults, children and other people with special considerations may need to get their nutrition from vitamin fortified foods and/or supplements. Consult your healthcare provider before taking vitamins, herbs or supplements.

How do you know if you are eating a variety of nutritious foods and drinks? In the following session, *Food Groups to Encourage*, we will talk about the five basic food groups to help you choose a balance of nutritious foods. You can use tools like the Nutrition Facts label on packaged foods to figure out the daily value of nutrients in the foods you choose. (Note: For our work together on the daily guidelines, we will look at a diet for the average American. An average diet is based on 2000 calories a day.)

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 9 – Adequate Nutrients within Calorie Needs
(A Dietary Guidelines for Americans Focus Area)

Adequate Nutrients within Calorie Needs (a DGA Focus Area)
(continued)

REVIEW…Get the Facts: Nutrition Knowledge is Power

The Percent (%) Daily Value is based on the amount of nutrients you should get each day. These numbers tell you the percent (%) daily value that one serving of a food provides (based on a 2,000 calorie daily diet.) For example, if the label of a food shows that one serving provides 30% of the daily amount of fiber you need, you would want to eat other foods that day that have fiber.

Discussion
Let's look at the lists we made at the beginning of the session. Take a look at both the healthy and the unhealthy lists of food. Now that we know more about nutrition and energy, write down two foods from the list that you think are healthy choices. _____

_____

Now let's write down two foods that you think have empty calories and few nutrients.

_____

_____

Now let's look at the handout, Nutritional Facts label, to see some of the nutrients we might find in healthy foods compared to foods with empty calories.

Small Steps for Success
Be mindful of the serving size, servings per container and calories per servings.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.

☐ **3. TRACK.** At least one day this week, I will track what I am eating to learn which food groups I eat the most or the least. Use the *Daily Food and Beverage Tracker* handout.

☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

_____

Take An "*Extra* Small Healthy Step" (optional)

☐ **5. ASSESS.** I will write down the percent daily value of two nutrients and the calories per serving using Nutrition Facts label from one of my favorite foods. I will bring it to the next session to share with the facilitator.

10

Food Groups to Encourage: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Adequate Nutrients within Calorie Needs (A DGA Focus Area)

1. Nutrients give us strength and energy and keep us healthy.
2. Many people eat more calories than they need without getting enough nutrients.
3. A healthy diet includes a variety of foods from the five basic food groups.

Review Healthy Steps from last session.

Note
This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Materials Needed to Accompany Participant Handout:
MyPlate mini-poster
http://www.choosemyplate.gov/downloads/mini_poster_English_final.pdf

Tips for this Session

1. If you use the Suggestion for Topic Introduction today, distribute a paper plate to participants as they come in to the room. Also ensure they have the bottom-half of the MyPlate mini-posters. Other materials you will need are colored markers, pencils or crayons.
2. This session covers the DGA five food groups in MyPlate. You may want to cover the materials in two sessions.

General Tip
All people learn in their own way. Try to use a combination of learning modalities as you facilitate the session to accommodate the variety of diverse learners. If you say something out loud, try also to write it on a flip chart; if you use a hand gesture to demonstrate a concept, also speak the words describing the gesture.

Also, you may have heard the saying, "A picture can speak a thousand words." Many of us retain information better if provided with a visual example. For example, consider using a measuring cup to illustrate a serving size of cereal. Others may learn better by reading information. Learning is generally enhanced when we apply more than one modality (e.g. reading a food label and using a measuring cup to determine a serving size). Additionally, many of us learn best when we apply the information to our everyday lives. For instance, measuring out and seeing how many servings of cereal or pasta we generally eat at one meal. Encouraging participants to choose a *Small Healthy Step* to practice between sessions can assist people to translate new information and skills into their own environment.

Suggestion for Topic Introduction and Relevance to Participants

"Each of you has a paper plate, some crayons and the MyPlate placemat. Let's start today with a brief activity."

"On your plate, draw a typical dinner that you often eat. It can be anything you like to eat. Show about how much you eat at a meal."

(Give them a couple of minutes to draw their typical meals.)

"Using the guidelines on the MyPlate chart, look at the food you drew. Write down which food group your food choices fall under. For instance, green beans would be a vegetable, right? Take a couple of minutes to identify your foods."

"Who has a good variety of foods on their plate? Did anyone have more than one or two food groups?"

"Today we're going to talk about the five different food groups and how to get a good variety of foods."

Topic Assessment Answer Key

1. B 2. C 3. B 4. D

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 10 – Food Groups to Encourage: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Review of Session 9: Adequate Nutrients Within Calorie Needs (A DGA Focus Area): What do the Guidelines Say?

Main Learning Points of Session 9
What were the main learning points of Session 9? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Nutrients give us strength and e_____y and keep us healthy.
2. Many people eat more calories than they need, without getting enough n_____s.
3. A h_____y diet includes a variety of foods from the five basic food groups.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. If a piece of bread is light brown and grainy looking, it is definitely a good source of whole-grains.

A. True B. False

2. According to the Dietary Guidelines for Americans, how many servings of calcium-rich foods (for example, milk, yogurt, and other milk-products) should adults get each day?

A. 1 Cup
B. 2 Cups
C. 3 Cups
D. 4 Cups

3. To get your daily recommended servings of fruit, you must eat fresh fruit, no juice.

A. True B. False

4. All of these food groups are listed in the Dietary Guidelines for Americans EXCEPT:

A. Grains
B. Fruits
C. Meat
D. Desserts

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 10 – Food Groups to Encourage: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Topic Assessment

5. I am confident that I know and will eat foods from the five food groups.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Food Groups to Encourage: What Do the Guidelines Say?

Objectives for this Session

1. Understand how to use MyPlate as a guide to healthier eating.
2. Identify the recommended daily intake of 1 of the 5 food groups.
3. Identify 2 of the 5 food groups.

While you may have heard that some "fad diets," such as diets high in protein and fat, can help people lose weight, many people eventually gain the weight back. These kinds of diets may not be healthy.

In 2010, the United States Department of Agriculture published an updated Dietary Guidelines for Americans, or DGA.

One of the nine areas the DGA focuses on is *Food Groups to Encourage*. This area teaches us that most Americans can be healthier by eating more fruits, vegetables, whole grains and fat-free or low-fat milk products. In fact, people who eat plenty of fruits and vegetables are less likely to have constipation and other long-term diseases such as stroke, heart disease, diabetes and certain types of cancer.

Main Learning Point #1
Foods like fruits, vegetables and whole grains are good for your overall health.

To learn about *Food Groups to Encourag*e, let's look at the MyPlate mini-poster. As we talk about each food group, think about what you eat from each group. The information in the MyPlate mini-poster is based on a 2000 calorie eating plan. Different people have different calorie needs, however, and your calorie needs depend on your gender, age and activity level.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 10 – Food Groups to Encourage: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

The Five Food Groups

1. **Grains: Whole Grains are Great.** Eat 6 ounces of grains every day. At least 3 ounces should be from whole-grain cereals, breads, crackers, rice or pasta every day. The rest of the grains can be enriched or whole-grain products. One ounce of grain is about 1 slice of bread, 1 cup of breakfast cereal, or ½ cup of cooked rice or pasta. This means that six slices of bread a day is the recommended total you need each day, if you consume no other source of grains.

   The color of a food does not determine if it is whole grain. Read the ingredients section on the food package. For many whole-grain products, the words "whole" or "whole grain" will appear as one of the first ingredients on the ingredients list. Whole wheat, whole oats or oatmeal, whole-grain corn, whole rye, popcorn, brown rice and wild rice are all good examples of whole grain products.

Quick Tip for Success: Eat less white bread and/or foods like bagels, white rice and pasta (these contain more calories and are less nutritious than whole grain foods).

I read the list of ingredients on the food package to see if the grains that I am eating are whole-grains. ☐ Yes ☐ No

I eat enough grains to meet the DGA recommendations.

☐ Never ☐ Sometimes ☐ Always

2. **Vegetables: Vary Your Veggies.** Eat 2 ½ cups of vegetables every day. Eat dark green veggies, such as green beans, broccoli, spinach and other dark leafy greens. Orange veggies include carrots, sweet potatoes, pumpkin and winter squash. Beans and peas, such as pinto beans, kidney beans, black beans, garbanzo beans, split peas and lentils, are excellent vegetables. Remember that different vegetables have different nutrients.

The Five Food Groups
(continued)

Quick Tip for Success: Vary your veggies by eating from all five vegetable subgroups (dark green, orange, legumes (dry beans), starchy (potatoes) and other vegetables) every week.

About how many cup(s) of vegetables do you eat per day? _____

Does my daily intake of vegetables usually meet the DGA recommendations? ☐ Yes ☐ No ☐ Unsure

3. Fruits: Focus on Fruits. Eat 2 cups of fruit every day. Eat a variety of whole fruits (fresh, frozen, canned or dried) rather than fruit juice for most of your fruit choices. For a 2,000-calorie meal plan, you will need 2 cups of fruit each day (for example, 1 small banana, 2/3 cup canned pears and a medium apple.

Quick Tip for Success: Go easy on fruit juices. Juice does not have much fiber and can be source of "hidden" sugar and extra calories. Watch out for canned fruit that is packed in syrup. The syrup adds sugar and calories you do not need.

How many servings of whole fruit do you usually eat each day? _____

How many servings of fruit juice do you usually drink each day? _____

Does your daily intake of vegetables usually meet the DGA recommendations? ☐ Yes ☐ No ☐ Unsure

4. Calcium-rich Foods. Get 3 cups of calcium-rich food every day (for adults). Choose low-fat or fat-free milk, yogurt and other milk products like cheese. Milk and milk products have a lot of calcium, which is very important for good bone health. If you do not or cannot drink milk, choose lactose-free milk products and/or other calcium-fortified foods (for example, cereals and breads) and drinks (for example, orange juice).

What type of milk do you usually drink: (check one)

☐ whole milk ☐ 2% ☐ 1% ☐ skim (fat free)

How many cups per day do you get? _____

Does your intake of milk/milk products usually meet the DGA recommendations? ☐ Yes ☐ No ☐ Unsure

The Five Food Groups
(continued)

5. Meats and Beans. Have 5.5 ounces of meats and beans every day. While protein is important to good health, the DGA tells us that most Americans are already getting their recommended 10% to 35% of daily calories from protein. However, certain people, such as older adults, may not get enough protein.

Quick Tip for Success: Go Lean with Protein! Choose lean cuts of meat that are baked, broiled, or grilled (avoid fried). Beans and peanut butter are also a good source of protein, especially if you are on a limited budget.

Main Learning Point #2

The five food groups are:
Grains
Vegetables
Fruits
Milk Products
Meats and Beans

Review: Fill in the correct recommended daily serving for each of these food groups:

1. Grains: _____
2. Vegetables: _____
3. Fruits: _____
4. Milk Products: _____
5. Meats and Beans: _____

Review & Moving Forward

The *main learning points* of this session are:

1. _____

2. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout and/or the MyPlate with someone in my support system. I will ask _____ to read it and talk with me about it.

☐ **3. TRACK FOOD GROUPS.** At least one day this week, I will track what I eat to learn which food groups I eat the most or the least. Use the *Daily Food and Beverage Tracker* handout.

☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

_____

Take An "*Extra* Small Healthy Step" (optional)

☐ **5. DECIDE.** Given what I have learned today, this week I will improve my intake of one of the following food groups:

☐ grains ☐ vegetables ☐ fruits ☐ milk ☐ meats & beans

Using the MyPlate mini-poster (bottom-half), I will circle my chosen food group and write down one small step I will take to improve my eating in this food group. For example, if I choose to focus on fruits, my food goal may be to eat an extra piece of fruit each day. If I select grains, I may want to read ingredients on various food packages and look for whole grains. The step I take will be my food goal for the week.

Motivation to Practice. How will practicing help you?

11

Weight Management Part 1: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Food Groups to Encourage: What Do the Guidelines Say?

1. Foods like fruits, vegetables and whole grains are good for your overall health.
2. The five food groups are: grains, vegetables, fruits, milk products, meats and beans.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

You can refer to the *Facilitator's Delivery Checklist* when using Solutions for Wellness materials as a reminder of important facilitator tips.

Materials Needed to Accompany Participant Handout:

Healthy Snacks Less than 150 Calories

Tips for this Session

Draw the grid from the exercise *Simple Ways to Manage Calorie Intake and to Increase Physical Activity* on the board or flip chart. When you get to this section of today's handout, ask each participant to place at least one tip on the board in written or art form. This will give participants an opportunity to share and learn more tips than they would have on their own. Some people may find it easier to make a food change and others may prefer to make a change in their physical activity level.

General Tips

Intervene to refocus and re-engage participants in the learning process if needed.

As the facilitator, participants will count on you to intervene if some participants in the group make comments that take the discussion off track or who may want to debate with you. At times, participants may have additional concerns that are not the focus of the topic.

While it may be appropriate to spend a few minutes discussing other issues, it is also important to lead the discussion back to the topic of the session. Let individuals know that if they have additional concerns that you would be happy to either talk with them later or make an appointment for them to speak with someone on their treatment team. Of course, as in every session, use your judgment, as the situation calls for. For example, if something critical was in the news, or happened in the treatment setting, you may want to spend some time acknowledging its impact on participants.

Suggestion for Topic Introduction and Relevance to Participants

"Today, let's start by thinking about some of your favorite snack foods. Who wants to start by telling us your favorite snack food?"

(Make a list on the board or flip chart of the snack foods that they mention.)

"About how many times a week do you eat your very favorite snack?"

"Do you know about how many calories the snack has or how long it takes you to burn off the calories through exercise?"

Some examples are:

- peanuts (10 peanuts = 105 calories and 20 minutes to burn off)
- potato chips (10 chips = 90 calories and 17 minutes to burn off)
- a mini bagel (1=161 calories and 31 minutes to burn off)
- orange (1=77 calories and 15 minutes to burn off)
- tomato juice (1/2 cup=23 calories and 4 minutes to burn off)

"Today we're going to talk about what the Daily Guidelines for Americans say about weight management."

Topic Assessment Answer Key

1. B 2. B 3. B 4. D

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 11 – Weight Management Part 1: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Review of Session 10: Food Groups to Encourage: What Do the Guidelines Say?

Main Learning Points of Session 10

What were the main learning points of Session 10? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Foods like fruits, v_____s and whole grains are good for your overall health.
2. The five food groups are: g_____s, vegetables, fruits, milk products, meats and beans.

Take a Small Healthy Step Review:

What small healthy step did you choose to practice between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. A _____ is the unit used to measure the amount of energy produced by the food you eat.

A. scale
B. calorie
C. ounce
D. measuring cup

2. If a person eats food containing more calories than the body needs for energy, the extra calories may be stored as muscle.

A. True B. False

3. To prevent gradual weight gain over time, you need to:

A. Wear clothes that are the size you want to be.
B. Burn at least as many calories as you consume.
C. Gradually increase the number of hours you sleep.
D. Just stop eating dessert, nothing else is needed.

4. To work off the calories from a slice of cheese pizza, you must exercise for:

A. 13 minutes
B. 25 minutes
C. 42 minutes
D. 67 minutes

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 11 – Weight Management Part 1: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Topic Assessment

5. I am confident that I know what I need to do for weight management.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Weight Management (A DGA Focus Area) Part 1: What Do the Guidelines Say?

Objectives for this Session

1. Understand how food and physical activity work together to affect weight.
2. Choose and use 1 change to reduce your calorie intake.
3. Choose and use 1 change to increase your physical activity.

Would you be willing to walk 79 minutes to burn off a piece of apple pie? Have you ever considered how easy it is to eat a high calorie snack and how long it takes to burn off the calories to stay at a healthy weight? This session covers the Dietary Guideline's two key recommendations for weight management. Each recommendation is followed by some simple ideas to think about and practice.

What is your favorite snack food? _____

Recommendation #1: To stay at a healthy body weight, find the balance between the food you eat and your physical activity. The amount of calories you eat should be burned off through physical activity to keep you at a healthy weight. You need to pay attention to size and number of servings while slowly adding daily physical activity in recommended amounts.

Did you know? A calorie is the unit used to measure the amount of energy made by the food you eat. Depending on age, gender, height and weight, we all need a different amount of calories to keep our bodies running. If a person eats food with more calories than the body needs for energy, the extra calories may be turned into fat.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 11 – Weight Management Part 1: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Weight Management (A DGA Focus Area) Part 1: What Do the Guidelines Say?
(continued)

Many people take in more calories each day than their bodies need. At the same time, they may not be physically active every day. Let's look at the apple pie example above. If a person snacks on high calorie foods and does not do enough physical activity to burn off the calories, what do you think will happen?

_____

On average, it takes many minutes to burn off calories from the variety of foods and drinks we eat. Put a checkmark by the items you enjoy eating. Now look at how long it would take to walk off the calories from each snack. (Please mark an X by your selection.)

X	Food & Calories Contained	Time to Burn Walking*
☐	1. ½ cup pudding (170)	33 minutes
☐	2. Milk shake, 1 cup (240)	47 minutes
☐	3. 1 cup hot chocolate (238)	46 minutes
☐	4. 1 egg boiled (72)	14 minutes
☐	5. 2 snack cakes w/crème filling (250)	50 minutes
☐	6. 1 orange (77)	15 minutes
☐	7. ½ cup green beans (25)	5 minutes
☐	8. 1 slice pizza (350)	67 minutes
☐	9. 20 potato chips (200)	41 minutes

Recommendation #2: To prevent gradual weight gain over time, decrease food and drink calories and increase physical activity. Basically, to prevent weight gain and/or lose weight, you must burn more calories than you eat.

Main Learning Point #1

To lose weight, work to burn more calories than you consume.

Weight Management (A DGA Focus Area) Part 1: What Do the Guidelines Say?
(continued)

Note: Talk to your healthcare provider before starting or changing an exercise program.

Tips to Balance Your Food Intake and Physical Activity:
What can you do to find a balance between your food intake and physical activity to prevent weight gain? Circle the ideas you would like to practice and/or fill in at least one blank space in each column with something that makes sense for you:

Simple Ways to Manage Your Calorie Intake	Simple Ways to Increase Your Physical Activity
1. Put a note on your refrigerator **– Kitchen Closed After 7pm!**	9. Watch less TV. When you do watch, walk during commercials.
2. Cut out one soda from your day.	10. Take the stairs.
3. Hold the gravy for your meats.	11. Take a walk.
4. Use less salad dressing.	12. Clean the house.
5. Chew sugar-free gum.	13. Vacuum.
6. Eat one less dessert this week.	14. Rake the leaves.
7. Eat one less fast food meal.	15. Bike, swim or play a team sport.
8. Select low calorie foods.*	16. Sit less.

*See attached sample list of healthy foods less than 150 calories.

Small Steps for Success

- Eat Smart (Eat an apple instead of apple pie)
- Sit Less (Watch less TV)
- Move More (Add an extra 5-minute walk to your day)

Weight Management (A DGA Focus Area) Part 1: What Do the Guidelines Say?
(continued)

The 2010 Dietary Guidelines for Americans and the MyPlate Food Guidance System explain that being more physically active everyday is important for weight management. So is making better food choices. Using some of these small steps for success will make change possible!

Main Learning Point #2
Use a small steps approach to weight management.

Review & Moving Forward

The *main learning points* of this session are:

1. _____

2. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about weight management.

☐ **3. APPLY.** In the next week, I will apply a tip learned in the session to cut out some calories. I will use the tip _____ at least once before the next session.

☐ **4. OTHER** (Choose Your Own Healthy Step)**:**

_____

Take An "*Extra* Small Healthy Step"

☐ **5. INCREASE ACTIVITY.** In the next week, I will choose a tip learned in the session to increase my physical activity. The tip I choose is _____ and I will do it at least once before next session.

☐ **6. TRACK.** I will use the *Food and Beverage Tracker* for the next 24 hours to identify something I can do to make a smart food choice or decrease calories. I will make that my food goal for the next day.

A Sample List of Healthy Snacks Less Than 150 Calories

Food/ Snack	Number of Calories
1. Celery stalks - 2	10
2. Carrots ½ cup	25
3. Strawberries, 1 cup	43
4. Grapefruit Juice, ½ cup	48
5. Orange Juice ½ cup	60
6. Pretzels (10)	70
7. Hard Boiled Egg	72
8. Jello ½ cup	80
9. String Cheese, 1 ounce	80
10. Apple, 1 medium	81
11. Cottage Cheese, 1 percent fat, ½ cup	82
12. Pear	86
13. Banana	89
14. Peanut Butter (tablespoon)	105
15. Popcorn, air-popped, 1 ounce	110
16. Frozen Yogurt, ½ cup	114
17. 2% milk 1 cup	121
18. 1 English Muffin	130
19. Oatmeal 1 cup, with artificial sweetener	132
20. Corn on the Cob (1 ear)	130

12

Weight Management Part 2: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Weight Management (A DGA Focus Area) Part I: What Do the Guidelines Say?

1. To lose weight, work to burn more calories than you consume.
2. Use a small steps approach to weight management.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

It is important to acknowledge and discuss participants' successes, progress and challenges.

Materials Needed to Accompany Participant Handout:

- *Body Mass Index (BMI) Chart*
- *Progress Record Log*

Tips for this Session

1. A BMI and Progress Record Log with glossary is included for facilitators who would like more information on these tools. It is recommended that you read this information before discussing it in session.
2. When you get to the section on calculating BMI, offer assistance if requested.
3. When participants calculate their BMI, emphasize that they do not have to share information with the group. This is personal information that is theirs to share or to keep confidential. Knowing their BMI (whether high or low) is an excellent way to take steps toward healthier living. With this knowledge, participants can begin to plan their weight management goals.
4. Work with the Progress Record Log to encourage its use after this session: If participants want, they can log their BMI number on the Progress Record Log and take the log to their healthcare provider and show it as another small healthy step toward healthier living.

General Tip

Check for comprehension throughout session (e.g. participants' understanding of words, concepts, and key learning points).

