



State of Illinois
Illinois Department of Public Health

FACILITATOR'S GUIDE

ILLINOIS WISEWOMAN PROGRAM | JULY 2009



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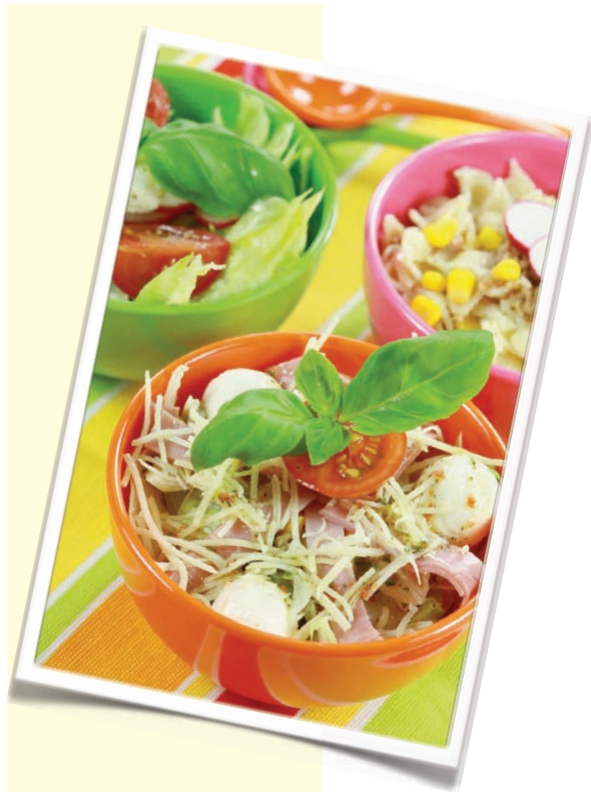
Prepared by Spectrum Health Policy Research
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"BE WISE"

LIFESTYLE INTERVENTION





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