Throughout the session, check to make sure that the participants understand the words, concepts and key learning points. Use phrases such as *"Is everyone getting that?"* or *"Let me know if I'm not making this clear enough."* Check with more than one person, so you can determine if you need to be clearer.

Use open-ended questions, such as *"Can you describe what I mean?"* Ask participants to reframe information in their own words. If possible, circulate around the room while people are working on written exercises to see if they need assistance.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 12 – Weight Management Part 2: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Suggestion for Topic Introduction and Relevance to Participants

"Today's session is going to be part two of the weight management guidelines we discussed last time. Would anyone like to share a tip from the last session about preventing weight gain?"

(Be prepared to write on the board or flip chart.)

"Did anyone use any of the tips, like cutting out one soda a day, eating one less dessert or holding the gravy? Would anyone like to share a small step that they tried?"

(Respond to all answers.)

"We will continue to learn more tips that may help you practice taking in fewer calories than you burn off. You will also have an opportunity today to identify your personal weight goal."

Topic Assessment Answer Key

1. C 2. A 3. D 4. A

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 11: Weight Management (A DGA Focus Area) PART 1: What Do the Guidelines Say?

Main Learning Points of Session 11
What were the main learning points of Session 11? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. To prevent gradual w_____t gain over time, burn as many calories as you consume.
2. Use a small steps approach to w_____t management.

Take a Small Healthy Step Review:
What small healthy step did you choose to practice between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 12 – Weight Management Part 2: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. _____ measures if a person's weight is at a healthy level for their height.

A. BMW
B. TMI
C. BMI
D. BFF

2. If abdominal fat is out of proportion with body fat, it can increase the risk of getting certain diseases such as heart disease and diabetes.

A. True B. False

3. Obesity contributes to which of the following health problems:

A. Multiple sclerosis
B. Low blood pressure
C. Hearing problems
D. Diabetes

4. The higher the BMI level above the normal range, the greater the chance of developing physical health problems.

A. True B. False

5. I am confident that I can manage my weight.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Weight Management (A DGA Focus Area) Part 2: What do the Guidelines Say?

Objectives for this Session

1. Understand how Body Mass Index (BMI) and Waist Circumference lets people know if their weight puts them at risk for health problems.
2. Calculate your BMI using the BMI Chart.
3. Know if you need to gain, maintain or lose weight.

Everyone is a different body shape, weight, and size. A tool that shows us if our weight is at a healthy level or if our weight puts us at risk for health problems is the Body Mass Index (BMI). BMI is a measure that determines if a person's weight is at a healthy level for their height. Today we will discuss BMI and other tools, such as waist circumference, which are especially important tools for people with mental illness.

Main Learning Point #1

Body Mass Index measures if a person's weight is at a healthy level for their height.

Did you know? Many medications for physical or mental health conditions can put people at risk for gaining weight. When you take medications for mental illness, it is important that you monitor your weight. Ask your healthcare provider to check your BMI, waist circumference and other measurements, such as blood pressure, regularly.

Are your BMI, waist circumference and other check-ups current?

☐ Yes ☐ No ☐ Unsure

(If you are unsure, please ask your prescriber or nurse.)

Small Steps for Success
Make sure your BMI and waist circumference are checked regularly. You may want to track this important health information with a treatment team member.

Did you know? Even as little as a 5 to 10 pound weight gain can put a person at a higher risk for health problems such as diabetes and high blood pressure. Reducing calorie intake by 100-500 calories a day may help manage your weight. (Talk with your healthcare provider.)

Weight Management (A DGA Focus Area) Part 2: What do the Guidelines Say?
(continued)

What is your weight goal? (Please check below)

- ☐ gain weight
- ☐ lose weight
- ☐ maintain weight
- ☐ unsure

Your Body Mass Index will help you figure out the answer to this question. The BMI chart includes four BMI levels as follows:

- BMI of less than 18.9 = underweight
- BMI of 19.0 – 24.9 = normal weight
- BMI of 25 – 29.9 = overweight
- BMI of 30 or more = obesity

Main Learning Point #2

The higher the BMI level above the normal range, the greater the risk for developing physical health problems.

A healthy weight loss goal if you are overweight is to lose 1 to 2 pounds each week. For some people, not gaining more weight can be a healthy place to start. Just a small amount of weight loss for those who need to lose weight can lower the chances of developing diseases like heart disease, high blood pressure, and diabetes.

Please note: Losing weight or keeping weight within a normal Body Mass Index (25 or lower) range is important. You can do many things to improve your health and lower the risk of some diseases. Some of these ideas are:

- make wiser food choices
- increase your physical activity
- stop smoking
- lower your stress level

How do you find your Body Mass Index?
Before calculating your BMI, it is important to know your weight and height (in inches). If you do not know how tall you are, ask the facilitator to give you an estimate on your height so you can practice using the chart.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 12 – Weight Management Part 2: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Weight Management (A DGA Focus Area) Part 2: What do the Guidelines Say?
(continued)

Note: Your BMI is your personal information, and it is your choice whether or not you share it with anyone. However, you may want to share the information with your prescriber or nurse.

Using the BMI table, the following three steps will help you learn your BMI:

1. Find your height in inches on the left side of the BMI table and circle it.
2. From your height point on the table, follow the line of numbers across to the right until they reach your weight and circle it.
3. From your weight point on the table, follow the line of numbers to the top of the table and circle your BMI number.

For example, if a person is 5 feet, 4 inches tall and weighs 174 pounds he or she would:

1. find and circle his or her height in inches (62 inches) on the left side of the BMI table.
2. find and circle his or her weight across the table until they reach 174 on the weight number line.
3. follow the line of numbers to the top of the table and circle his or her BMI number of 30.

Based on your BMI number, what weight range does your number fall into?

☐ underweight ☐ normal ☐ overweight ☐ obese

As a result of this information, has your weight goal changed?

☐ Yes ☐ No

Why or Why Not? _____

If weight loss is not something you need or want to work on to improve your health, what else will you work on? _____

_____

Weight Management (A DGA Focus Area) Part 2: What do the Guidelines Say?
(continued)

If you are confused or upset by your Body Mass Index results, talk with your prescriber or nurse. No matter what range you are in, you can always improve your food and activity choices.

What is Waist Circumference?
Waist Circumference measures the body fat around the abdominal (stomach) region. Too much fat in the abdomen, out of proportion to total body fat, can increase the chance of certain diseases such as heart disease and diabetes. For example, if you have an apple shaped body (more fat in belly area) rather than a pear shaped body, you have a higher chance of getting heart disease or diabetes. In men, a waist size more than 40 inches is considered a health risk. In women, a waist size larger than 35 inches is considered a health risk. Ask your healthcare provider about taking your waist circumference using a tape measure. It only takes a few minutes.

Main Learning Point #3
Waist circumference measures the body fat around the abdominal (stomach) region.

Another tool included in this session is the Progress Record Log. This tool helps you to keep track of other important information such as blood sugar, blood pressure and cholesterol. A glossary is provided to help you learn more about these health factors. Please read it and perhaps bring this log to your next appointment with your healthcare provider.

The more you know and track how you are doing with your weight and overall health, the more confident you can be in the food and activity choices you make.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how I can reduce my calorie intake.
- ☐ **3. CHECK.** In the next week, I will speak to my prescriber or nurse and ask if my Body Mass Index and Waist Circumference information is up-to-date.
- ☐ **4. OTHER** (Choose Your Own "Small Healthy Step"): _____

Take An "*Extra* Small Healthy Step"

- ☐ **5. LOG.** I will actively use my Progress Record Log and complete the information I needed to start. I will use my prescriber or nurse to help me check if my first line of information is correct. Having the right information is half the battle in keeping records straight and moving toward a healthier me.

Body Mass Index Table

	Normal						Overweight					Obese										Extreme Obesity														
BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Height (inches)																			Body Weight (pounds)																	
58	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167	172	177	181	186	191	196	201	205	210	215	220	224	229	234	239	244	248	253	258
59	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173	178	183	188	193	198	203	208	212	217	222	227	232	237	242	247	252	257	262	267
60	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179	184	189	194	199	204	209	215	220	225	230	235	240	245	250	255	261	266	271	276
61	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185	190	195	201	206	211	217	222	227	232	238	243	248	254	259	264	269	275	280	285
62	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191	196	202	207	213	218	224	229	235	240	246	251	256	262	267	273	278	284	289	295
63	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197	203	208	214	220	225	231	237	242	248	254	259	265	270	278	282	287	293	299	304
64	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204	209	215	221	227	232	238	244	250	256	262	267	273	279	285	291	296	302	308	314
65	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210	216	222	228	234	240	246	252	258	264	270	276	282	288	294	300	306	312	318	324
66	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216	223	229	235	241	247	253	260	266	272	278	284	291	297	303	309	315	322	328	334
67	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223	230	236	242	249	255	261	268	274	280	287	293	299	306	312	319	325	331	338	344
68	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230	236	243	249	256	262	269	276	282	289	295	302	308	315	322	328	335	341	348	354
69	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236	243	250	257	263	270	277	284	291	297	304	311	318	324	331	338	345	351	358	365
70	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	250	257	264	271	278	285	292	299	306	313	320	327	334	341	348	355	362	369	376
71	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250	257	265	272	279	286	293	301	308	315	322	329	338	343	351	358	365	372	379	386
72	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258	265	272	279	287	294	302	309	316	324	331	338	346	353	361	368	375	383	390	397
73	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265	272	280	288	295	302	310	318	325	333	340	348	355	363	371	378	386	393	401	408
74	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	280	287	295	303	311	319	326	334	342	350	358	365	373	381	389	396	404	412	420
75	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	287	295	303	311	319	327	335	343	351	359	367	375	383	391	399	407	415	423	431
76	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287	295	304	312	320	328	336	344	353	361	369	377	385	394	402	410	418	426	435	443

Source: Adapted from *Clinical Guidelines on the Identification, Evaluation, and Treatment of Overweight and Obesity in Adults: The Evidence Report.*

Progress Record Log

Name: ______________________________

Keep track of one or more outcome measures such as weight, BMI, or some of the other measures listed below to check your progress.

Date	Height (inches)	Weight (pounds)	BMI	Blood Pressure	Fasting Blood Sugar	Cholesterol	Waist Circumference

Progress Record Log Glossary of Terms

Body Mass Index (BMI) – BMI shows if your weight is at a healthy level for your height. The higher above the normal range your BMI measures, the more likely you are to develop physical health problems.

Blood Pressure – Blood pressure is the amount of pressure that blood pushes against the walls of the arteries. The amount of pressure depends on the strength and speed of the heartbeat, the amount of blood in the circulating system and the flexibility of the arteries. Blood pressure measurements include two numbers: for example, 140/85. The top number is called systolic pressure and the bottom number is called diastolic pressure. Normal blood pressure is between 90 and 140 systolic and between 60 and 90 diastolic.

Cholesterol – Cholesterol is a fat-like substance in blood. The body makes all the cholesterol it needs and sometimes more than it needs, but dietary cholesterol also is found in all animal products we eat. Eating a low fat diet may help lower blood cholesterol.

Fasting Blood Sugar – The amount of sugar in the blood **before** eating food, is normally about 60 - 99 mg /dl of blood. After a meal, it is normal for sugar to rise up to 139 mg /dl.

Waist Circumference Limits for Adults – Too much fat in the abdomen (stomach), compared to total body fat, increases the chance of certain diseases such as heart disease and diabetes. In men, a waist larger than 40 inches is considered a health risk. In women, a waist size larger than 35 inches is considered a health risk. *(Note: Do not use this measurement for individuals shorter than 5 feet or for those with a BMI greater than 35.)*

13

Managing Stress Wisely

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Weight Management (A DGA Focus Area) Part 2: What Do the Guidelines Say?

1. Body Mass Index measures if a person's weight is at a healthy level for their height.
2. The higher the BMI level, the greater the risk for developing health problems.
3. Waist circumference measures the body fat around the abdominal, or stomach, region.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Tips for this Session

Participants' answers can be a guide to normalizing their stress triggers (their physical and emotional responses to stress). Encourage participants to identify stress-management tips they want to use. Before the session begins, you may want to write three columns on the chalkboard or flipchart:

a. Stress Triggers
b. Stress Symptoms
c. Tips to Manage

As participants add information to the board throughout the session, place their names by their contributions (have small sticky notes that they can use). At the conclusion of group, time permitting, copy what has been written and reproduce it for the next session as a handout to review what was learned.

General Tip

Simply presenting new knowledge is not likely to lead to behavioral change. Why? For many reasons, including:

1. Adults remember less than 10% of what they read and 50% of what they see and hear.
2. People with mental illness may have even greater difficulty remembering what they see and hear.
3. However, everyone remembers much more of what they say and what they do.

That is why the deepest learning comes when new material is actively applied to real life situations.

Note

For more in-depth exploration of managing stress, refer to *Team Solutions, Workbook 6 – Managing Stress and Problems*

Suggestion for Topic Introduction and Relevance to Participants

"Do you believe stress and physical health are connected?"

(Encourage dialogue about the connection between stress and the way people think and feel.)

"If you believe that stress affects physical health, can you understand how stress also can affect your mental health?"

"On the board you see:

- *Stress Triggers*
- *Stress Symptoms*
- *Tips to Manage"*

"In today's session, we will look at information and tips on how to manage stress so you can live a healthier lifestyle. If you like one of these tips, or if some of the information applies to you, you can put a Post-it note on the board next to that area."

"For example, something that triggers my stress is when I don't have enough time to get all my work done. If I hear this trigger mentioned during this session, I'll put a Post-it note on the board by "'stress triggers.'"

"Let's answer the first six questions on the Topic Assessment before we start, just to see how familiar we are with this topic."

Topic Assessment Answer Key

1. A 2. C 3. B 4. D

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 13 – Managing Stress Wisely
(A Dietary Guidelines for Americans Focus Area)

Review of Session 12: Weight Management Part 2: What Do the Guidelines Say?

Main Learning Points of Session 12
What were the main learning points of Session 12? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Body Mass Index (BMI) measures if a person's w_____t is healthy for their height.
2. The higher the BMI level above the normal range, the g_____r the risk of developing health problems.
3. Waist circumference measures body fat around the s_____h region.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Stress can be both healthy and unhealthy for us.

A. True B. False

2. People with mental illness are more likely to _____ to cope with stress:

A. go to bed at the same time every night.
B. listen to music and practice relaxation skills.
C. drink, smoke, use drugs or overeat.
D. use positive self-talk and problem solving.

3. Everyone reacts to stress in the same way.

A. True B. False

4. When practicing healthy coping skills for managing stress, it is important to:

A. Make the biggest and hardest changes first.
B. Avoid all problems, stress, and difficult situations.
C. Make 3-4 changes at a time so change happens faster.
D. Learn about your reactions to stress.

5. I am confident I manage my stress in healthy ways.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

Lilly

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 13 – Managing Stress Wisely
(A Dietary Guidelines for Americans Focus Area)

Topic Assessment

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Lilly

Managing Stress Wisely

Objectives for this Session

1. Identify at least 2 things that make you feel stressed.
2. Identify 1 physical symptom you feel when under stress.
3. Identify 1 emotional symptom you feel when under stress.

Stress is part of everyday life. Many people think stress is only unhealthy, but stress can be healthy, too. Stress can give us the energy and focus we need to deal with a situation and it can motivate us to change. But too much stress can build up and cause us to worry, lose sleep or make choices that are not healthy. Stress sometimes can cause us to overeat to try to make ourselves feel better.

Main Learning Point #1

We can experience both good and bad stress.

Did you know? According to the 2006 Mental Health America Survey, "people with mental illness, are far more likely to feel stress than those without such personal experiences." People with mental illness are more likely to talk to family about their stress, but also are more likely to drink, smoke, do drugs and/or overeat. It's especially important for people with mental illness to understand how to manage stress in a healthy way.

Main Learning Point #2

People with mental illness are more likely to drink,smoke, use drugs and/or overeat to cope with stress.

Managing Stress Wisely
(continued)

Answer this question: How are you feeling today?

Today, I am completely calm and relaxed.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

If you answered "strongly disagree" or "disagree," what is making you feel this way today?

_____

When we are stressed, we may feel uncomfortable, nervous, excited, or completely overwhelmed. It depends on the person and the situation, because everyone handles stress differently. What might make one person feel stressed might not bother another person at all.

What Kinds of Things Make You Feel Stressed?
(Check all that apply)

- ☐ Believing no one is listening to me
- ☐ Worrying about money
- ☐ Being in a crowd
- ☐ Being late
- ☐ Change in medicine
- ☐ Drinking too much caffeine
- ☐ Fighting with someone
- ☐ Not getting enough sleep
- ☐ Forgetting an appointment
- ☐ Not getting what I need
- ☐ Hearing loud noises
- ☐ Other: _____

Did you know? When you are stressed, your body releases chemicals, called hormones, to help you manage the situation. These hormones rush through your body and give you the focus you need to take care of the situation. This often is referred to as the "fight or flight response."

Managing Stress Wisely
(continued)

Think about how you know when you are stressed. What happens to your body? What do you experience? Please answer by checking what applies to you in the lists below:

Physical Signs	Emotional Signs
☐ Muscle tension	☐ Can't concentrate
☐ Heart beats faster	☐ Become irritable or angry
☐ Stomach ache	☐ Cry
☐ Increased appetite	☐ Stay away from others
☐ Sweat	☐ Feel restless
☐ Feel "butterflies" in your stomach	☐ Become focused and alert
☐ Bite your nails	☐ Tired
☐ Clench your hands into fists	☐ Nervous
☐ Other: _____	☐ Other: _____

Main Learning Point #3

Everyone responds to stress differently. It is important to learn about your reactions to stress.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 13 – Managing Stress Wisely
(A Dietary Guidelines for Americans Focus Area)

Managing Stress Wisely
(continued)

The following tips help to manage stress: (Please check off all that apply to you.)

- ☐ **Nutrition:** Eat healthy and appropriate amounts of food on a regular schedule. Use your *Daily Food and Beverage Tracker* to help you.
- ☐ **Physical Activity:** Plan for and add more physical activity to your day. Use the *Daily Physical Activity Tracker* to help you.
- ☐ **Positive Thinking:** Congratulate yourself when you are doing a good job. Pat yourself on the back when you have done something you feel good about.
- ☐ **Relaxation:** Listen to calming music, stretch and breathe. Plan times to rest. Make a date with yourself to relax or have fun!
- ☐ **Support:** Call a friend or family member to talk about your day.
- ☐ **Sleep:** Go to bed at the same time every night and get up at the same time every morning. Take a warm bath or drink a glass of warm low-fat milk to help you relax before you go to bed.
- ☐ **Make a List for the Stressful Times:** Make a list of who can help you, ways you can deal with stress, and what makes you feel better.
- ☐ **Other:** _____

Make one change at a time. Remember, the small steps approach can apply to stress management, too. Choose a tip and make it a goal to focus on that tip before you worry about any other goals. Choose the next goal when you are ready. Do not add more stress to your life by making too many changes at once. Changing how you react to stress is possible and takes time.

Main Learning Point #4

Make one change at a time.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how they react to their stress.

☐ **3. TEST MYSELF.** This week I will use at least one tip I learned today to help manage my stress. The tip I choose is: _____

☐ **4. OTHER** (Choose Your Own "Small Healthy Step"): _____

_____

Take an "Extra Step Forward" (optional)

☐ **5. READ and RESPOND.** I will read the *"Sarah's Story"* handout and write down answers to the questions. I will bring the handout to the next session.

Tip: Put this piece of paper where you will see it at least once a day. It will remind you to practice. Remembering your commitment will help you to complete your personal practice option.

Sarah's Story

Sarah learned last week through her Supported Employment Program that she will interview for a job in two days.

Sarah has not worked in a few years and as the interview gets closer, she begins to doubt that she can sit through an interview and speak clearly about her skills. She cancels plans to visit with a friend and she goes home and worries most of the night.

She can't sleep. Her stomach is upset and she thinks about everything that might go wrong in the interview. She paces back in forth in her living room for a while then goes into the kitchen to get some juice. Instead of only drinking juice she also eats the last piece of chocolate cake and all the vanilla pudding that she made earlier in the day. (She almost always eats when she is nervous about something.)

The next day, Sarah is so tired she does not to go to her partial care program. She remembers that her friend Helen had an interview recently and never lost sleep over it. Sarah had planned to call Helen to talk about it, but she didn't.

Sarah believes she can handle this situation alone. The interview is tomorrow.

What is Sarah stressed about? _____

List two ways Sarah copes with her stress: _____

_____

In your opinion, how can Sarah deal with her stress differently?

_____

Think about a stressful experience you have had. What was it about?

_____

How did you deal with your stress? _____

_____

If you were in the same situation again, would you deal with stress differently?

☐ Yes ☐ No ☐ Unsure

If you answered yes, please explain:

_____

14

Portions and Servings: Know How Much You Are Eating
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Managing Stress Wisely

1. We can experience both good and bad stress.
2. People with mental illness are more likely to drink, smoke, use drugs and/or overeat to cope with stress.
3. Everyone responds to stress differently. It is important to learn your reactions to stress.
4. Make one change at a time.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember:

You can refer to the *Facilitator's Delivery Checklist* when using *Solutions for Wellness* materials as a reminder of important facilitator tips.

Materials Needed to Accompany Participant Handout:

1. *MyPlate mini-poster*
2. *Either white paper plates or copies of the paper plate*
3. *Colored markers or other writing utensils.*
4. *Copies of the Nutrition Facts label handout*
5. *How Do We Learn to Measure How Much Food is Enough?*

Tips for this Session

You may want to take a few moments to do a brief review of serving sizes on the Nutrition Facts Label. You also have handouts for this session to show common serving sizes and ways participants can easily measure portions. Seeing and reading about portion sizes can assist with learning and comprehension. Use the additional handout titled, *How Do We Learn to Measure How Much Food is Enough?* to illustrate common serving sizes.

General Tip

Be a Healthy Role Model

It's important for facilitators to be aware of their own healthy (or perhaps not so healthy) habits and how this may affect participants. The changes we encourage participants to make are generally good for all of us. If you think you could benefit from more physical activity, let participants know that you also are walking more steps per day. If the *Solutions for Wellness* materials inspire you to change eating habits, let participants know that the program helps you too.

Some facilitators select a "small healthy step" at the end of each session and share how they did the following session. If you smoke, think about how this may affect how you ask people about their smoking habits. Consider organization-wide campaigns that address health and wellness of employees and consumers.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 14 – Portions and Servings: Know How Much You Are Eating

Suggestion for Topic Introduction and Relevance to Participants

"How much food do we put on our plates? In general, do you think that sometimes we put a lot of food on our plates?"

"All of you have a paper plate in front of you (or the handout of the lunch/dinner plate). Let's all draw what we think is a perfect meal. Draw the size of what you would eat for your perfect meal, and if you need another plate, let me know."

(Give them time to draw, and walk around the room to help as needed. Be encouraging and make this an enjoyable exercise. You may want to have your paper plate already drawn so you can share with them what is your perfect meal. When everyone is done, have them show their plates and describe their perfect meal.)

"Well, it looks like most of us like to eat, doesn't it? Let's keep these, and we will come back to them later in the session."

"Today we will look at the amount of food we eat and compare it to how much the US Dietary Guidelines for Americans recommend we eat. We also have resources to teach us about portion sizes."

Topic Assessment Answer Key

1. B 2. A 3. B 4. C

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 13: Managing Stress Wisely

Main Learning Points of Session 13
What were the main learning points of Session 13? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. We can experience both good and bad s_____s.
2. People with mental illness are more likely to drink, smoke, use drugs and/or o_____t to cope with stress.
3. Everyone responds to stress d_____y. It is important to learn your reactions to stress.
4. Make one c_____e at a time.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Choosing smart sizing is the same as super sizing when choosing what to eat.

A. True B. False

2. According to the 2010 Dietary Guidelines, a serving size is:

A. A standard set by the government.
B. The total amount that is in a package.
C. What you learned when you were a child.
D. The amount that fills you up.

3. If a nutrition facts label says a serving of pasta is ½ cup, and you serve yourself a 1 1/2-cup portion, how many servings are you actually eating?

A. 2 servings
B. 3 servings
C. 4 servings
D. 5 servings

4. It is important to measure how much food is enough. A single serving size for a hamburger is:

A. A quarter pound.
B. A half pound.
C. The size of a deck of cards.
D. The same size as the bun.

Topic Assessment

5. I am confident that I understand portion sizes and how much I eat.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

_____

_____

_____

9. How this session could have been better for me: _____

_____

_____

_____

_____

Portions and Servings: Know How Much You Are Eating

Objectives for this Session

1. Identify what is a recommended serving size of 1 food item.
2. Identify at least 1 visual measuring tip for common serving sizes.
3. Use and apply serving size information on a Nutrition Facts label for 1 food.

Knowing what to eat is important. Knowing how much to eat, also called a serving size, is important to losing and maintaining weight. From the time we are children, we watch food sizes. For example, you may remember a time when someone you know had to eat the largest piece of chocolate cake at a birthday party. You may have fought for that piece yourself!

Whatever the case, most of us learn to measure food by sight and not by measuring cups or by reading Nutrition Facts labels. Today, "super-sizing" food is commonplace. We often eat more than we should. So how do we make better choices about serving sizes?

How many serving sizes is this?

Main Learning Point #1

Smart-size instead of super-size.

What is a serving size?
A serving is a standard set by the government (recipes will show serving sizes, too).

If a Nutrition Facts label says a serving of pasta is ½ cup, and you serve yourself a 1-cup portion, how many servings are you actually eating?

Main Learning Point #2

A serving is a standard set by the government. (Recipes show serving sizes, too.)

Portions and Servings: Know How Much You Are Eating
(continued)

Knowing the difference between "amounts" and "servings" makes you more aware of how much you eat.

How Do We Learn to Measure How Much Food is Enough?

> Did you know? Twenty years ago the average bagel size was 3-inches across and had 140 calories. Today the average bagel is 6-inches across and 350 calories. The difference has added 210 calories to our bagel!

The following measuring tips can help you even if you don't have measuring cups and spoons handy. Use these handouts to help you estimate common serving sizes:

Serving Size	Easy Measure Is:
3 oz. meat or fish	a deck of cards
1 baked potato	your fist
1 medium fruit	a baseball
1 cup salad greens	a baseball
2 teaspoons of margarine	2 dice
2 tablespoons of peanut butter	a ping-pong ball

Based on the USDA Dietary Guidelines for Americans, let's review the recommended servings for the 5 food groups based on a 2000-calorie eating plan.

Exercise and Discussion: Let's take a clean paper plate and a few minutes and figure out what portion sizes fit the 2000-calorie eating plan based on MyPlate. MyPlate says we should have ¼ of our plate for protein (meat), ¼ of our plate for grains (bread or a roll) and ½ of our plate for vegetables or fruit.

What differences do you notice about the ideal meal you created today and the meal based on the recommendations in MyPlate?

1. _____
2. _____
3. _____
4. _____

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 14 – Portions and Servings: Know How Much You Are Eating

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about serving sizes.
- ☐ **3. PRACTICE.** I will read a Nutrition Facts label on at least one packaged food item I eat this week. I will compare the listed serving size to how much I normally eat of this food.
- ☐ **4. OTHER** (Choose Your Own "Small Healthy Step"):

  _____

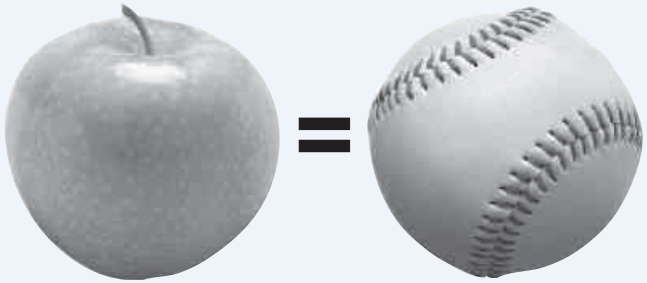
  _____

Motivation to Practice. How will practicing help you?

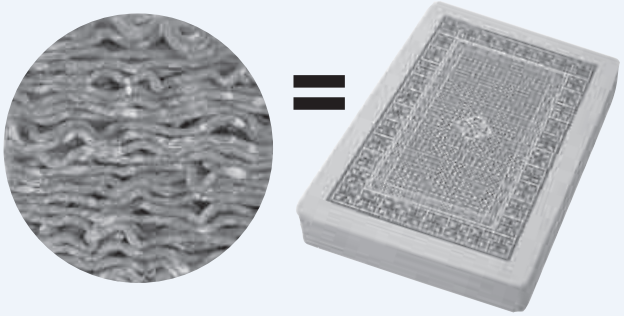
_____

_____

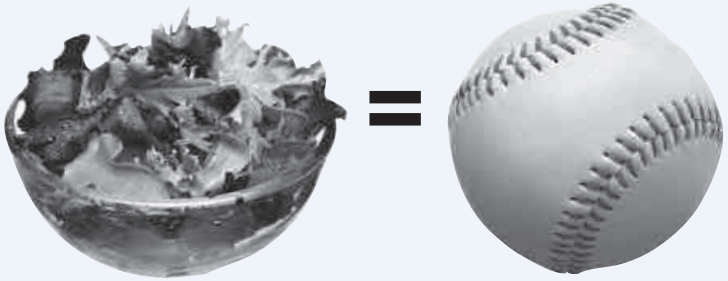
1 Medium Apple = 1 Baseball



3 oz. Ground Beef = 1 Deck of Cards



1 Cup of Salad Greens = 1 Baseball



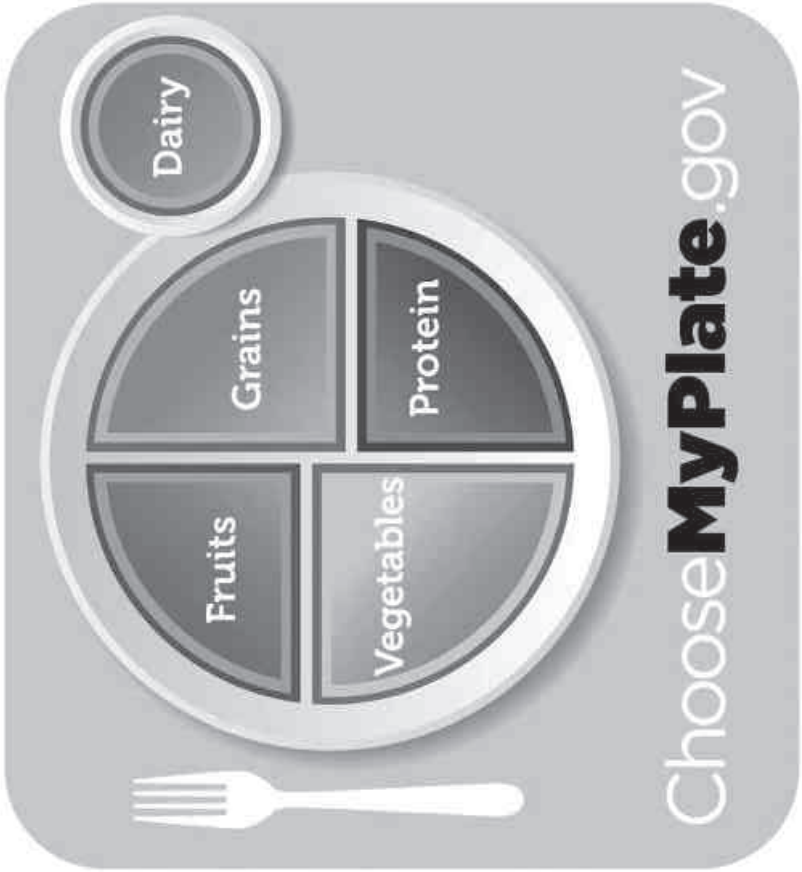
1 Baked Potato = 1 Fist

1 teaspoon of margarine = 1 dice

2 tablespoons of peanut butter = 1 Ping Pong ball

Lilly

Lunch / Dinner Plate



15

Strategies to Improve Eating Habits
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Portions and Servings: Know How Much You Are Eating

1. Smart size instead of super size.
2. A serving is a standard set by the government (Recipes show serving sizes, too).

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Materials Needed to Accompany Participant Handout:

1. *Where Do I Eat?*
2. *Healthy Recipes*

Tips for this Session

If you use the Suggestion for Topic Introduction, then before the session begins, write on the board or flip chart the numbers:

3 6 9 12 15 18 21 24 27 30

This will help you facilitate an interactive introductory session.

Eating slowly and chewing food for 10 seconds before swallowing can be a challenge for many people, especially if we are emotional eaters. When you get to this tip in the handout, ask participants to imagine eating their favorite food. Then have the group get ready, set and chew for 10 seconds.

Ask them if it seemed too long to chew, whether they often chew for a shorter or longer period or if they might consider doing this at their next meal for at least one of their servings. Repeat this short activity and ask them to count their chews while you keep time. This will help them focus on the idea that it will take 10-20 times to chew a mouthful of food well, depending on the food they are eating.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 15 – Strategies to Improve Eating Habits

Suggestion for Topic Introduction and Relevance to Participants

(**habit:** a pattern of behavior that we have developed and that we do over and over, sometimes without thinking about it.)

"Does everyone know what a 'habit' is? I'm told that I have a bad habit of talking too much!"

(Facilitators should substitute their own 'habit' here.)

"A habit is something that we do automatically – something we do without thinking about it. Some might be poor habits, like biting our nails or talking too loudly. Some might be great habits, like picking up our things and being considerate of others."

"I've written some numbers here for a little contest. One of these numbers shows how many days it takes to change a habit. Write down one of these numbers at the top of your handout."

(Wait until everyone has written a number.)

"What number did you write down?"

(If anyone wrote down 21, give him or her a small prize.)

"It takes about 21 days to change a habit. Does that surprise you? I was surprised."

"Today we will discuss our eating habits, and you may discover something you want to change to eat healthier. Change takes time. You will notice it may be much easier about a month from now if you stick to practicing your new healthy behavior."

Topic Assessment Answer Key

1. B 2. A 3. D 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 14: Portions and Servings: Know How Much You Are Eating

Main Learning Points of Session 14
What were the main learning points of Session 14? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Smart size instead of s_____r size.
2. A serving is a standard set by the government (r_____s show serving sizes, too).

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Slow down your eating and _____. The more you do this, the less stress you put on your digestive system.

A. have a large glass of wine
B. chew your food well
C. smoke just after eating
D. snack often

2. Which of the following is a poor plan if we want to improve our eating habits?

A. Sitting in front of the TV while we eat.
B. Removing unhealthy foods from our living area.
C. Eating at the same time everyday.
D. Drinking an 8-ounce glass of water before eating.

3. Tracking our eating can help us be more aware of:

A. That we usually need to eat a lot more food.
B. Enjoying doing two things at one time.
C. Enjoying what we eat, especially if we're alone.
D. Any poor eating habits we have.

4. Picking one tip that I will start using is not enough to help me start eating healthier.

A. True B. False

Topic Assessment

5. I am confident that I can track where and when I eat during the next 24 hours.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Strategies to Improve Eating Habits

Objectives for this Session

1. Practice at least 1 tip to change where you eat, if needed.
2. Identify and use 1 step to choose healthier foods.
3. Learn how to slow down your eating.

When we eat alone, how many of us eat in front of the TV instead of at the kitchen table? Where are you more likely to eat?

☐ At the kitchen table ☐ In front of the TV

Some of us have a habit of eating in bed, in the car, by the kitchen sink or maybe while talking on the phone or taking a walk.

Let's answer this question and talk about our answers:

Developing healthier eating habits would make me feel better.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

When, Where and How Do We Eat? Have you ever noticed a person munching on an unhealthy snack while walking down a street or watching TV? Sometimes we do this without even thinking about if we're hungry. It is a habit. Knowing when, where and how we eat can help us become more aware of unhealthy eating habits. We can change these habits a small step at a time.

Main Learning Point #1

Tracking our eating behaviors can help us identify poor eating habits.

Strategies to Improve Eating Habits
(continued)

Did you know? If you eat in front of the television, you are more likely to eat quickly. This happens because you are not focusing on your meal; you are focusing on what you are watching. As a result, you may still think you are hungry after eating and find yourself looking for an unhealthy snack that you see on a commercial. Watching someone eat a snack cake can make you hungry for a snack cake!

Tips for Improving Your Eating Habits
Please put a check mark next to one or two of the following tips that work for you:

☐ 1. **Eat a healthy breakfast everyday.** Eating breakfast is a good habit that will help you eat less during the day. A healthy breakfast gives you energy, helps you think better and may even help you lose weight.

☐ 2. **Slowly drink an 8-ounce glass of water before you eat your meal.** This may reduce overeating.

☐ 3. **Choose not to keep unhealthy foods where you live.** Usually, if it is not around, you will not eat it. Depending on where you live, think about cleaning out your cupboards. If you live in a group or other residential home, ask your director to support your decision by keeping healthy snacks available.

☐ 4. **Create an eating schedule and plan to eat at the same time everyday.** The *Daily Food and Beverage Tracker* will help you learn how many times a day you eat and when you eat. Remember: Your body most likely will get hungry about 3 to 4 hours after a meal.

☐ 5. **Eat meals at the kitchen or dining room table and turn off the TV.** Eating in the right place will help you think mainly about the food you are eating. It also may help you cut down how many snacks you eat and how often you emotionally eat.

☐ 6. **Eat fewer unhealthy snacks between meals (or none!).** Eating unhealthy snacks between meals adds extra calories that you don't need. It also can cause your body to metabolize (or use) the food you eat more slowly and add unwanted pounds!

☐ 7. **When you snack, choose low-calorie and high-fiber foods.** Carrots, celery and popcorn are inexpensive, healthy snacks.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 15 – Strategies to Improve Eating Habits

Strategies to Improve Eating Habits
(continued)

☐ 8. **Eat slowly and chew your food well.** Chew every mouthful 10-20 times, which should take about 10 seconds, before you swallow. The better you chew your food, the less stress you put on your digestive system. And remember, it takes at least 20 minutes for your stomach to send a message to the brain that you have eaten enough food.

Main Learning Point #2
Slow down and chew your food well!

☐ 9. **If you eat fast foods, cut down the number of fast food meals you eat each week.** Cut out one or two fast food meals the first week and then one more fast food meal every week after that. Choose a chef's salad with low-fat or fat-free dressing instead of a hamburger. Use as little of the dressing as you can. If you choose the hamburger meal, don't super-size.

☐ 10. **Plan and cook healthy meals.** If possible, cook some of the healthy recipes in this workbook and have fun choosing and preparing meals. Freeze extra food for the times you can't cook. Invite a friend to come to dinner and cook together.

Please note: If you plan to make big changes in your eating habits, or if you have a medical condition that requires you to eat differently than suggested, it's a good idea to talk with your doctor or healthcare practitioner before making changes.

Based on what you discovered in today's session, what ideas listed above might be helpful to you and why? _____

_____

Changing eating habits is not easy but taking one step in a healthier direction can have many rewards.

Main Learning Point #3
Picking one tip and using it can help you eat healthier.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.

☐ **3. DISCOVER.** I will use the *Where Do I Eat* handout to learn more about my habits. I will consider sharing it at the next session.

☐ **4. OTHER** (Choose Your Own "Small Healthy Step"):
_____

_____

Take an "*Extra* Small Healthy Step"

☐ **5. TRACK.** I will use the *Daily Food and Beverage Tracker* to identify when and where I eat during a 24-hour period. Then I will use one of the helpful strategies to improve my eating habits. The strategy I choose is: _____
.

Where Do I Eat?

☐ While Walking
☐ Talking on the Phone
☐ In a car
☐ While Watching TV
☐ In Bed
☐ At Home in the _____
☐ Kitchen or Dining Room Table
☐ At the Park

Other: _____

Other: _____

Activity Sheet Questions:

1. How many areas did you check above? _____

2. If you do not eat most of your meals, including snacks, in the kitchen/dining area, what can you do to eat in this area more often?

_____

_____

3. What strategy will you practice to improve your eating habits?

_____

Recipes

Baked Pasta with Ground Beef

- 6 oz pasta (small rotini or other pasta)
- 1 can (14 1/2 oz) tomatoes, stewed, sliced
- 1/3 cup (1/2 of a 6-oz can) tomato paste
- 1/4 cup red cooking wine (or 1/4 cup water plus 1 Tbsp tomato paste)
- 1/2 tsp sugar
- 1 tsp Italian seasoning
- 1/4 tsp salt and 1/4 tsp pepper
- 1/2 cup part-skim mozzarella cheese
- Nonstick vegetable spray
- 3/4 cup onion, chopped fine
- 2 cloves garlic, minced
- 1/2 lb extra-lean ground beef
- 1/4 cup black pitted olives
- 1/4 cup green olives
- 2 Tbsp reduced-fat sour cream
- 1 tsp vegetable oil

Nutrient content per serving:

Total calories: 432	Fat: 17 g	Cholesterol: 48 mg
Protein: 22 g	Calories from fat: 36%	Sodium: 770 mg
Carbohydrates: 43 g	Saturated fat: 6 g	

Cook pasta according to package directions, without salt or fat. Drain. Mix tomatoes, tomato paste, cooking wine, sugar, Italian seasoning, salt, and pepper in a bowl. Set aside. In a large skillet sprayed with nonstick vegetable cooking spray, on medium-high heat, add the vegetable oil and cook onions and garlic 2 minutes. Add ground beef and cook until beef is no longer pink. Drain well. Stir in tomato mixture. Add the pasta and mix in olives and reduced-fat sour cream. Spoon mixture into a 2-quart casserole dish. Bake, covered, at 375°F for 30 minutes. Sprinkle with mozzarella cheese and bake uncovered for 5 more minutes. Makes 4 servings.

Spaghetti and Meatballs

- 1/2 lb (8 oz) extra-lean ground beef
- 1/4 cup seasoned bread crumbs
- 1 egg white
- 1 Tbsp onion, finely chopped
- 2 cloves garlic, minced fine
- 1/4 tsp salt
- 1/8 tsp pepper
- 1/4 tsp dried oregano
- 1/2 cup zucchini, grated
- Nonstick vegetable cooking spray
- 1 cup mushrooms, sliced
- 1 (26 oz) jar marinara sauce
- 1/2 tsp Italian seasoning
- 7 oz spaghetti noodles, cooked according to directions, without salt or fat

Nutrient content per serving:

Total calories: 458	Fat: 15 g	Cholesterol: 92 mg
Protein: 23 g	Calories from fat: 30%	Sodium: 1158 mg
Carbohydrates: 57 g	Saturated fat: 4 g	

Preheat oven to 375°F. In a large bowl, mix lean ground beef, bread crumbs, egg white, onion, garlic, salt, pepper, oregano, and grated zucchini. Mix well and form into a ball with your hands. Divide ball into 4 equal amounts and quarter each into 4 small meatballs. This makes 16 total meatballs to place in a 9" square baking dish. Bake for 20 to 25 minutes. Meanwhile, in a large skillet sprayed with nonstick vegetable cooking spray, over medium-high heat, add sliced mushrooms. Cook for 3 to 4 minutes until tender. Add marinara sauce and Italian seasoning. Simmer for 5 minutes. Add cooked meatballs to sauce and serve over spaghetti. Makes 4 servings.

Recipes (continued)

Ground Beef and Mushroom Casserole

- 3/4 cup long-grain white rice, cooked without salt or fat
- 1 3/4 cups low-fat cottage cheese
- 1 Tbsp dried parsley flakes
- 1/4 tsp salt
- 1/2 lb extra-lean ground beef
- 1 medium onion, chopped
- 1 cup mushrooms, sliced
- 3 cans (8 oz) tomato sauce
- 1/2 tsp garlic powder
- 1 tsp sugar
- 1/8 tsp pepper
- 1 tsp dried oregano
- 2 Tbsp shredded cheddar cheese
- Nonstick vegetable cooking spray

Nutrient content per serving:

Total calories: 433	Fat: 13g	Cholesterol: 47 mg
Protein: 29 g	Calories from fat: 26%	Sodium: 1644 mg
Carbohydrates: 49 g	Saturated fat: 5 g	

Preheat oven to 350°. In a medium bowl, mix low-fat cottage cheese, parsley flakes, and salt. Set aside. In a large skillet sprayed with nonstick vegetable cooking spray over medium-high heat, add extra-lean ground beef, onion, and mushrooms. Cook 3 to 5 minutes until meat is cooked. Add tomato sauce, garlic powder, sugar, pepper, and dried oregano. Turn heat down and simmer for 10 minutes. Mix cottage cheese mixture with cooked rice. In a casserole dish sprayed with non-stick vegetable cooking spray, spoon 1/3 of the cottage cheese-rice mixture. Top with 1/3 of the meat-tomato mixture. Continue to alternate layers ending with tomato sauce mixture. Sprinkle the top with shredded cheddar cheese. Bake for 30 to 35 minutes or until hot and bubbly. Makes 4 servings

Orange Braised Pork Chops

- 2 Tbsp unsweetened applesauce
- Pinch ground ginger
- 1 clove garlic, crushed
- 1 tsp reduced-sodium soy sauce
- 1 tsp grated orange rind
- Pinch red pepper flakes
- Nonstick vegetable cooking spray
- 1 tsp vegetable oil
- 6 oz pork chop, lean, boneless
- Pinch salt
- Pinch pepper

Nutrient content per serving:

Total calories: 284	Fat: 12 g	Cholesterol: 107 mg
Protein: 36 g	Calories from fat: 37%	Sodium: 367 mg
Carbohydrates: 6 g	Saturated fat: 3 g	

In a small bowl, mix applesauce, ginger, garlic, soy sauce, grated orange rind, and red pepper flakes. Set aside. In a skillet sprayed with nonstick vegetable cooking spray, over medium-high heat, add vegetable oil. When hot, add pork chop and brown on both sides for a total of 7 to 8 minutes. Remove pan from heat and sprinkle with salt and pepper. Spoon sauce over pork chop and return to heat. Cover and simmer over low heat for about 20 minutes or until pork is tender. Makes 1 serving.

Recipes (continued)

Chicken Fajitas

- 2 fat-free 7" to 8" flour tortillas
- Nonstick vegetable cooking spray
- 1/2 tsp vegetable oil, divided
- 4 oz chicken breast, boneless, skinned, cut into thin strips
- 1/4 large onion, cut into strips
- 1/4 red bell pepper, cut into strips
- 1/4 green bell pepper, cut into strips
- 2 tsp fajita seasoning mix
- 1 Tbsp water
- 2 Tbsp fresh cilantro, chopped
- 1 medium tomato, cut into wedges

Nutrient content per serving:

Total calories: 462	Fat: 6 g	Cholesterol: 71 mg
Protein: 35 g	Calories from fat: 12%	Sodium: 1350 mg
Carbohydrates: 65 g	Saturated fat: 2 g	

Wrap tortillas in foil and place in a 300°F oven to warm. In a skillet sprayed with nonstick vegetable spray, over medium-high heat, add vegetable oil. When hot, add the chicken and stir-fry until cooked. Add the onion and red and green bell peppers. Sauté vegetables for 3 to 4 minutes or until they are tender, yet still crisp. Add the fajita seasoning and water. Stir and cook 1 minute until thickened. Add fresh cilantro and tomatoes. Lightly mix. Fill 2 tortillas with an equal amount of the chicken mixture and add reduced-fat sour cream to each. Garnish with salsa and fresh cilantro sprigs, if desired. Makes 1 serving.

Chicken Basil Pasta Salad

- 1 Tbsp low-fat mayonnaise
- 1 Tbsp plain nonfat yogurt
- 1 tsp seasoned rice-wine vinegar
- 1/2 tsp spicy brown mustard
- Pinch of salt
- Pinch of pepper
- 1/4 tsp dried basil
- 1/2 cup cooked chicken breast, diced
- 1/2 cup small uncooked rotini (corkscrew) pasta, cooked according to directions, without salt or fat, drained
- 1/2 medium tomato, chopped
- 1 Tbsp green onion, sliced thin
- 1 red leaf lettuce leaf

Nutrient content per serving:

Total calories: 346	Fat: 11g	Cholesterol: 58 mg
Protein: 24 g	Calories from fat: 28%	Sodium: 621 mg
Carbohydrates: 35 g	Saturated fat: 2 g	

In a bowl, combine low-fat mayonnaise, nonfat yogurt, vinegar, mustard, salt, pepper, and basil. Mix well. Add cooked chicken, cooked pasta, tomatoes, and green onions. Toss gently to coat. Serve at room temperature or chilled on a bed of red leaf lettuce. Makes 1 serving.

Recipes (continued)

Ginger Chicken Stir-fry

- 1/4 cup instant brown rice
- 1 tsp fresh ginger, grated
- 1 1/2 tsp reduced-sodium soy sauce
- 1 tsp brown sugar
- 1/2 tsp corn-starch
- 2 Tbsp water
- 1/2 tsp vegetable oil
- Nonstick vegetable cooking spray
- 1 clove garlic, minced fine
- 2 Tbsp green onions, sliced
- 2 Tbsp mushrooms, sliced thin
- 2 Tbsp red bell pepper, sliced thin
- 1/3 cup small broccoli florets
- 1/2 medium carrot, sliced thin
- 3 oz skinless, boneless chicken breast, cut into thin strips

Nutrient content per serving:

Total calories: 263	Fat: 11g	Cholesterol: 58 mg
Protein: 23 g	Calories from fat: 28%	Sodium: 621 mg
Carbohydrates: 33 g	Saturated fat: 2 g	

Cook rice according to package directions, without salt or fat. Mix grated fresh ginger, soy sauce, brown sugar, corn starch, and water in a small bowl. Set aside. In a wok or skillet sprayed with nonstick vegetable spray, over medium-high heat, add vegetable oil. Stir-fry chicken until cooked. Add garlic and green onions. Cook 1 minute. Add mushrooms, red bell pepper, broccoli florets, and carrots. Stir-fry 3 to 4 minutes or until vegetables are tender but crisp. Mix soy sauce mixture well and add to the skillet, stirring until liquid is thickened and heated thoroughly. Serve ginger chicken stir-fry over rice. Makes 1 serving.

Lemon Parmesan Chicken

- 2 Tbsp seasoned bread crumbs
- 1 tsp grated Parmesan cheese
- Pinch of Italian seasoning
- 1/4 tsp grated lemon zest (rind)
- Pinch of salt
- 1 Tbsp lemon juice
- 1 tsp olive oil
- 4 oz skinned, boneless chicken breast
- Nonstick vegetable cooking spray

Nutrient content per serving:

Total calories: 218	Fat: 7 g	Cholesterol: 67 mg
Protein: 29 g	Calories from fat: 29%	Sodium: 445 mg
Carbohydrates: 9 g	Saturated fat: 1 g	

Combine bread crumbs, Parmesan cheese, Italian seasoning, lemon zest, and salt in a zip-top plastic bag. Shake well to mix ingredients and set aside. Combine lemon juice and olive oil in a bowl. With a paper towel pat chicken breast dry. Dip in the lemon-juice mixture and place into the zip-top bag, shaking it to coat the chicken breast. Remove from bag and place in a baking dish coated with vegetable spray. Sprinkle remaining crumbs over chicken. Bake uncovered at 375° F for 45 minutes or until done. Serve with lemon slices. Makes 1 serving.

Recipes (continued)

Chicken and Pasta with Vegetables

- 2 Tbsp nonfat plain yogurt
- 1 tsp flour
- Pinch of dried basil and salt
- Pinch of dried oregano
- 2 Tbsp low-sodium chicken broth
- 1/2 tsp vegetable oil
- Nonstick vegetable cooking spray
- 1 clove garlic, minced
- 3 oz chicken breast, boneless, skinned, cut into 1" pieces
- 1/4 medium onion, sliced thin
- 1/4 cup carrots, chopped thin
- 1/4 cup mushrooms, sliced thin
- 1/3 cup small broccoli florets
- 2 oz bowtie pasta, cooked without salt or fat

Nutrient content per serving:

Total calories: 396	Fat: 5 g	Cholesterol: 50 mg
Protein: 31 g	Calories from fat: 11%	Sodium: 445 mg
Carbohydrates: 56 g	Saturated fat: 1 g	

In a small bowl, combine yogurt, flour, basil, oregano, salt, and chicken broth. Set aside. In a skillet sprayed with nonstick vegetable spray, over medium-high heat, add 1/2 tsp vegetable oil, garlic, and chicken pieces. Sauté 2 to 3 minutes or until cooked. Add onion, carrots, and mushrooms and sauté 2 more minutes. Add broccoli, cover, reduce heat, and cook 2 to 5 minutes or until broccoli is tender. Add yogurt/broth mixture and mix well. Cook 2 minutes or until thickened, stirring constantly. Toss with warm pasta. Makes 1 serving.

Southwest Chicken with Rice

- Pinch of chili powder
- Pinch of ground cumin
- Pinch of garlic powder
- 4 oz skinned chicken breast
- Nonstick vegetable cooking spray
- 1/2 tsp vegetable oil
- 1/4 (14 1/2 oz) can Mexican-style stewed tomatoes
- 2 Tbsp green onions, sliced
- 3 black olives, sliced
- 2 tsp canned green chiles, diced
- 1/2 tsp corn-starch
- 2 tsp water
- 2 Tbsp reduced-fat sour cream
- 2 tsp fresh cilantro, chopped
- 1/4 cup long-grain white rice, cooked according to directions, without salt or fat

Nutrient content per serving:

Total calories: 412	Fat: 8 g	Cholesterol: 76 mg
Protein: 32 g	Calories from fat: 17%	Sodium: 464 mg
Carbohydrates: 49 g	Saturated fat: 2 g	

Rinse the chicken breast and pat dry with a paper towel. Sprinkle spices over both sides of chicken breast. Apply nonstick vegetable spray to a skillet. Add vegetable oil. Over medium-high heat, add chicken. Cook 2 minutes on each side until browned. Add stewed tomatoes, green onions, olives, and chilies. Bring to a boil. Cover and reduce heat. Simmer for 15 to 20 minutes or until tender. Transfer chicken to a serving dish with a slotted spoon. Combine corn-starch and water. Stir well and add to tomato mixture in skillet, turning heat up to medium-high. Cook 1/2 minute or until thickened, stirring constantly. Reduce heat. Add reduced-fat sour cream. Spoon mixture over chicken. Garnish with fresh cilantro. Serve with rice. Makes 1 serving.

Recipes (continued)

Chicken Jambalaya

- Nonstick vegetable cooking spray
- 1 tsp vegetable oil
- 1/4 medium onion, chopped
- 1/4 green bell pepper, chopped
- 2 Tbsp celery, sliced
- 4 oz chicken breast, boneless, skinned
- 2 tsp fresh parsley, chopped
- Pinch dried thyme
- Pinch salt
- 2 to 4 drops hot pepper sauce
- 1/4 can (28 oz) Italian tomatoes, chopped
- 1/3 cup low-sodium chicken broth
- 1/4 cup uncooked long-grain white rice

Nutrient content per serving:

Total calories: 430	Fat: 6 g	Cholesterol: 66 mg
Protein: 35 g	Calories from fat: 13%	Sodium: 700 mg
Carbohydrates: 56 g	Saturated fat: 1 g	

In a saucepan sprayed with nonstick vegetable cooking spray over medium-high heat, add vegetable oil, onion, green bell peppers, and celery. Sauté 2 to 3 minutes. Add chicken breast and brown lightly on both sides, about 4 minutes. Add parsley, thyme, salt, hot pepper sauce, Italian tomatoes, and chicken broth. Add rice and reduce heat. Cover and simmer for 25 to 30 minutes or until rice is tender. Makes 1 serving.

Clam Chowder

- 1 (10 oz) can whole baby clams (undrained)
- 3 cups red potatoes, peeled and chopped
- 1 cup onion, chopped
- 3/4 cup celery, chopped
- 3/4 cup carrots, chopped
- 1/8 tsp white pepper
- 1/4 tsp thyme
- 1/2 tsp salt
- 1 Tbsp corn starch
- 1/2 cup water
- 1 (12 oz) can evaporated skim milk
- 1 Tbsp margarine

Nutrient content per serving:

Total calories: 262	Fat: 4 g	Cholesterol: 34 mg
Protein: 17 g	Calories from fat: 14%	Sodium: 676 mg
Carbohydrates: 41 g	Saturated fat: 1 g	

Pour off clam juice into a measuring cup. Add enough water to make 1 1/2 cups liquid. Combine clam juice mixture, potatoes, onion, celery, and carrots in a large saucepan. Bring to a boil. Reduce heat, cover, and simmer 8 to 10 minutes until potatoes are done. Add pepper, thyme, and salt. Increase heat to medium-high and add corn starch mixed with 1/2 cup water. Stir to thicken for 2 minutes and add evaporated skimmed milk. Add margarine and clams. Lower heat and simmer for 5 minutes. Makes 4 servings (1 1/2 cups each).

Recipes (continued)

Baked Sole with Almonds

- Nonstick vegetable cooking spray
- 1 Tbsp low-fat milk
- 3 Tbsp seasoned bread crumbs
- 1 1/2 tsp grated Parmesan cheese
- 1/2 tsp Italian seasoning
- Pinch of salt
- Pinch of pepper
- 4 oz sole fillet
- 1 1/2 tsp lemon juice
- 1 1/2 tsp water
- 1 tsp butter, melted
- 1 Tbsp blanched slivered almonds
- 1 green onion, chopped

Nutrient content per serving:

Total calories: 262	Fat: 11g	Cholesterol: 68 mg
Protein: 27 g	Calories from fat: 36%	Sodium: 687 mg
Carbohydrates: 15 g	Saturated fat: 4 g	

Preheat oven to 450°F. Spray a baking sheet with nonstick vegetable spray. In a shallow dish, mix the bread crumbs, Parmesan cheese, Italian seasoning, salt, and pepper. Dip sole fillet in milk and then in bread crumb mixture. Place on baking sheet. In a small bowl, mix the lemon juice, water, and melted butter. Sprinkle over fish with a spoon. Scatter almonds on top. Bake until fish flakes easily, about 10 minutes. Sprinkle green onions on top before serving. Makes 1 serving.

Pesto Shrimp with Pasta

- 1 1/2 oz angel hair pasta
- 1 tsp olive oil
- Nonstick vegetable cooking spray
- 1 clove garlic, minced
- 2 Tbsp onion, chopped
- 1/2 tsp dried basil
- Pinch of salt
- 1/4 tsp oregano
- 1/2 medium tomato, chopped
- 4 oz medium shrimp, raw, peeled and cleaned
- 1 Tbsp grated Parmesan cheese

Nutrient content per serving:

Total calories: 370	Fat: 10 g	Cholesterol: 177 mg
Protein: 31 g	Calories from fat: 24%	Sodium: 562 mg
Carbohydrates: 39 g	Saturated fat: 2 g	

Bring 2 quarts of water to a boil. Add pasta and cook until tender (8 to 10 minutes). Meanwhile, heat olive oil over medium-high heat in a skillet sprayed with nonstick vegetable spray. Add garlic and chopped onion and sauté 1 minute. Add basil, salt, oregano, and chopped tomatoes. Reduce heat to low and cook 2 minutes. Return heat to medium-high and add shrimp. Stir and cook 4 to 5 minutes or until shrimp is cooked and turns pink. Remove from heat. Rinse pasta with warm water and drain. Toss pasta with shrimp mixture. Sprinkle with Parmesan cheese. Makes 1 serving.

Recipes (continued)

Vegetarian Fajitas

- 2 fat-free 7" to 8" flour tortillas
- Nonstick vegetable cooking spray
- 1 vegetarian soy burger
- 1/2 tsp olive oil
- 1/4 large onion, cut into strips
- 1/4 red bell pepper, cut into strips
- 1/4 green bell pepper, cut into strips
- 1 Tbsp water
- 2 tsp fajita seasoning mix
- 1 medium tomato, cut into wedges
- 2 Tbsp chopped fresh cilantro
- 1 Tbsp reduced-fat sour cream
- Salsa
- Cilantro sprigs

Nutrient content per serving:

Total calories: 359	Fat: 5 g	Cholesterol: 5 mg
Protein: 12 g	Calories from fat: 13%	Sodium: 1362 mg
Carbohydrates: 66 g	Saturated fat: 1 g	

Wrap tortillas in foil and place in a 300°F oven to warm. In a skillet sprayed with nonstick vegetable spray, on medium-high heat, cook frozen soy burger, turning once. Transfer to a chopping board and cut into 1/2" wide strips. Set aside. Return empty skillet to the heat and add olive oil. Add onion and sauté 1 minute. Add red and green peppers and cook 3 to 4 minutes until tender but still crisp. Add soy burger strips back to the skillet and add water and fajita seasoning. Stir well and reduce heat. Cook 1 minute. Add tomatoes and chopped cilantro. Divide filling into the center of 2 warmed tortillas and add reduced-fat sour cream. Add salsa and fresh cilantro sprigs if desired. Makes 1 serving.

Caribbean Black Beans and Rice

- Nonstick vegetable cooking spray
- 1/2 tsp olive oil
- 1/4 medium onion, finely chopped
- 1 clove garlic, minced
- 1/4 red bell pepper, finely chopped
- Dash of salt
- 1/4 tsp cumin
- Dash of chili powder
- 2 Tbsp tomato sauce
- 1/2 medium tomato, chopped
- 1/3 can (15 oz) black beans, rinsed and drained
- 2 Tbsp cilantro, chopped
- 1/4 cup long-grain white rice, cooked according to directions, without salt or fat
- 1 Tbsp reduced-fat sour cream
- Fresh cilantro leaves

Nutrient content per serving:

Total calories: 352	Fat: 5 g	Cholesterol: 5 mg
Protein: 6 g	Calories from fat: 13%	Sodium: 966 mg
Carbohydrates: 72 g	Saturated fat: 1 g	

In a skillet sprayed with nonstick vegetable spray, over medium-high heat, add olive oil, onion, garlic, red bell peppers, salt, cumin, and chili powder. Sauté for 4 minutes. Lower heat to medium and stir in tomato sauce, tomato, black beans, and chopped cilantro. Cook for 2 minutes and then lower heat to simmer. Serve bean mixture over rice and garnish each serving with reduced-fat sour cream and fresh cilantro leaves. Makes 1 serving.

Recipes (continued)

Rigatoni with Vegetables and Feta Cheese

- 2 oz rigatoni pasta
- 1 tsp olive oil
- 2 Tbsp green onions
- 1 clove garlic, minced
- 1/4 cup sliced mushrooms
- 1/4 cup zucchini, sliced
- 1/4 cup asparagus, cut into 2" pieces
- 1/4 cup broccoli florets, sliced in half
- Pinch of salt and pepper
- 1/2 cup roma tomatoes, chopped
- 1/4 can (13 3/4 oz) artichoke hearts in water, drained, cut into pieces
- 2 Tbsp crumbled feta cheese
- 1/4 cup (1 oz) shredded part-skim mozzarella cheese
- Pinch of dried basil

Nutrient content per serving:

Total calories: 428	Fat: 14 g	Cholesterol: 26 mg
Protein: 22 g	Calories from fat: 29%	Sodium: 1033 mg
Carbohydrates: 57 g	Saturated fat: 5 g	

Prepare rigatoni pasta according to directions, without salt or fat. Drain. In a skillet over medium-high heat, add olive oil, onions, and garlic. Cook 1 minute and add mushrooms. Cook 2 to 3 more minutes and then add zucchini, asparagus, broccoli, basil, salt, and pepper. Stir-fry 3 to 4 minutes or until vegetables are tender but still crisp. Stir in tomatoes, artichoke hearts, and pasta. Heat thoroughly. Transfer to a bowl and toss feta and mozzarella cheese with pasta mixture. Makes 1 serving.

Cheese Shells with Spinach

- Nonstick vegetable cooking spray
- 1/2 tsp olive oil
- 2 Tbsp onion, finely chopped
- 1 clove garlic, minced
- 1/2 tsp Italian seasoning
- Pinch of pepper
- Pinch of salt
- Pinch of nutmeg
- 1/4 package (10 oz) frozen chopped spinach, thawed and well drained
- 1/4 cup low-fat cottage cheese
- 3/4 cup marinara sauce
- 4 jumbo macaroni shells, cooked and drained
- 1 Tbsp part-skim mozzarella cheese, shredded

Nutrient content per serving:

Total calories: 323	Fat: 9 g	Cholesterol: 9 mg
Protein: 20 g	Calories from fat: 25%	Sodium: 1556 mg
Carbohydrates: 42 g	Saturated fat: 2 g	

Preheat oven to 350°F. In a skillet sprayed with nonstick vegetable spray, over medium-high heat, add olive oil, onion, garlic, Italian seasoning, pepper, salt, and nutmeg. Cook until tender, about 3 minutes. Remove from heat. Prepare spinach according to directions and drain. Stir in spinach and cottage cheese. Mix well. Spread 1 Tbsp of marinara sauce on the bottom of a baking dish. Spoon mixture into cooked shells. Arrange shells open side up in the dish and sprinkle with mozzarella cheese. Top with remaining sauce. Cover and bake for 35 minutes. Makes 1 serving.

Recipes (continued)

Spinach Roll-ups in Marinara Sauce

- Nonstick vegetable cooking spray
- 1/4 medium onion, chopped fine
- 1 clove garlic, chopped fine
- 1/4 cup sliced mushrooms
- 1/2 tsp olive oil
- 3/4 cup tomato sauce
- 1/2 tsp Italian seasoning
- Pinch of garlic powder
- 1/4 package (10 oz) frozen spinach, chopped, thawed, and well drained
- 1/4 cup part-skim ricotta cheese
- 1 1/2 tsp grated Parmesan cheese
- Pinch of nutmeg
- Pinch of pepper
- 2 lasagna noodles, cooked according to directions, without salt or fat

Nutrient content per serving:

Total calories: 397	Fat: 8 g	Cholesterol: 22 mg
Protein: 20 g	Calories from fat: 18%	Sodium: 1283 mg
Carbohydrates: 65 g	Saturated fat: 3 g	

Preheat oven to 350°F. In a skillet sprayed with nonstick vegetable spray, over medium heat, sauté onion, garlic, and mushrooms in olive oil until tender. Add tomato sauce, Italian seasoning, and garlic powder. Cover and simmer for 4 minutes. Prepare spinach according to directions and drain. Combine spinach, cheeses, nutmeg, and pepper in medium bowl. Mix well. Spread spinach mixture evenly along the length of each cooked lasagna noodle. Roll up each noodle lengthwise and place on its side in a shallow baking dish. Pour sauce over roll-ups. Bake 25 to 30 minutes. Makes 1 serving.

Broccoli and Rice Bake

- 1/4 cup long-grain white rice, cooked without salt or fat
- 3/4 cup chopped fresh broccoli
- Nonstick vegetable cooking spray
- 1 tsp olive oil
- 1/4 chopped medium onion
- 1 garlic clove, minced
- 2 Tbsp chopped celery
- 1/2 can (103/4 oz) low-fat cream of celery soup
- 2 Tbsp sliced water chestnuts
- 1 Tbsp Parmesan cheese
- 3 Tbsp shredded cheddar cheese, divided

Nutrient content per serving:

Total calories: 442	Fat: 18 g	Cholesterol: 34 mg
Protein: 15 g	Calories from fat: 36%	Sodium: 1243 mg
Carbohydrates: 59 g	Saturated fat: 7 g	

Cook broccoli until barely tender and drain well. Set aside. In a skillet sprayed with nonstick vegetable spray, over medium-high heat, add olive oil, onion, garlic, and celery. Sauté 1 to 2 minutes and then remove from heat. In a bowl, mix cooked broccoli with celery soup, 2 Tbsp of the shredded cheddar cheese, onion and garlic mixture, water chestnuts, Parmesan cheese, and cooked rice. Spray a small casserole dish with nonstick vegetable spray and add broccoli-rice mixture. Top with remaining shredded cheese. Preheat oven to 350°F. Bake for 20 to 25 minutes. Makes 1 serving.

Recipes (continued)

Baked Chili Relleno

- 1/4 can evaporated skim milk
- 1 egg
- 1/4 cup shredded cheddar cheese, divided
- 2 green onions, sliced
- 1 corn tortilla (6"), torn into 2" pieces
- 1/4 can (7 oz) chopped green chilies
- 3 Tbsp salsa, divided
- 1 Tbsp low-fat sour cream
- 1 tsp chopped fresh cilantro
- Nonstick vegetable cooking spray

Nutrient content per serving:

Total calories: 383	Fat: 16 g	Cholesterol: 251 mg
Protein: 23 g	Calories from fat: 38%	Sodium: 942 mg
Carbohydrates: 34 g	Saturated fat: 9 g	

Preheat oven to 375°. In a bowl combine evaporated milk, egg, 3 Tbsp shredded cheese, green onions, corn tortilla pieces, green chilies, and 2 Tbsp salsa. Mix well. Pour into a small baking dish that has been sprayed with nonstick vegetable cooking spray. Bake for 15 to 20 minutes. Remove from oven and add 1 Tbsp shredded cheese on top. Return to oven 1 minute until cheese is melted. Garnish with 1 Tbsp salsa, 1 Tbsp low-fat sour cream, and chopped cilantro leaves. Makes 1 serving.

Dinner Salad

- 3/4 cup torn lettuce greens (choose from butter lettuce, green or red leaf lettuce, romaine, and iceberg)
- 1/4 medium tomato
- 1/3 cup chopped salad vegetables (choose from carrots, celery, cucumber, radishes, bell peppers, green onions, fresh broccoli, cauliflower, zucchini, and white or purple cabbage)
- 1 Tbsp nonfat, low-calorie salad dressing

Nutrient content per serving:

Total calories: 458	Fat: 15 g	Cholesterol: 92 mg
Protein: 23 g	Calories from fat: 30%	Sodium: 1158 mg
Carbohydrates: 57 g	Saturated fat: 4 g	

Large Dinner Salad

- 2 cups torn salad greens (choose from butter lettuce, green or red leaf lettuce, romaine, and iceberg)
- 3/4 medium tomato
- 1 cup chopped or grated salad vegetables (choose from carrots, celery, cucumber, radishes, bell peppers, green onions, fresh broccoli, cauliflower, zucchini, and white or purple cabbage)
- 2 Tbsp low-fat, low-calorie salad dressing

Nutrient content per serving:

Total calories: 42	Fat: 6g	Cholesterol: 0 mg
Protein: 1 g	Calories from fat: 50%	Sodium: 336 mg
Carbohydrates: 10 g	Saturated fat: 1 g	

16

Carbohydrates: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Strategies to Improve Eating Habits

1. Tracking our eating behaviors can help us identify poor eating habits.
2. Slow down and chew your food well!
3. Picking one tip and using it can help you eat healthier.

Review Healthy Steps from last session.

Note
This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Note
Remember to refer to the *Facilitator's Delivery Checklist* when using *Solutions for Wellness* materials.

Materials Needed to Accompany Participant Handout:

1. *Nutrition Facts labels from various products*
2. *Comparing Foods: Which is the Wiser Choice?*

Tips for this Session

1. If you use the suggestion for topic introduction, you may want to write the following question on the board or flip chart: *"Do you think carbohydrates are healthy or unhealthy?"* Write three potential responses under the question:
   healthy unhealthy unsure
2. Ask your colleagues to bring in labels from sugar-filled products, e.g. corn syrup, breakfast syrup, cereals, cake mixes and icings, pancake syrup, cookies, etc. Also ask participants to bring in some labels for this session. Have at least one Nutrition Facts label for each participant. When you get to the section about 'hidden' sugars, it may be helpful to have an interactive exercise where they find the "hidden" sugars on their labels.
3. This session has a lot of information and practice, so you may want to break the materials into two sessions.

Question & Answer Key for Participant Handout, *Comparing Foods: Which is the Wisest Choice?*
Brand A is the healthier choice. Although Brand A has a higher carbohydrate value than Brand B, the primary ingredient is whole grain vs. sugar, therefore, provides more fiber and nutrients than Brand B.

General Tips

1. Use an adult-to-adult tone. Use positive reinforcement when you genuinely mean it.
2. When people begin to experience symptoms of mental illness, they often have difficulty meeting the expectations of their families, teachers and employers, as well as their own expectations. As a result, recovery is often a process of turning away from defeats and failures and focusing on strengths and resilience. As the facilitator, look for and emphasize the unique strengths of each participant, which will provide hope and encouragement. Many consumers say that the lack of hope they recognize in their treatment providers discourages them from having hope.

Suggestion for Topic Introduction and Relevance to Participants

As participants walk into the room for this session, direct their attention to the question on the board. Ask each participant to place a checkmark by his or her answer (on the board or white board). Have someone count the answers and share with the group.

"Would anyone like to give us an example of a carbohydrate?"

Encourage responses and be prepared to assist as needed. Starches, such as whole grain bread, are carbohydrates. Fruits and vegetables are carbohydrates. Sugar also is a carbohydrate.

"In today's session, we will talk about how carbohydrates are an important part of a healthy eating plan, and how we can choose them carefully. We will also learn the Dietary Guidelines for Americans' (DGA) three key recommendations about carbohydrates."

Topic Assessment Answer Key

1. A 2. C 3. B 4. D

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 16 – Carbohydrates: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Review of Session 15: Strategies to Improve Eating Habits

Main Learning Points of Session 15
What were the main learning points of Session 15? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Tracking our e_____g behaviors can help us identify poor eating habits.
2. Slow down and c____w your food well!
3. Picking one tip and using it can help you eat h_____r.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Carbohydrates are part of healthy eating habits.

A. True B. False

2. We need to get about ____ of our calories from carbohydrates:

A. 10%
B. one quarter (25%)
C. half (50%)
D. three quarters (75%)

3. Which of the following can help improve your dental hygiene?

A. Sticking to a high carbohydrate eating plan.
B. Eating fewer sugary foods.
C. Eating more whole grains.
D. Drinking a lot of fruit juice each day.

4. Choose whole foods and whole grain products for your healthiest carbohydrate choices. An example of a whole grain product is:

A. white bread
B. bleached flour
C. sugared cereal
D. bread with seeds on the top

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 16 – Carbohydrates: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Topic Assessment

5. I am confident that I know what foods are carbohydrates.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the end of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Carbohydrates: What Do the Guidelines Say?

Objectives for this Session

1. Explain 1 way carbohydrates are part of a healthy eating plan.
2. Identify 1 way people can eat more of the healthy carbohydrates.
3. Make better choices about carbohydrates.

Sometimes the messages we hear about carbohydrates (also called carbs) are confusing. Some diets limit carbs. The truth is that carbohydrates are good for you and are part of a healthy diet if you eat the right ones. Carbs break down into sugar in our bodies to provide energy for our brains and central nervous systems.

Main Learning Point #1
Carbs are part of healthy eating habits.

Did you know? Our bodies need anywhere from 45%-65% of calories from carbohydrate foods each day. About half of our daily calories should be carbs.

Foods in the basic food groups contain carbs. These carbs provide many important nutrients. Foods with added, or processed, sugars are also carbs, but they add little nutrition. To maintain a healthy eating plan, choose your carbohydrate intake carefully by taking in more foods that contain healthy carbs.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 16 – Carbohydrates: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Carbohydrates - What Do the Guidelines Say?
(continued)

Healthy Carbs	Carbs with added sugars
Fruits	Cookies
Vegetables	Cakes
Whole grains	White bread (processed)
• Breads	Bleached flour
• Cereals	Sugared cereals
• Rice (brown is best!)	Candies
• Pasta (wheat, whole- or multi-grain is best)	Sugared drinks (like soda)
•Popcorn	
Milk products	

Main Learning Point #2
We need to get about half of our calories from carbs.

A good guideline is to choose carbohydrate foods that have more nutrients for the same number of calories. Let's look at the session, *More Nutrients for the Same Amount of Calories* and figure out which of these breakfast options would give us more nutrients for the same amount of calories.

More Nutrients for the Same Amount of Calories

Breakfast Option #1	**Breakfast Option #2**
1 Bagel = 60 to 75 grams of carbohydrates	1/2 Cup of Cereal = 20 to 40 grams or more of carbohydrates depending on brand 1 Cup of Strawberries = 10 grams of carbohydrates 1 Cup of Low Fat Milk = 12 grams of Carbohydrates Cereal with strawberries and low fat milk = 60 to 75 grams of Carbohydrates

1. What would you eat for breakfast if you had these two breakfast options: bagel vs. ½ cup of cereal, strawberries and milk?

   ☐ Option #1 or ☐ Option #2

2. For the same amount of calories, which breakfast option is the better choice?

   Option # ____

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 16 – Carbohydrates: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Carbohydrates - What Do the Guidelines Say?
(continued)

The DGA recommends the following:

1. **Choose and prepare food and beverages with little added sugars or sweeteners that add calories.** For example, an apple is full of nutrients with no added sugar. Apple juice may have fewer nutrients and may contain fake apple flavoring and added sugar. You will know only by reading the Nutrition Facts label.

A Word about Added Sugars and Natural Sugars
Fruits, vegetables, milk products and whole grains have natural sugar in them. They also provide vitamins, minerals and fiber. Added sugars, like table sugar that is added to coffee, iced tea and regular soda, fruit drinks, cakes, pies and candy, offer only "empty" calories with little or no nutrition. Diets high in added sugar also increase the chance of weight gain.

You will find how much sugar a food contains on a Nutrition Facts label under the *Total Carbohydrate* line. Read the *Ingredients List* on food packaging to see whether the food has natural or added sugars. Sugar is **tricky** to find on the label because there are many names for it. Words that end with "ose" may be another name for processed sugar. If sugars such as *high fruct**ose** corn syrup, sucr**ose**, gluc**ose**, molasses, corn syrup, beet sugar, caramel, grape sugar, and sugar* are near the top of the list, the food is high in added sugars and probably is not your healthiest choice.

2. **Choose fiber-rich fruits, vegetables and whole grains.** Fiber helps us stay full longer, helps our digestion and prevents constipation. Look for whole foods and whole grain products instead of processed foods. Most processed foods contain bleached and refined grains and have very little fiber or nutrients (for example, white bread).

Main Learning Point #3

Pick whole foods and whole grain products for your healthiest carb choices.

Carbohydrates - What Do the Guidelines Say?
(continued)

Nutrition Facts labels can help you make better choices among processed foods. Let's look at the handout, Comparing Foods. Take a look at the carbohydrate value between the two cereal choices. Which cereal would you choose and why?

The *Ingredients List* on food packaging also can help you choose better foods. Depending on the food (for example, bread), the packaging should list the following words first to ensure they are whole grains: "whole grain, multigrain, whole wheat, oats or corn." If the ingredients list shows "bleached," "enriched" or "refined" grains, they are processed and do not have as many nutrients.

3. **Dental problems.** Avoid dental problems. Eat fewer sugary and starchy foods and drinks, and brush and floss your teeth every day.

   Eating simple sugars, such as white bread, pasta and white rice, can cause tooth decay. Sugar can harm your teeth. Practicing good dental hygiene, such as brushing your teeth after meals, is a healthy habit. When is the last time you had a dental exam? _____. Visit your dentist regularly and talk to a treatment team member if you have questions or concerns.

Main Learning Point #4

Eating fewer sugary foods and brushing and flossing daily can improve your dental hygiene.

Did You Know?
Flossing your teeth every day can add at least 6 years to your life.

Healthy Habits to Improve Your Life. Retrieved 5/27/07, from: WebMD http:webmd.com/balance/features/13-healthy-habits-to-improve-your-life?page=3

A Word about Sugar Substitutes
Sugar substitutes can decrease your calories. Since we don't have many long-term studies on many sugar substitutes, they should be used in moderation. Talk to your healthcare provider or treatment team member if you have questions about specific sugar substitutes.

Given what you have learned about carbohydrates today, what is one thing that will help you as you continue on your path to a better quality of life?

_____

_____

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about healthy carbs that I would enjoy adding to my food choices.

☐ **3. READ.** I will read a Nutrition Facts label on at least one packaged food item I eat this week. I will focus on the carbohydrates information to help me make a wise food choice.

☐ **4. OTHER** (Choose Your Own "Small Healthy Step"):
_____

_____

Take an "*Extra* Small Healthy Step"

☐ **5. HYGIENE.** This week I will focus on my dental care. I will pay attention to how often I am brushing and flossing each day. If I have not been to a dentist in a while, I will find one and set up an appointment. If needed, I will ask a treatment team member for help to achieve my small healthy step.

Comparing Foods: Which is the Wiser Choice?

Yogurt (Brand A)

Serving Size 1 Container (150g)

Amount Per Serving	
Calories 100	Calories from Fat 0
	%DailyValue
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	**0%**
Cholesterol 0mg	**0%**
Sodium 55mg	**2%**
Total Carbohydrate 6g	**2%**
Sugars 0g	
Protein 10g	

Yogurt (Brand B)

Serving Size 1 cup (227g)

Amount Per Serving	
Calories 120	Calories from Fat 0
	%DailyValue
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	**0%**
Cholesterol 5mg	**1%**
Sodium 115mg	**5%**
Total Carbohydrate 20g	**7%**
Dietary Fibers 0g	**21%**
Sugars 7g	
Protein 8g	**16%**

Cereal (Brand A)

Serving Size 1 Cup (49g)
Servings Per Container 9

Amount Per Serving without Milk	
Calories 170	Calories from Fat 10
	%DailyValue
Total Fat 1g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 0g	
Sodium 0mg	**0%**
Total Carbohydrate 40g	**13%**
Sugars 0g	
Protein 5g	

Cereal (Brand B)

Serving Size 1 Cup (33g/1.2 oz.)
Servings Per Container 16

Amount Per Serving without Milk	
Calories 130	Calories from Fat 5
	%DailyValue
Total Fat 1g	**2%**
Saturated Fat 0g	
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 150mg	**6%**
Total Carbohydrate 30g	**10%**
Dietary Fibers 1g	**4%**
Sugars 16g	
Protein 1g	

Bread (Brand A)

Serving Size 10 fl oz (283g)

Amount Per Serving	
Calories 314	Calories from Fat 72
	%DailyValue
Total Fat 8g	**12%**
Saturated Fat 5g	**25%**
Cholesterol 32mg	**11%**
Sodium 232mg	**10%**
Total Carbohydrate 51g	**17%**
Sugars 17g	
Protein 2g	**4%**

Bread (Brand B)

Serving Size 1 cup (244g)

Amount Per Serving	
Calories 120	Calories from Fat 27
	%DailyValue
Total Fat 3g	**5%**
Saturated Fat 2g	**10%**
Total Carbohydrate 7g	**4%**
Protein 8g	**16%**

17

Alcoholic and Non-alcoholic Drinks
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Carbohydrates (a DGA Focus Area): What Do the Guidelines Say?

1. Carbs are part of healthy eating habits.
2. We need to get about half of our calories from carbs.
3. Pick whole foods and whole grain products for your healthiest carb choices.
4. Eating fewer sugary foods and brushing and flossing daily can improve your dental hygiene.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember:

It is important to acknowledge and discuss participants' successes, progress and challenges.

Materials Needed to Accompany Participant Handout: *Beverage Nutrition Facts Labels*

Tips for this Session

If you use the suggestions for introducing this session, you will want to bring in an empty 20-ounce bottle of some type of cola and a 20-ounce bottle of cola that has been emptied and 17 packets (or teaspoons) of sugar added to it. If possible, also bring in a 2-liter bottle (emptied and then 57 teaspoons/packets of sugar added.). In addition, bring in at least 30 or 40 sugar packets for a visual demonstration.

(**Note:** Every ounce of fluid in a sugared cola beverage has slightly less than one teaspoon of sugar.)

Keep the two bottles hidden from view as participants enter the room.

General Tip

Invite a guest lecturer to the session.

Inviting a speaker who has been successful in making healthy lifestyle changes can inspire and foster hope in others. For example, consider asking someone who quit smoking, is in recovery from alcoholism, or has developed healthier eating or physical activity habits to talk about his or her success. You may also want to ask content experts to do guest lectures. For instance, having a registered dietician speak about the Dietary Guidelines or other topics about nutrition or weight management may be helpful. Take advantage of experts in your local community.

Suggestion for Topic Introduction and Relevance to Participants

"Who likes soda? What is your favorite type of soda?"

(Listen and respond encouragingly to responses. If anyone says they prefer a diet drink, they don't like colas, or they drink water instead, say something like "that's healthier for you!")

"I want to show you something today. I have an empty 20-ounce bottle that once had (name the cola) in it. Can anyone guess how many packets of sugar are in a 20-ounce bottle of cola?"

(Encourage them to guess. If anyone says 17 packets…)

"17 packets? You're right!"

(If no one has a close guess, say something like…)

"You will be surprised to know that there are about 17 packs of sugar in every 20 ounce cola!"

(Show the 20-ounce bottle with the sugar in it.)

"This is how much sugar was in this drink. Does this surprise you? It did me! So every time you drink one of these, you get this much sugar."

"Now, what do you think about this?"

(Bring out the 2-liter bottle with 57 teaspoons of sugar in it.)

"Do you really want to drink this much sugar, which gives you very few nutrients? Today, let's talk about beverages."

Topic Assessment Answer Key

1. A 2. B 3. D 4. C

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 17 – Alcoholic and Non-alcoholic Drinks

Review of Session 16: Carbohydrates: What Do the Guidelines Say?

Main Learning Points of Session 16
What were the main learning points of Session 16? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Healthy carbs are part of h_____y eating habits.
2. We need to get about half of our c_____s from carbs. Most of those need to be from healthy carbs.
3. Choose whole foods and whole g_____n products for your healthiest carb choices.
4. Eating fewer sugary f_____s and brushing and flossing daily can improve your oral hygiene.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Sugar-sweetened drinks may cause:

A. Health and weight problems.
B. Health problems, but not weight problems.
C. Needing to smoke more.
D. Weight problems, but not health problems.

2. Food calories are more likely to make you gain weight than drink calories. It is a good idea to drink your calories.

A. True B. False

3. It is recommended that people taking medicine for mental illness:

A. Drink alcohol only on the weekend.
B. Stop taking their medicine 1 day before drinking alcohol.
C. Drink just 1 or 2 alcoholic drinks a day.
D. Don't drink any alcohol.

4. The daily recommended sugars per day is 10 teaspoons. That would be about the amount in how many ounces of soda?

A. 20
B. 40
C. 12
D. 6

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 17 – Alcoholic and Non-alcoholic Drinks

Topic Assessment

5. I am confident that I know how to choose healthy drinks for myself.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

6. This information is important for me to know.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Choosing Healthy Beverages

Objective for this Session

1. Understand how sugar-sweetened beverages add to weight gain.
2. Identify how much sugar is in 1 serving of a drink using a nutrition facts label.
3. Identify 1 step you will take to reduce your sugar intake from drinks.

Non-alcoholic Drinks
Sugar sweetened drinks (beverages) are very popular in America. More and more, people choose these drinks over healthier ones like water or milk. During the past 30 years, choosing more sugar-sweetened drinks has led to more health problems. Obesity and diabetes are just two examples of these health problems.

Which of these do you drink on a regular basis?

- ☐ 1. Regular Soda
- ☐ 2. Diet Soda
- ☐ 3. Fruit Juice
- ☐ 4. Orange Juice
- ☐ 5. Power Drinks
- ☐ 6. Coffee; if so, how many teaspoons or packs of sugar do you add? _____
- ☐ 7. Tea; if so, how many teaspoons or packs of sugar do you add? _____
- ☐ 8. Alcohol
- ☐ 9. Milk (skim, low-fat, or whole?_____)
- ☐ 10. Water
- ☐ 11. Other: _____

On average, how many of these do you drink each day?

Main Learning Point #1

Sugar-sweetened drinks may lead to health and weight problems.

Choosing Healthy Beverages
(continued)

Many high calorie, sugar sweetened drinks have what are called "empty" calories. The sugars in these drinks have a lot of calories, but very little nutrition. Alcohol is another drink that adds calories but no important nutrients.

Did you know? If the average person cut out 1 soda a day, every day, at the end of a year he or she would weigh 16 pounds less, if his/her calorie balance was otherwise unchanged.

Main Learning Point #2

Don't drink your calories!

Mixing Alcohol with Medications
It is known that alcohol interacts with many medications taken to treat any type of illness. Mixing alcohol with psychiatric and/or other medications may cause interactions that can make some side effects worse, like sleepiness. Specifically with psychiatric medications, certain symptoms of mental illness (such as hallucinations, delusions and social isolation) can get worse and lead to hospitalization or relapse. It is best to avoid the use of alcohol completely.

The Dietary Guidelines highlight the following fact: People taking medications that can interact with alcohol, and people with specific medical conditions, should not drink at all. Talk to your healthcare provider about the use of alcohol and your medications.

Main Learning Point #3

It is recommended that people taking medicine for mental illness do not drink any alcohol.

Using the Nutrition Facts Label
Unless you are drinking plain water, which is the healthiest drink, reading a Nutrition Facts label is one of the best ways to check for healthy and unhealthy drink choices.

Choosing Healthy Beverages
(continued)

Let's study the *Beverage Nutrition Facts* handout for this session. On the *Ingredients List*, if the beverage contains high "added" sugars, you will often see the following sugars listed near the top of the list: *high fruct**ose** corn syrup, dextr**ose**, sucr**ose**, gluc**ose**, molasses corn syrup, beet sugar, caramel, grape sugar* and *raw sugar.*

It's also important to pay close attention to serving size and number of servings per container. It is very easy to drink two or more servings of a beverage, which means more empty calories.

Did you know? The USDA recommends no more than 10 teaspoons of sugar each day in a 2000 calorie eating plan. The amount of sugar in one 12-ounce soft drink is 10 teaspoons.

The Added Sugar You Choose to Use
Mariel drinks 4 cups of coffee each day and uses 4 teaspoons of sugar in each cup. Mariel drinks 12 teaspoons of sugar every day just in her coffee! Plus, Mariel usually drinks 3 cans of regular soda in a day too. Since each can has 10 teaspoons of sugar, Mariel drinks 30 teaspoons of sugar in her soda.

Taking what Mariel has told us, she drinks at least 42 teaspoons of sugar in her drinks every day—12 teaspoons in her coffee and 30 teaspoons in her soda.

Main Learning Point #4

A 2000-calorie daily eating plan should include no more than 10 teaspoons of sugar each day.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Take A "Small Healthy Step" to Ensure Your Success!
It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how I can consume fewer sugary drinks.

☐ **3. TRACK.** This week I will use my *Daily Food and Beverage Tracker* to help focus on my beverage intake and to take a closer look at the nutrition choices I make.

☐ **4. OTHER** (Choose Your Own "Small Healthy Step"):
_____

_____

Take an "*Extra* Small Healthy Step"

☐ **5. PRACTICE.** I will read the *Beverage Nutrition Facts Labels* handout. I will answer the questions on the sheet and bring it back to next session to talk about it with the facilitator.

Beverage Nutrition Facts Labels

24 ounce Orange Drink

Serving Size (8 fl oz)
Servings Per Container 3

Amount Per Serving	
Calories 120	Calories from Fat 0
	%DailyValue
Total Fat 0g	**0%**
Sodium 10mg	**0%**
Potassium 0g	**0%**
Total Carbohydrate 30g	**10%**
Sugars 28g	
Protein 0g	**0%**

INGREDIENTS: WATER, HIGH FRUCTOSE CORN SYRUP, ORANGE JUICE FROM CONCENTRATE, NATURAL ORANGE FLAVOR, CITRIC ACID, GUM FOR COLOR).

16 ounce Water

Serving Size (16 fl oz)
Servings Per Container 1

Calories 0	Calories from Fat 0
	%DailyValue
Total Fat 0g	**0%**
Sodium 0mg	**0%**
Total Carbohydrate 0g	**0%**
Sugars 0g	
Protein 0g	**0%**

INGREDIENTS: WATER

16 ounce Orange Juice

Serving Size 8 fl. oz. (240g)
Servings Per Container 2

Amount Per Serving	
Calories 110	Calories from Fat 0
	%DailyValue
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Sodium 0mg	**0%**
Potassium 450mg	**13%**
Total Carbohydrate 26g	**9%**
Sugars 22g	
Protein 2g	**16%**

Vitamin C 100% • Calcium 35% • Vitamin D 25%
Thiamin 10% • Riboflavin 4% • Niacin 4%
Vitamin B6 6% • Folic Acid 15% • Magnesium 6%

Ingredients: 100% pasteurized orange juice, FruitCal® (calcium hydroxide, malic acid, citric acid), and vitamin D3.

Questions

Please answer the following questions for the three beverages on the Beverage Nutrition Facts Label Handout.

1. **How many servings does each beverage contain?**
   Orange Drink: _____
   Orange Juice: _____
   Water: _____

2. **How many calories are in a serving?**
   Orange Drink: _____
   Orange Juice: _____
   Water: _____

3. **If you drank the entire container how many calories would you be drinking?**
   Orange Drink: _____
   Orange Juice: _____
   Water: _____

4. **What are the first two ingredients listed on the Ingredients List for each beverage?**
   Orange Drink: _____
   Orange Juice: _____
   Water: _____

5. **Which is the healthiest drink?**
   ☐ Orange Drink
   ☐ Orange Juice
   ☐ Water

If you decide to drink the Orange Drink or Orange Juice, what could you do to reduce the amount of calories you drink in one serving?

18

Tips for Eating Wisely on a Limited Budget
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Alcoholic and Non-alcoholic Drinks: What Do the Guidelines Say?

1. Sugar-sweetened drinks may lead to health and weight problems.
2. Don't drink your calories!
3. It is recommended that people taking medicine for mental illness don't drink any alcohol.
4. A 2000-calorie-a-day eating plan should include no more than 10 teaspoons of sugar each day.

Review Healthy Steps from last session.

Note
This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember:
It is important to acknowledge and discuss participants' successes, progress and challenges.

Materials Needed: *Tips and a bowl.*

Tips for this Session

1. Use the "Fortune Cookie" approach: Copy and cut each of the listed *Tips for eating wisely on a limited budget* into strips and place them into a bowl.
   a. Stop and think before you purchase snacks and beverages.
   b. Make a grocery list before you shop. Use a supermarket ad to see what's on sale that week.
   c. Use coupons to purchase items on your shopping list.
   d. Buy fresh fruits and vegetables in season.
   e. Buy foods in bulk and store foods in the freezer or in airtight containers.
   f. Choose a "shopping buddy" and split the costs.
   g. Buy store brands or generic products
   h. Never go grocery shopping when you are hungry.
   i. Plan at least one vegetarian meal per week.
   j. Have dinner with friends
   k. If you do not make many shopping and menu planning decisions, you still have choices.

2. If possible, go to the grocery store together. It is a fun experience that allows participants to use new skills in a real world setting. Help participants read unit pricing tags and compare values between similar products and brands. If this is not possible, ask participants to bring grocery circulars and coupons to the group for review.

Suggestion for Topic Introduction and Relevance to Participants

"When I call your name today, please come up here and draw a slip of paper from the bowl."

(When everyone has drawn a slip of paper, ask them to stand in a circle so everyone faces the group or in some other configuration where they can participate in and enjoy the interaction.)

"Today's session is 'Tips for Eating Wisely on a Limited Budget,' and each person here has one tip. Let's read them out loud. _____, could you please start?"

(Going in a circle, have everyone read their tip. As each tip is read, ask who thinks that tip is a good tip that they might use.)

"Did any of the tips stand out as one you really liked?"

Topic Assessment Answer Key

1. A 2. D 3. C 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 17: Alcoholic and Non-alcoholic Drinks: What Do the Guidelines Say?

Main Learning Points of Session 17
What were the main learning points of Session 17? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. S_____r-sweetened drinks may lead to health and weight problems.
2. Don't d_____k your calories!
3. It is recommended that people taking medicine for mental illness don't drink any a_____l.
4. A 2000-calorie-a-day eating plan should include no more than 10 t_____s of sugar each day.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Everyone can make healthy food choices regardless of his or her budget and living situation.

A. True B. False

2. Which of the following tips can save you money and share good company?

A. Think carefully before you purchase snacks and beverages.
B. Use coupons.
C. Buy store brands or generic products.
D. Prepare and eat dinner with friends.

3. When planning at least 1 vegetarian meal per week, what would be a healthy food for that meal?

A. Tuna
B. Chicken
C. Beans
D. Beef

4. Making a grocery list, buying sale items, and using coupons don't really save money and are not worth the trouble.

A. True B. False

Topic Assessment

5. I am confident that I know how to stretch my food dollars.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Tips for Eating Wisely on a Limited Budget

Objective for this Session

1. Identify at least 2 tips for cutting food costs.
2. Use at least 1 tip to eating wisely on a limited budget.

Anyone can benefit from using money wisely. Many people with mental illness are on a limited or fixed income, and budgeting is important. The good news is that people can make healthy food choices regardless of their budgets.

An eating plan that depends less on meat, dairy products, packaged or processed foods and fast foods usually will cost less and still be very nutritious. For example, a can of navy beans along with some carrots and spices not only saves money, it is also healthy and delicious.

How can tips for eating well on a limited budget be useful to you?

Main Learning Point #1

Everyone can make healthy food choices regardless of his or her budget.

The list of tips on the next page suggests some ways people choose foods carefully within a budget. Please check off any that are helpful to you:

Tips for Eating Wisely on a Limited Budget
(continued)

☐ 1. **Stop and think before you buy snacks and beverages.** Before you buy a bagel from a food cart, a candy bar from a vending machine or a cup of coffee from the corner store, ask yourself the following: *"Is this mouth hunger or stomach hunger?" "Is this a good food choice and do I really need this?"* Consider waiting 5 minutes until the urge passes, and it usually does. This may save you money and unwanted calories.

☐ 2. **Make a grocery list before you shop.** Use a supermarket ad to see what's on sale that week. Grocery lists can help you organize and identify the items you need. Circulars, or advertisements that feature sale items, often are sent in the mail and found in newspapers, especially in the Sunday newspaper. Sale ads also are available at the entrance to the supermarket or at the customer service counter. By planning meals ahead and buying foods on sale, you can save money on your food bill.

☐ 3. **Use coupons to purchase items on your shopping list.** Using coupons with your supermarket ads will save even more money. Supermarkets, at times, will also double the amount of manufacturer coupons.

Main Learning Point #2
Make a grocery list and save money by buying sale items and using coupons.

☐ 4. **Buy fresh fruits and vegetables in season.** In supermarkets and at farmer's markets, look for fruit and vegetables that are in season. Many newspapers have a food section each week. The food section may tell you which fruits and vegetables are in season in your area.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 18 – Tips for Eating Wisely on a Limited Budget

Tips for Eating Wisely on a Limited Budget
(continued)

☐ 5. **Purchase foods in large amounts and store foods in the freezer or airtight containers.** Storing foods in airtight containers or in the freezer can protect them from spoilage, moisture and bugs. If you have a freezer, you can take advantage of specials and buy more of the things you need when they are on sale. (Note: It is important to be careful about portion size when eating from larger packages. While it is less expensive to buy larger packages, it also makes it easier to misjudge portion sizes. Measure portions before storing in the freezer or airtight containers.)

☐ 6. **Choose a "shopping buddy" and split the costs.** Buying in bulk and dividing the items can save money and be healthy. Sometimes you can get perishable foods (foods that will spoil, like fresh fruit or vegetables) in large quantities at a lower rate. If you split the costs, more people can enjoy the food before it spoils. Shopping can also be more fun if you go with others.

☐ 7. **Buy store brands or generic products, which usually are more affordable than name brands.** The quality of the store brands is often the same as famous brands. Reading Nutrition Facts labels can help you compare.

☐ 8. **Never go grocery shopping when you are hungry.** Grocery shopping when you are hungry can lead to impulse buying, buying foods that are not on your list and a higher grocery bill.

☐ 9. **Plan at least one vegetarian meal per week.** For example, beans or pasta are generally less expensive than meats and can be healthy and delicious. (Consider using one of the vegetarian recipes at the end of session 15).

☐ 10. **Have dinner with friends.** Every day you are in contact with people who are watching their budgets, too. Sharing the cost of meals can save everyone money. Preparing meals with others is less work and more fun! Use your friends as a support group to help you keep your healthier eating habits and lifestyle.

Tips for Eating Wisely on a Limited Budget
(continued)

Main Learning Point #3

Prepare and eat meals with friends to save money and share good company.

☐ 11. If you do not make many shopping and menu planning decisions, you still have choices. For example, tell the server to hold the gravy on your turkey or to put the salad dressing on the side.

☐ 12. Other _____

Think about this: If you practice one of these tips for a year, what could you do with all the money you save?

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about menu items.

☐ **3. PRACTICE.** This week I will use one of the tips I learned to choose foods wisely within my budget. The tip I will practice is: _____

_____

☐ **4. OTHER** (Choose Your Own "Small Healthy Step"): _____

_____

Take an "*Extra* Small Healthy Step"

☐ **5. EXPERIMENT.** I will cook a low cost vegetarian recipe from the Recipe Section of session 15. I will prepare it myself or with someone else and see how easy, fun and delicious it is to eat healthy within a budget.

☐ **6. COMPARE.** This week, I will compare the costs of two different sizes of similar grocery items, for example two sizes of the same type of cereal. I will do this by looking at unit pricing at the grocery store. (For example, a 10-ounce box of cereal costs $3.60 and the unit price per ounce of cereal is $0.36, while a 20-ounce box of the same cereal is $5. The unit price of the larger box of cereal is $0.25. In this case, the larger box is a better buy.)

19

Food Safety: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Tips for Eating Wisely on a Limited Budget

1. Everyone can make healthy food choices regardless of his or her budget.
2. Make a grocery list and save money by buying sale items and using coupons.
3. Prepare and eat meals with friends to save money and share good company.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember:

It is important to acknowledge and discuss participants' successes, progress and challenges.

Materials Needed for this Session: *Temperature Rules for Safe Cooking and Handling of Foods handout*

Tips for this Session

1. Practice tips in session to ensure comprehension and encourage use.

When hand-washing is discussed in the participant handout, have participants practice the 20-second hand-washing protocol by simulation and gauging time (e.g. watching a clock's second hand or counting to 20 using, "1 Mississippi, 2 Mississippi," etc.)

2. If you use the Suggestion for Topic Introduction, write the riddle on the board or flip chart before the session begins. Make the game more fun by offering a small prize to the person who solves the riddle first. Since several people may solve it at once, you may want to have a small prize for everyone. Make it simple, like a pack of sugar-free gum or a diet soda. (Answer to Riddle: It takes 20 seconds to sing "Happy Birthday" twice, which is the recommended time to wash hands).

3. If possible, plan ahead for an outing to put the learning into action.

Arrange in advance for an outing to a grocery store. Have participants focus on separating raw, cooked and ready-to-eat foods and other items in their cart to avoid cross contamination.

General Tip

Give positive verbal and/or nonverbal feedback for relevant participation.

Make a conscious effort to acknowledge all relevant input from participants, both verbal and non-verbal. Use words such as "great observation" or "very useful" and thank participants for contributions such as reading aloud, passing out handouts, assisting other participants, sharing their thoughts and feelings, and attending the session.

Also use non-verbal gestures including making eye contact, smiling, and nodding your head to make sure that participants know that you hear their opinions and thoughts.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 19 – Food Safety: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Suggestion for Topic Introduction and Relevance to Participants

"I have a riddle for you today. What does the song, 'Happy Birthday' and food safety have in common? Does anyone have any ideas?"

"I'm not going to tell you now, but you will find out during this session. When you believe you know the answer please feel free to speak out."

"Today we're going to talk about food safety and what the Dietary Guidelines for Americans say about this topic."

Topic Assessment Answer Key

1. C 2. D 3. C 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 18: Tips for Eating Wisely on a Limited Budget

Main Learning Points of Session 18
What were the main learning points of Session 18? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Everyone can make healthy food choices regardless of his or her b_____t.
2. Make a g_____y list and save money by buying sale items and using coupons.
3. Prepare and eat meals with f_____s to save money and share good company.

Take a Small Healthy Step Review:
What small healthy step did you choose to work on between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. How long should you wash your hands for thorough cleansing?

A. At least 5 seconds
B. At least 10 seconds
C. At least 20 seconds
D. At least 30 seconds

2. The 4 C's of food safety are:

A. Can, chill, clean, and close.
B. Careful, clean, chill, and can.
C. Cut, cook, close, and cut-out contamination.
D. Clean, cook, chill and cut-out contamination.

3. Who is responsible for food safety?

A. Only the people who package food.
B. Only someone who cooks food.
C. Everyone.
D. No one can take on that responsibility.

4. If in doubt, ask someone to taste it for you before you throw it out.

A. True B. False

Topic Assessment

5. I am confident that I understand food safety.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Food Safety: What Do the Guidelines Say?

Objective for this Session

1. Identify at least 2 ways to avoid food borne illnesses.
2. Identify and recite the "4Cs" related to food safety.
3. Learn a proper hand-washing method to help avoid food contamination.

Food that has not been washed or has bacteria can make you ill. For example, have you, or anyone you know, ever become very ill (for example, upset stomach, diarrhea, vomiting, and abdominal cramps) after eating a particular food or meal?

☐ Yes ☐ No

Food safety is everyone's responsibility. The people who produce and sell food are responsible for food safety. You are responsible for your own food safety. Everyone can take simple steps to avoid illnesses caused by food.

Main Learning Point #1

Everyone can take simple steps to avoid illnesses caused by food.

How can the topic of food safety help you?

Food Safety: What Do the Guidelines Say?
(continued)

According to the 2010 USDA Dietary Guidelines, there are 5 important ways to avoid food-born illnesses:

1. **Keep everything clean.** Wash hands, wash food-contact surfaces such as cutting boards, and wash fruits and vegetables. To avoid spreading bacteria to other foods, don't rinse or wash meat and poultry.

   It is important to wash your hands often.Wash your hands before you prepare food, before you eat food and after you use the restroom. Wash all food contact surfaces, including the refrigerator, appliances, cutting boards and utensils. Unlike meats and poultry, wash fruits and vegetables before preparing or eating them.

2. **Separate raw, cooked, and ready-to-eat foods while shopping, preparing or storing foods.** For example, do not place a packet of raw meat on your vegetables or fruit in a grocery cart or in the refrigerator. Also, use different cutting boards for meats and for fruits and vegetables.

3. **Cook meat, poultry and fish to kill germs.** Food should be cooked to a safe temperature (see attached picture of food thermometer for temperature rules and safe cooking and handling of foods). Bacteria can multiply fast, so keep cold foods cold and hot foods hot. Store food within two hours of serving.

4. **Chill (refrigerate) food that can spoil.** Chill food that can spoil as soon as you bring it home, and defrost foods properly. Timing is everything. Keep the refrigerator at less than 40 degrees and the freezer at 0 degrees. Meats or other frozen foods should be safely thawed by defrosting in the refrigerator. This may take from one to two days in a refrigerator, depending on what you are thawing. Do not thaw foods on countertops at room temperature because bacteria grow quickly.

   Tip: When you are shopping in hot weather, food can spoil while in the car or when you are walking home. When you buy groceries, have a plan to go home and refrigerate them.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 19 – Food Safety: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Food Safety: What Do the Guidelines Say?
(continued)

5. **Buy pasteurized milk (in cartons at the grocery store) and products made with pasteurized milk.** Avoid raw or partially cooked eggs and raw or undercooked meat and poultry (chicken or turkey). Bacteria are more common in foods like runny eggs, undercooked poultry, dough and batters (such as cookie or cake dough or batters).

One way to remember the key recommendations for food safety is to memorize the 4Cs: **Clean**, **Cook**, **Chill** and **Cut-out Contamination**. Reciting these words a few times will help us memorize them. Let's do that now.

Main Learning Point #2
The 4Cs are: clean, cook, chill and cut-out contamination!

Food related illnesses often are caused by using the same cutting boards, surfaces or utensils for cutting meat, poultry and uncooked foods. To avoid this, wash your hands before, during and after touching raw meat, poultry, eggs or seafood.

Hand washing is something we can all do to avoid spreading germs. At least 20 seconds should be spent washing your hands with soap and clean, running water. This may sound like a short time, but it takes 20 seconds to sing "Happy Birthday" twice. Dry your hands with a clean cloth or paper towel.

Main Learning Point #3
At least 20 seconds should be spent washing your hands with soap and clean, running, warm water.

Food Safety: What Do the Guidelines Say?
(continued)

Finally, a word about leftover foods. Most of us do not want food to go to waste, and some of us love to eat leftovers. Leftovers should be stored within two hours after serving. Refrigerated leftovers may become unsafe within three to four days. Label and date leftovers. If you are not sure how long a food has been kept, it is best to throw it away.

Test your knowledge. If you are at a gathering and food has been sitting out for at least four hours, would it be safe to eat?

☐ Yes ☐ No

Although the food may still look tasty after three or four hours, it may not be safe to eat. For example, not all bacteria cause food to change color or smell badly. Be safe and avoid food illnesses.

Main Learning Point #4
If in doubt, throw if out!

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how he or she practices food safety.

☐ **3. PRACTICE.** I will practice hand washing before I prepare or eat a meal using the 20-second hand washing tip. I will sing "Happy Birthday" twice to myself or count to 20.

☐ **4. OTHER** (Choose Your Own "Small Healthy Step"):

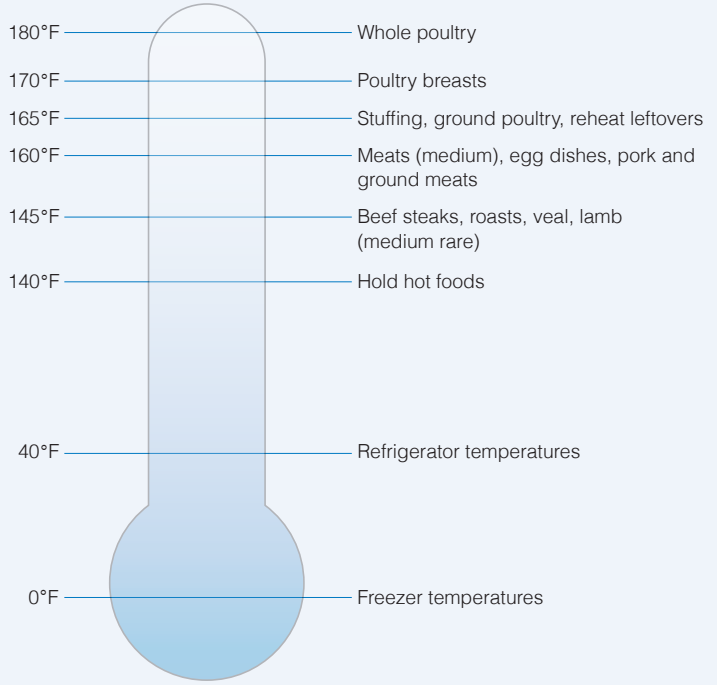
_____

_____

Temperature Rules for Safe Cooking and Handling of Foods

Safe Cooking and Holding Temperatures for Food

Bacteria multiply rapidly between 40ºF and 140ºF, doubling in number in as little as 20 minutes. To keep food out of this danger zone, keep cold food cold and hot food hot. Keep cold food in the refrigerator, in coolers, and on the service line on ice. Set your refrigerator no higher than 40ºF and the freezer at 0ºF. Keep hot food in the oven, in heated chafing dishes, or in preheated steam tables, warming trays, and/or slow cookers. Use a clean thermometer that measures the internal temperature of cooked food to make sure meat, poultry, and casseroles are cooked to the temperatures as indicated in the figure.



20

Fats: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Food Safety: What do the Guidelines Say?

1. Everyone can take simple steps to avoid illnesses caused by food.
2. The 4Cs are: clean, cook, chill and cut-out contamination!
3. At least 20 seconds should be spent washing your hands with soap and clean, running, warm water.
4. If in doubt, throw it out!

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember:

You can refer to the *Facilitator's Delivery Checklist* when using *Solutions for Wellness* materials as a reminder of important facilitator tips.

Materials Needed for this Session:

1. *Tuna Casserole recipes*
2. *Margarine and peanut butter visuals handout*
3. *Nutrition Food Labels – Which Meal Provides Less Fat?*

Tips for this Session

1. Have the group review oils at: http://www.choosemyplate.gov/food-groups/oils.html. Discuss healthy oils and their sources.
2. Consider using the "Recipe Worksheet" handout included at the end of this session. Hand one out to each participant and ask participants to compare the two Tuna Casserole recipes. Invite participants to list some of the differences on a chalk board or flip chart or maybe in their handout. If your facility has a kitchen or access to a kitchen, consider cooking the tuna casserole recipe onsite. Or you might ask participants to prepare the recipe at home and let everyone know if they liked it.
3. Use the additional participant handout that shows visuals of specific serving sizes for margarine and peanut butter. Have participants identify visually how much butter (you may want to bring in a pair of dice) and how much peanut butter (and ping pong balls) is one serving.

Suggestion for Topic Introduction and Relevance to Participants

"Do you remember reviewing oils at: http://www.choosemyplate.gov/food-groups/oils.html?"

(You may want to pass the chart around so they can all see it for themselves.)

"What does this chart mean to you? How should we use this chart to change our daily eating habits?"

(Listen and respond to answers – wait until someone says, "it means we shouldn't eat a lot of fats in our diets," or something similar.)

"Unfortunately, sometimes fats make foods taste good. However, for our health, we need to be careful about the type of fat and how much fat we eat. In this session, we are going to talk about fats."

Topic Assessment Answer Key

1. B 2. D 3. B 4. C

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 20 – Fats: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Review of Session 19: Food Safety: What do the Guidelines Say?

Main Learning Points of Session 19
What were the main learning points of Session 19? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Everyone can take s_____e steps to avoid illnesses caused by food.
2. The 4Cs are: clean, c_____k, chill and cut-out contamination!
3. At least _____ seconds should be spent washing your hands with soap and clean, running, warm water.
4. If in doubt, t_____w it out!

Take a Small Healthy Step Review:
What small healthy step did you choose to practice between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. You should avoid all fats in order to have a healthy heart.

A. True B. False

2. The Nutrition Facts Label:

A. Does not include information about trans fats.
B. Will show that sour cream is a great choice for healthy fat.
C. Can let you know that fish has a lot of unhealthy fat.
D. Can help you make good choices about the fats you eat.

3. Trans fats are the best fats.

A. True B. False

4. Good fats:

A. Are solid at room temperature.
B. Should be half of your calories each day.
C. Are soft or liquid at room temperature.
D. There are no good fats.

5. I am confident that I understand how to add fats into my eating plan.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree	☐ Unsure

Lilly

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 20 – Fats: What Do the Guidelines Say?
(A Dietary Guidelines for Americans Focus Area)

Topic Assessment

6. This information is important for me to know.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐ Strongly Disagree	☐ Disagree	☐ Neither Agree Nor Disagree	☐ Agree	☐ Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Lilly

Fats: What Do the Guidelines Say?

Objective for this Session

1. Identify 1 difference between healthy and unhealthy fats.
2. Identify 2 products that are lowest in saturated fat, trans fats and cholesterol using a Nutrition Facts label.
3. Use 1 healthy step to lower your fat intake.

In general, people eat too many fats, sugar and salt. When eating from the five food groups, it is important to be careful about what types of fats and oils we choose. Some processed foods (pre-packaged foods) have lots of fats, sugar and salt. This session will cover the Dietary Guideline for Americans (DGA) recommendations for fats and oils.

Did you know? Fats and oils are part of a healthy eating plan. When it comes to the health of your heart, what is important is the type of fat and the amount of fat you eat. Each gram of fat has 9 calories. This is more than the calories of carbohydrates (which are 4 calories a gram). Calories add up quickly when we eat food with a lot of fat. To lower your fat intake and maintain a healthy heart, it is important to understand healthy and unhealthy fats.

Main Learning Point #1
We need to eat good fats in the right amounts for a healthy heart.

Small Steps for Success: Learn the different types of fats for good health.

What are healthy and unhealthy fats?

Healthy Fats
Monounsaturated fats are found in olive oil, olives, nuts, avocados and seeds. Fish is also a good source of healthy fats. At room temperature, healthy fats will be soft or liquid.

Unhealthy Fats
At room temperature, unhealthy fats are solid.

Saturated fats are found in meat, milk products and poultry. Bacon, butter, sour cream and the fat in meat and chicken are some examples of saturated fats. Polyunsaturated fat also is unhealthy fat and you should limit how much of this kind of fat you eat. Examples of polyunsaturated fats are margarine, salad dressing and mayonnaise. Saturated and polyunsaturated fats may clog the arteries in the body and are not healthy for the heart.

Trans fats, like hydrogenated oils, coconut and palm oils are the worst fats for our health. These oils are used in many pre-packaged foods.

The Dietary Guideline's recommendations for this focus area include:

1. Keep trans fat consumption as low as possible.

Small Steps for Success
Avoid processed foods and pre-packaged foods. Eat more foods with healthy fats like nuts, olives, fish and seeds.

Main Learning Point #2
Processed foods are the biggest source of trans fats, the worst fats.

2. Keep total fat intake to about one fourth to one third of your calories for the day. Most of your fats should come from fish, nuts and vegetable oils.
3. When choosing and preparing meat, poultry, dry beans and milk or milk products, make choices that are lean, low-fat or fat-free.

What are healthy and unhealthy fats?
(continued)

4. Limit intake of fats and oils and choose products low in fats and oils.
5. By looking at a Nutrition Facts Label, you can choose products that are lowest in fats.

Please study the attached handout, *Nutrition Facts Labels – Which Meal Provides Less Fat?*

If you read the Nutrition Facts label to make better choices about your fat intake, you can truly make a difference in the health of your heart.

Main Learning Point #3
Use Nutrition Facts labels to make wise choices about the fats you eat.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me it.
- ☐ **3. READ.** I will read a Nutrition Facts label on at least one packaged food item I eat this week. I will choose a food that does not contain Trans fats.
- ☐ **4. OTHER** (Choose Your Own "Small Healthy Step"): _____

  _____

Take an "*Extra* Small Healthy Step"

- ☐ **5. PRACTICE.** I will make the healthy tuna casserole recipe this week and tell the facilitator how it worked. (Bonus – you may want to invite a friend to test it with you.)
- ☐ **6. COMPARE.** I will complete the *Nutrition Food Labels – Which Meal Provides Less Fat?* worksheet this week. I will bring the worksheet back to my next session.

1 teaspoon of margarine = 1 dice

2 tablespoons of peanut butter = 1 Ping Pong ball

Recipe Handouts

Recipe Worksheet
(Please fold in half to separate the 2 recipes)

Tuna Casserole

4 cans tuna (3oz) packed in oil
8 ounces of elbow macaroni
2 Tbsp. butter
1 cup of sour cream
1 cup of whole milk
3oz. of canned mushrooms
½ cup of bread crumbs
½ tsp. salt
½ tsp. pepper
1 tsp. onion salt
½ cup Parmesan cheese
2 Tbsp. melted butter

Preheat oven to 350°. Cook noodles in salted water and rinse after cooking. Put noodles in pot; add butter; mix in tuna, sour cream, milk, mushrooms, salt, pepper, onion salt. Grease a 2 qt. baking dish with butter and add tuna mixture, spreading it evenly in dish. Combine bread crumbs, parmesan cheese and melted butter and sprinkle over the top of the casserole. Bake for 30-40 minutes. Makes 6 servings.

Calories: 480
Calories from fat: 235
Total Fat: 138 grams
Saturated Fat 59 grams
Sodium: 1100 mg.
Fiber: 0 grams

Low Fat Tuna Casserole

4 cans tuna (3oz) packed in water
8 ounces of elbow macaroni
1 can cream of mushroom soup
1 cup of skim or 1% milk
½ cup diced onion
½ cup chopped celery
½ cup chopped carrots
½ tsp. pepper
1 tsp. paprika
½ cup low fat shredded cheese
½ cup of oatmeal flakes
2 Tbsp. margarine

Preheat oven to 350°. Cook noodles in unsalted water and rinse after cooking. Put noodles in pot; mix in tuna, cream of mushroom soup, skim milk, chopped onions, carrots, paprika and celery. Spray a 2 qt. baking dish with no fat cooking spray and add tuna mixture, spreading it evenly in dish. Combine oatmeal flakes, shredded cheese and melted margarine and sprinkle over the top of the casserole. Bake for 30-40 minutes. Makes 6 servings.

Calories: 175
Calories from fat: 55
Total Fat: 25 g.
Saturated Fat >1 grams
Sodium: 600 mg.
Fiber: 2 grams

Nutrition Food Labels –
Which Meal Provides Less Fat?

Milkshake, Vanilla

Serving Size 10 fl oz (283g)

Amount Per Serving	
Calories 314	Calories from Fat 72
	%DailyValue
Total Fat 8g	**12%**
Saturated Fat 5g	**25%**
Cholesterol 32mg	**11%**
Sodium 232mg	**10%**
Total Carbohydrate 51g	**17%**
Sugars 51g	
Protein 10g	**20%**

Cheeseburger

Serving Size 1 Sandwich (154g)
Servings 1

Calories 359	Calories from Fat 180
	%DailyValue
Total Fat 20g	**31%**
Saturated Fat 9g	**45%**
Sodium 976mg	**41%**
Total Carbohydrate 28g	**9%**
Sugars 8g	
Protein 18g	**36%**

Ice Cream Bar

Serving Size 1 Bar (61g)
Servings Per Container 6

Amount Per Serving	
Calories 180	Calories from Fat 90
	%DailyValue
Total Fat 10g	**15%**
Saturated Fat 2.5g	**25%**
Trans Fat 2g	**25%**
Cholesterol 10mg	**3%**
Sodium 30mg	**1%**
Total Carbohydrate 22g	**7%**
Dietary Fiber 1g	**4%**
Sugars 17g	
Protein 2g	**4%**

Milk 1%, Low Fat

Serving Size 1 cup (244g)

Amount Per Serving	
Calories 120	Calories from Fat 27
	%DailyValue
Total Fat 3g	**12%**
Saturated Fat 2g	**10%**
Cholesterol 15mg	**5%**
Sodium 120mg	**5%**
Total Carbohydrate 12g	**4%**
Protein 8g	**16%**

Turkey Sandwich
on Whole Wheat Bread

Serving Size 1 Sandwich (126g)
Servings 1

Calories 267	Calories from Fat 45
	%DailyValue
Total Fat 5g	**8%**
Saturated Fat 1g	
Cholesterol 45mg	**16%**
Sodium 408mg	**16%**
Total Carbohydrate 33g	**11%**
Fiber 5g	**21%**
Protein 24g	**48%**

Watermelon

Serving Size 1/2 cup (80g)

Amount Per Serving	
Calories 25	Calories from Fat 0
	%DailyValue
Total Fat 0g	**0%**
Sodium 2mg	**0%**
Total Carbohydrate 7g	**2%**
Sugars 7g	
Protein 0g	**0%**

Handout Directions

The *Nutrition Facts Labels – Which Meal Provides Less Fat?* handout lists three different choices for lunch: a beverage, a meat serving and a dessert.

Based on what you have learned in this session please answer the following questions:

1) What are the total fat grams for each food or beverage? Please circle on the labels.
2) How many grams of saturated fat do you see for each food? Please circle on the labels.
3) Which food has trans fat in it? _____
4) Which is the healthier lunch selection?
   (Please select the healthier beverage, meat serving and dessert choice and write them below)

   Beverage: _____

   Meat Serving: _____

   Dessert: _____

Question: What is one simple thing you could do to make your meal healthier if you chose the hamburger? _____

_____

_____

Lilly

21

Salt (Sodium) and Potassium: What Do the Guidelines Say?

(A Dietary Guidelines for Americans Focus Area)

Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Fats: What do the Guidelines Say?

1. We need to eat good fats in the right amounts for a healthy heart.
2. Processed foods are the biggest source of trans fats, the worst fats.
3. Use Nutrition Facts labels to make wise choices about the fats you eat.

Review Healthy Steps from last session.

Note

This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember

It is important to acknowledge and discuss participants' successes, progress and challenges.

Materials Needed for this Session:

1. A salt shaker or box of salt and a teaspoon.
2. Nutrition Facts label for snacks (both salty and not salty, e.g. pickles, crackers, chips, canned fruit in own juice, sugar-free pudding, string cheese, etc.)

Tips for this Session

People taking some medications should not alter their intake of sodium (salt) without first consulting with their prescriber.

Suggestion for Topic Introduction and Relevance to Participants

(Bring in a shaker or box of salt and a teaspoon to the session. At the beginning of the session, measure out one teaspoon of salt. Have participants come up and look at it if they like.)

"Do you see this salt? This is one teaspoon of salt, which is all the salt each of us need everyday. How many of you think you use this much salt a day? Raise your hands, please."

(Acknowledge raised hands.)

"How many of you think you use a lot more salt than this every day?"

"We get a lot of hidden salt, also called sodium, in our diets. Then, some of us add salt to our food at the table because salt makes some foods taste better. Today we're going to talk about salt."

Topic Assessment Answer Key

1. B **2. C** **3. A** **4. A**

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 20: Fats: What do the Guidelines Say?

Main Learning Points of Session 20
What were the main learning points of Session 20? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. We need to eat good fats and in the right a_____s for good heart health.
2. P_____d foods are the biggest source of trans fats, the worst fats.
3. Use Nutrition Facts labels to make wise c_____s about the fats you eat.

Take a Small Healthy Step Review:
What small healthy step did you choose to practice between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Potassium makes us hold the amount of sodium in our bodies.

A. True B. False

2. An eating plan rich in _____ helps give us the potassium we need:

A. Meats
B. Dairy (milk) products
C. Fruits and vegetables
D. Grains

3. Our bodies need only _____ of salt every day.

A. 1 teaspoon
B. 2 tablespoons
C. 3 teaspoons
D. ½ teaspoon

4. Check with your prescriber before you use a salt substitute.

A. True B. False

5. I am confident that I know how much salt I should eat each day.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

Topic Assessment

6. This information is important for me to know.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Salt (Sodium) and Potassium: What Do the Guidelines Say?

Objective for this Session

1. Identify 1 reason Americans consume more salt than they need.
2. List 1 health problem affected by a high salt intake.
3. Identify at least 1 tip to reduce salt intake.

Most Americans consume much more salt (also called sodium or sodium chloride) than they need. The body needs only one teaspoon of salt per day. Almost our entire salt intake comes from prepared foods. When we include the restaurant and fast foods that we eat and the salt added at the dinner table or during cooking, it is easy to see that we probably eat more salt than we need.

Main Learning Point #1

Our bodies need only 1 teaspoon of salt every day.

Did you know? On average, the higher a person's salt intake, the higher the person's blood pressure. Too much salt also can lead to water retention (holding water) and, eventually, high blood pressure. High blood pressure increases the chances of heart disease, stroke, congestive heart failure and kidney disease. It is important to our health not to eat too much salt.

Salt (Sodium) and Potassium: What Do the Guidelines Say?
(continued)

Potassium helps balance out the effect of sodium on blood pressure. Because sodium and potassium work together, they help to balance water in our bodies. It is important to eat foods with less salt and to eat foods rich in potassium. An eating plan that is full of fruits and vegetables can help provide the recommended amount of potassium that the body needs.

Potassium rich foods include green leafy vegetables (like spinach or dark lettuce), fruits from the vine (bananas) and root vegetables (like beets or turnips).

Main Learning Point #2
An eating plan rich in fruits and vegetables helps give us the potassium that we need.

Do I eat a diet rich in potassium? ☐ Yes ☐ No ☐ Unsure

Take a moment and think about how much sodium we take in based on our snacking and eating habits:

1. Write down your two favorite snacks. _____

   _____

2. How salty are these snacks?

   ☐ very salty ☐ somewhat salty ☐ not at all salty ☐ unsure

3. How often do you eat restaurant food or fast food every week? _____

   _____

Do you think you eat a lot of sodium?

☐ Yes ☐ No ☐ Unsure

Salt (Sodium) and Potassium: What Do the Guidelines Say?
(continued)

Below is a list of popular high-salt items. Please check off all that you eat on a regular basis:

- ☐ pickled foods (like dill pickles)
- ☐ canned vegetables and soups
- ☐ snack foods (such as potato chips and corn chips)
- ☐ lunch meats
- ☐ packaged dry mixes (i.e. instant soups and sauce packets)
- ☐ frozen dinners

The main Dietary Guidelines for Americans (DGA) recommendations for salt are:

1. Eat less than 1 teaspoon of salt each day.
2. Choose and prepare foods with little salt. At the same time, eat potassium-rich foods such as fruits and vegetables.

What about salt substitutes? Salt substitutes (onion powder, garlic powder) may be acceptable for most people, but they can be harmful to some people with certain medical conditions. It's always a good idea to check with your prescriber before you use salt substitutes.

Tips for reducing salt intake:

- ☐ Eat more fresh fruits and vegetables.
- ☐ Use herbs and salt-free spices to flavor foods.
- ☐ Reduce your intake of processed and packaged foods.
- ☐ Eat more home-cooked meals.
- ☐ Do not add salt at the table – consider using a salt substitute instead.
- ☐ Add extra water to canned soup with some dried herbs for extra flavor.
- ☐ Rinse canned vegetables with water before use.

Choose a tip from the list above and start using it today.

Salt (Sodium) and Potassium: What Do the Guidelines Say?
(continued)

Note: Look at the sodium (salt) mg and also at the percent Daily Value (DV) on a Nutrition Facts label. The Daily Value helps you determine if one serving of a food is high or low in a nutrient. Any food containing more than 5% DV of sodium or over 140 mg of sodium is considered high in sodium.

Keep it Fresh: Eating fruits and vegetables wins every time! Choose fruits and vegetables to reduce sodium and increase potassium. Eating fruits and vegetables gives you many health benefits. If you have the option of a cracker (36 mg. of sodium) or a banana (1mg. of sodium), which is the healthier choice? Please check off your answer below:

☐ The cracker
☐ The banana

Main Learning Point #3

Eating fruits and vegetables are healthy foods that win every time!

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____
3. _____

Take A "Small Healthy Step" to Ensure Your Success!

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one healthy step from the list below:

☐ **1. STUDY.** I am going to reread my handout at least once.

☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how much salt we eat.

☐ **3. PRACTICE.** I will practice one of the salt reduction tips and use it as a food goal for tomorrow. My food goal for tomorrow is:

_____

_____

☐ **4. OTHER** (Choose Your Own "Small Healthy Step"):

_____

_____

Take an "*Extra* Small Healthy Step"

☐ **5. COOK.** I will use one of the recipes in the *Solutions for Wellness* Recipes Section in session 15. I will not add salt to the recipe, and I will not add salt at the table.

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Staying on the Road to a Healthier You
Facilitator Notes

Main Learning Points and Review of Healthy Steps from Last Session:
Sodium and Potassium: What do the Guidelines Say?

1. Our bodies need only 1 teaspoon of salt every day.
2. An eating plan rich in fruits and vegetables helps give us the potassium that we need.
3. Eating fruits and vegetables are healthy foods that win every time!

Review Healthy Steps from last session.

Note
This session could be used for family/friend groups or sessions. It offers an opportunity for the participant and family to practice skill-building together.

Remember
It is important to acknowledge and discuss participants' successes, progress and challenges.

Note
As this is the last session of the *Healthy Eating* workbook, it is an opportunity to celebrate and make a family commitment to healthy eating habits.

This is the last session of a lengthy workbook. You will want to have a special celebration ceremony today to recognize participants for their achievements.

In addition to family or friends, participants may want to invite other treatment team members, including prescribers. Completion of this workbook marks an achievement. Inviting special guests underscores the achievement as something they can be proud of.

Ideas that you might use for your celebration:

1. Award each of them a certificate of achievement – invite their prescriber or a family member or friend to present their certificates, with the facilitator reading their names. You could roll each certificate and tie it with a small ribbon to add to the formality of the event. Some participants may never have had any type of graduation ceremony, so this could be very meaningful to them.
2. Consider sharing one example of a creative or insightful moment for every participant. Many people like to know their efforts are noticed and shared.
3. If possible, you may want to give each of them a small gift that relates to healthy eating, e.g., a set of measuring cups and spoons, water bottles, a grocery shopping net or canvas bag.
4. You may want to have a small reception, with healthy drinks and snacks. To make it more meaningful to participants, ask them to plan the reception and the refreshments.

If you are interested in an outcomes measurement for this workbook, you may want to consider using the Short-Form-12 Health Survey (John E. Ware, Jr., 1994, revised 1998), the Personal Growth Initiative Scale (PCIS), developed by Christine Robitschek, Ph.D., the Quality of Life Index by Dr. W. O. Spitzer, 1980, or the COOP Chart for Primary Care Practices (Eugene C. Nelson, 1987).

Facilitator Notes
(continued)

The Short-Form-12 Health Survey (John E. Ware, Jr., 1994, revised 1998) is an abbreviated version of the Short-Form-36 Health Survey. This survey has 7 questions (using Likert scales from 1-5) regarding the person's views about their own health in the last four weeks. It addresses general health and how health affects the person's physical activities and daily activities. It also addresses emotional issues and feelings and whether either physical or emotional health has interfered with social activities. The Short-Form correlates extremely well with the longer, 36 health survey and offers a good way to gauge physical and emotional health. Cultural differences can create potential challenges in regards to the interpretation of questions and, ultimately, answers. A heightened awareness by clinicians can increase the reliability of results.

The PGIS (Christine Robitschek, Ph.D) is a 9 question, self-report instrument that yields a single scale score for personal growth initiative. Personal growth initiative is a person's active and intentional involvement in changing and developing as a person. The PGIS consists of nine items that are rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGI score. There is evidence that high scores on the PGIS are strongly positively related to psychological well-being and lower scores are related to psychological distress. Reliability and validity evidence has been strong. The PGIS takes about 5 minutes to complete, and there is no time limit. http://www.ppc.sas.upenn.edu/ppquestionnaires.htm#ASQ_

The Quality of Life Index, by Dr. W. O. Spitzer, has both a 5 topic self-rating scale and a 5 topic clinician scale, which allows clinicians to compare their impressions to a client's perception. The dimensions measured Activity, Daily Living, Health, Support, and Outlook. The clinician version measures from 0 - 2 with 0 indicating lower quality and 2 indicating higher quality of life. This instrument has been used in many studies and is considered a reliable and valid tool.

The COOP scales (The Dartmouth/Northern New England Primary Care Cooperative Information Project) was developed to create a system to measure health status in physicians' offices. One of the basic tenets of the charts is that the functioning of the person as a whole is more important than that of separate organ systems. You may have seen some of the graphic charts (e.g., the "face" charts to measure feelings). Other graphic charts measure daily activity levels, social activities, physical fitness, change in health, overall health, social support, and quality of life. These charts are widely used in studies and are found to have good reliability and high validity. They are rated as useful by high numbers of office staff and clients.

The editors believe this scale (or these scales) fit the content of this workbook well. These and other health measures can be found in McDowell, (2006).

Suggestion for Topic Introduction and Relevance to Participants

"Today is our last day of Solutions for Wellness: Healthy Eating. This is a wonderful accomplishment."

(If there are guests, have everyone introduce their guests. If participants do not have guests attending, you may want to ask everyone to name the information they learned during the workbook that they like the most or have used the most.)

"Today we are going to wrap up this workbook and summarize some of the information you have learned."

Topic Assessment Answer Key

1. C 2. A 3. D 4. B

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 21: Salt (Sodium) and Potassium: What do the Guidelines Say?

Main Learning Points of Session 21
What were the main learning points of Session 21? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Our bodies need only 1 t_____n of salt every day.
2. An eating plan rich in fruits and v_____s helps give us the potassium that we need.
3. E_____g fruits and vegetables are healthy foods that win every time!

Take a Small Healthy Step Review
What small healthy step did you choose to practice between sessions?

Did you complete your healthy step yet?

☐ **1. Yes.** How did it go? _____

_____

☐ **2. No.** What got in the way of completing your practice?

_____

_____

If you still plan to complete your practice, when will you do it?

_____

_____

☐ **3. I didn't choose a small healthy step.**

Topic Assessment

Mark one: ☐ Pre ☐ Post

Your Score:
+ ____ out of 4

Directions:
1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. Your greatest wealth is:

A. The friends you care about.
B. Your family.
C. Your good health.
D. The money you save.

2. Living a healthy lifestyle is:

A. A process, and some days we may do better than others.
B. Not possible for most people, even if they try. They can't do it.
C. Totally impossible for people with a mental illness.
D. An all or nothing choice. You either do it all or you don't do it at all.

3. A setback is a:

A. Sign that you are not really committed to reaching your goal.
B. Good reason to overeat and stop exercising for several months.
C. Disaster. You should feel angry and guilty about it.
D. Natural part of any change process and is manageable.

4. When you have a setback:

A. Accept that you have failed. You didn't really want to change.
B. Get back to healthy habits and keep moving forward.
C. There is nothing you can do to prevent it from happening again.
D. You can't do anything to manage it. Just give up and give in.

Topic Assessment

5. I am confident that I have the tools I need to manage my health and wellness.

☐	☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

6. This information is important for me to know.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the <u>end</u> of the session, answer these questions before turning in this paper:

7. This session helped me.

☐	☐	☐	☐	☐
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

8. What I liked about this session: _____

9. How this session could have been better for me: _____

Staying on the Road to a Healthier You

Objective for this Session

1. Understand why setbacks can be a natural part of the change process.
2. Understand that setbacks can be prevented and managed.
3. Identify 1 tip to prevent or manage a setback.

You've been using the *Solutions for Wellness* program now for some time. Congratulations on a job well done! Below is some information and tips to help you stay on the road to a healthier you.

You have gained good information, tools and a supportive group of people who are ready and willing to support your move toward a healthy lifestyle. With this information, you can begin or continue on your road to recovery and manage your own health and wellness.

We know that a natural part of any change process might involve setbacks or going back to some old habits. Setbacks might be caused by an unexpected event or increased stress. But whatever the reason, don't be discouraged or let one setback ruin your successes. If you overeat at a meal or by snacking, get right back on your plan! Everyone overeats sometimes. What is important is to get back to healthy habits and keep moving forward.

One of our greatest gifts is good health. Invest in your wellness future by planning how to prevent and manage set-backs.

Main Learning Point #1

Your greatest wealth is good health.

Some Tips to Prevent and Manage Setbacks

Please mark a few tips that you will use:

- ☐ 1. Focus on one or two wellness goals at a time. When your goal becomes a part of your lifestyle, you can choose another goal.
- ☐ 2. Be patient with yourself. Remember, the most lasting changes are learned by taking small healthy steps that become habits. If one healthy step doesn't work for you, practice a different one.
- ☐ 3. Think about a healthy lifestyle as a life-long process. When you wake up each morning, choose to live healthy that day.
- ☐ 4. Spend less time in front of the TV or computer.
- ☐ 5. Do some form of physical activity outside of your daily activities at least 3 times a week.
- ☐ 6. Keep tempting foods out of sight and out of reach.
- ☐ 7. Sleep well. Plan to get a good night's sleep regularly.
- ☐ 8. Limit your caffeine and sugar intake, especially before you go to bed.
- ☐ 9. Manage your stress. Remember, exercise and fun activities can help you do this.
- ☐ 10. See your primary care physician, dentist and eye doctor regularly.
- ☐ 11. If you run into barriers, speak to a friend, family member, treatment team member or someone else in your support network.
- ☐ 12. Other: _____

Wellness and living a healthy lifestyle is not an "all or nothing" decision. It is a process, and some days we do better than others. When a day or two goes by where there is a lot of room for improvement in our choices, it is important that we get back on track.

Main Learning Point #2

Living a healthy lifestyle is a process, and some days we may do better than others.

Small Steps for Success
You may want to put this page where you will see it every day to remind yourself of your wellness journey.

Solutions for Wellness **Workbook 1** Choosing Wellness: Healthy Eating
Session 22 – Staying on the Road to a Healthier You

Staying on the Road to a Healthier You

Solutions for Wellness encourages you to keep assessing your progress. It is about the small steps you take everyday to move more, make wiser food and drink choices and make wiser healthy lifestyle choices. You may want to take the Health and Healthy Eating Self-Assessment, again, now or at a later time. This is a tool you are encouraged to use at different stages of your wellness journey.

One day you may realize that you have not been paying attention to your health and wellness. You can make a decision right then to make better food and drink choices. Use a helpful tool or talk to someone in your support system who can help you. Remember, your greatest wealth is good physical health. You deserve it!

Congratulations on completing this workbook.

Be happy, and take our best wishes for your continued good health.

Review & Moving Forward

The *main learning points* of this session are:

1. _____
2. _____

Take A "Small Healthy Step" to Ensure Your Success!

Since this is the last session, it is even *more* important to keep practicing the knowledge and skills you have gained. What will you do in the days and weeks to come to practice what you have learned? Please choose one healthy step from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- ☐ **3. USE.** I will choose and use one of the *Tips to Prevent and Manage Setbacks*.
- ☐ **4. OTHER** (Choose Your Own "Small Healthy Step"):
  _____
  _____

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Solutions for Wellness

Certificate of Achievement

is presented to

_____

for completion of

Choosing Wellness: Healthy Eating

Date

_____

Facilitator

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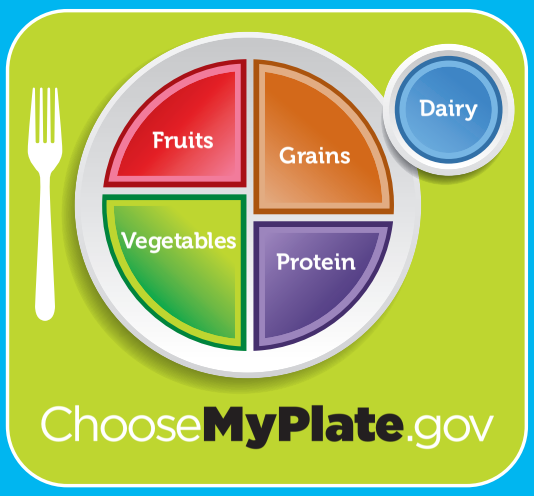
What's on your plate?



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.

Make half your plate fruits and vegetables.

Make at least half your grains whole.

Switch to skim or 1% milk.

Vary your protein food choices.

Vegetables	Fruits	Grains	Dairy	Protein Foods
Eat more red, orange, and dark-green vegies like tomatoes, sweet potatoes, and broccoli in main dishes. Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish. Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.	Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes. Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits. Select 100% fruit juice when choosing juices.	Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta. Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name. Choose products that name a whole grain first on the ingredients list.	Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Top fruit salads and baked potatoes with low-fat yogurt. If you are lactose intolerant, try lactose-free milk or fortified soymilk (soy beverage).	Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs. Twice a week, make seafood the protein on your plate. Choose lean meats and ground beef that are at least 90% lean. Trim or drain fat from meat and remove skin from poultry to cut fat and calories.
Eat 2½ cups every day **What counts as a cup?** 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens	**Eat 2 cups every day** **What counts as a cup?** 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit	**Eat 6 ounces every day** **What counts as an ounce?** 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal	**Get 3 cups every day** **What counts as a cup?** 1 cup of milk, yogurt, or fortified soymilk; 1½ ounces natural or 2 ounces processed cheese	**Eat 5½ ounces every day** **What counts as an ounce?** 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas

For a 2,000-calorie daily food plan, you need the amounts below from each food group.
To find amounts personalized for you, go to Choose**MyPlate**.gov.

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CNPP-25
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Cut back on sodium and empty calories from solid fats and added sugars

Look out for salt (sodium) in foods you buy. Compare sodium in foods and choose those with a lower number.

Drink water instead of sugary drinks. Eat sugary desserts less often.

Make foods that are high in solid fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not every day foods.

Limit empty calories to less than 260 per day, based on a 2,000 calorie diet.

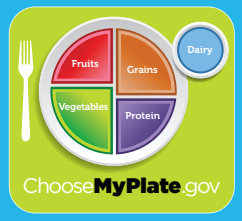
Be physically active your way

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

Children and adolescents: get 60 minutes or more a day.

Adults: get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.

Let's eat
for the health of it



Start by choosing one or more tips to help you...

Build a healthy plate

Cut back on foods high in solid fats, added sugars, and salt

Eat the right amount of calories for you

Be physically active your way

Build 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.

Make half your plate fruits and vegetables.

- Eat red, orange, and dark-green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes.
- Eat fruit, vegetables, or unsalted nuts as snacks—they are nature's original fast foods.

Switch to skim or 1% milk.

- They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.
- Try calcium-fortified soy products as an alternative to dairy foods.

Make at least half your grains whole.

- Choose 100% whole-grain cereals, breads, crackers, rice, and pasta.
- Check the ingredients list on food packages to find whole-grain foods.

Vary your protein food choices.

- Twice a week, make seafood the protein on your plate.
- Eat beans, which are a ***natural*** source of fiber and protein.

- Keep meat and poultry portions small and lean.

Keep your food safe to eat—learn more at www.FoodSafety.gov.

Cut back on foods high in solid fats, added sugars, and salt

Many people eat foods with too much solid fats, added sugars, and salt (sodium). Added sugars and fats load foods with extra calories you don't need. Too much sodium may increase your blood pressure.

Choose foods and drinks with little or no added sugars.

- Drink water instead of sugary drinks. There are about 10 packets of sugar in a 12-ounce can of soda.
- Select fruit for dessert. Eat sugary desserts less often.
- Choose 100% fruit juice instead of fruit-flavored drinks.

Look out for salt (sodium) in foods you buy—it all adds up.

- Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
- Add spices or herbs to season food without adding salt.

Eat fewer foods that are high in solid fats.

- Make major sources of saturated fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not everyday foods.
- Select lean cuts of meats or poultry and fat-free or low-fat milk, yogurt, and cheese.
- Switch from solid fats to oils when preparing food.*

*Examples of solid fats and oils

Solid Fats	Oils
Beef, pork, and chicken fat	Canola oil
Butter, cream, and milk fat	Corn oil
Coconut, palm, and palm kernel oils	Cottonseed oil
Hydrogenated oil	Olive oil
Partially hydrogenated oil	Peanut oil
Shortening	Safflower oil
Stick margarine	Sunflower oil
	Tub (soft) margarine
	Vegetable oil

Eat the right amount of calories for you

Everyone has a personal calorie limit. Staying within yours can help you get to or maintain a healthy weight. People who are successful at managing their weight have found ways to keep track of how much they eat in a day, even if they don't count every calorie.

Enjoy your food, but eat less.

- Get your personal daily calorie limit at www.Choose**MyPlate**.gov and keep that number in mind when deciding what to eat.
- Think before you eat...is it worth the calories?
- Avoid oversized portions.
- Use a smaller plate, bowl, and glass.
- Stop eating when you are satisfied, not full.

Cook more often at home, where *you* are in control of what's in your food.

When eating out, choose lower calorie menu options.

- Check posted calorie amounts.
- Choose dishes that include vegetables, fruits, and/or whole grains.
- Order a smaller portion or share when eating out.

Write down what you eat to keep track of how much you eat.

If you drink alcoholic beverages, do so sensibly—limit to 1 drink a day for women or to 2 drinks a day for men.

Be physically active your way

Pick activities that you like and start by doing what you can, at least 10 minutes at a time. Every bit adds up, and the health benefits increase as you spend more time being active.

Note to parents

What you eat and drink and your level of physical activity are important for your own health, and also for your children's health.

You are your children's most important role model. Your children pay attention to what you ***do*** more than what you ***say***.

You can do a lot to help your children develop healthy habits for life by providing and eating healthy meals and snacks. For example, don't just ***tell*** your children to eat their vegetables—***show*** them that you eat and enjoy vegetables every day.

Use food labels to help you make better choices

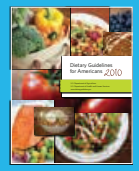
Most packaged foods have a Nutrition Facts label and an ingredients list. For a healthier you, use this tool to make smart food choices quickly and easily.

Check for calories. Be sure to look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories.

Choose foods with lower calories, saturated fat, *trans* fat, and sodium.

Check for added sugars using the ingredients list. When a sugar is close to first on the ingredients list, the food is high in added sugars. Some names for added sugars include sucrose, glucose, high fructose corn syrup, corn syrup, maple syrup, and fructose.

Dietary Guidelines for Americans



The *Dietary Guidelines for Americans, 2010* are the best science-based advice on how to eat for health. The Guidelines encourage all Americans to eat a healthy diet and be physically active.

Improving what you eat and being active will help to reduce your risk of chronic diseases such as diabetes, heart disease, some cancers, and obesity. Taking the steps in this brochure will help you follow the Guidelines.

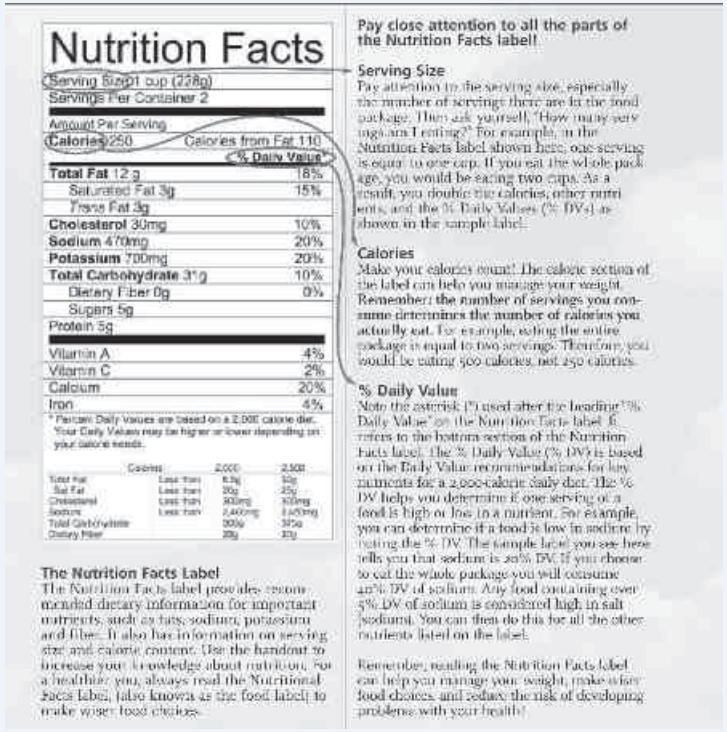
For more information, go to:

- www.DietaryGuidelines.gov
- www.Choose**MyPlate**.gov
- www.Health.gov/paguidelines
- www.HealthFinder.gov

USDA Publication number: Home and Garden Bulletin No. 232-CP
HHS Publication number: HHS-ODPHP-2010-01-DGA-B

June 2011

Nutrition Facts Label



Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving
Calories 250 Calories from Fat 110

	% Daily Value*
Total Fat 12 g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Potassium 700mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

The Nutrition Facts Label
The Nutrition Facts label provides recommended dietary information for important nutrients, such as fats, sodium, potassium and fiber. It also has information on serving size and calorie content. Use the handout to increase your knowledge about nutrition. For a healthier you, always read the Nutritional Facts label, also known as the food label, to make wiser food choices.

Pay close attention to all the parts of the Nutrition Facts label!

Serving Size
Pay attention to the serving size, especially the number of servings there are in the food package. Then ask yourself, "How many servings am I eating?" For example, in the Nutrition Facts label shown here, one serving is equal to one cup. If you eat the whole package, you would be eating two cups. As a result, you double the calories, other nutrients, and the % Daily Values (% DVs) as shown in the sample label.

Calories
Make your calories count! The calorie section of the label can help you manage your weight. Remember: the number of servings you consume determines the number of calories you actually eat. For example, eating the entire package is equal to two servings. Therefore, you would be eating 500 calories, not 250 calories.

% Daily Value
Note the asterisk (*) used after the heading "% Daily Value" on the Nutrition Facts label. It refers to the bottom section of the Nutrition Facts label. The % Daily Value (% DV) is based on the Daily Value recommendations for key nutrients for a 2,000-calorie daily diet. The % DV helps you determine if one serving of a food is high or low in a nutrient. For example, you can determine if a food is low in sodium by using the % DV. The sample label you see here tells you that sodium is 20% DV. If you choose to eat the whole package you will consume 40% DV of sodium. Any food containing over 5% DV of sodium is considered high in salt (sodium). You can then do this for all the other nutrients listed on the label.

Remember, reading the Nutrition Facts label can help you manage your weight, make wiser food choices, and reduce the risk of developing problems with your health!

Lilly

Tools for Success: Daily Food and Beverage Record

Remember, Honesty Counts!

Day of Week	Time	Food (type and amount)	Beverage (w or w/o sugar)	Mood Before/After	How full are you? (Rate 1 to 10) 1=not at all —— 10=full
Monday EXAMPLE	Breakfast	Large bagel w/cream cheese	2 12 oz Coffees with 3 sugars	Happy / Irritable	4
	Morning (5 a.m. – 9 a.m.)				
	Mid-Morning (9 a.m. -12 p.m.)				
	Early-Afternoon (12 p.m.-2:30 p.m.)				
	Mid Afternoon (2:30 p.m.-5 p.m.)				
	Evening (5 p.m.-8 p.m.)				
	Late Evening (8 p.m.-12 p.m.				
	Early Morning (12 p.m.-5 a.m.)				

How did I do today? ☐ Great ☐ Good ☐ So-So ☐ There is a lot of Room for Improvement

What is the wisest food/beverage choice I made today? _____

What is one healthier choice I could have made? _____

My food/beverage goal tomorrow is: _____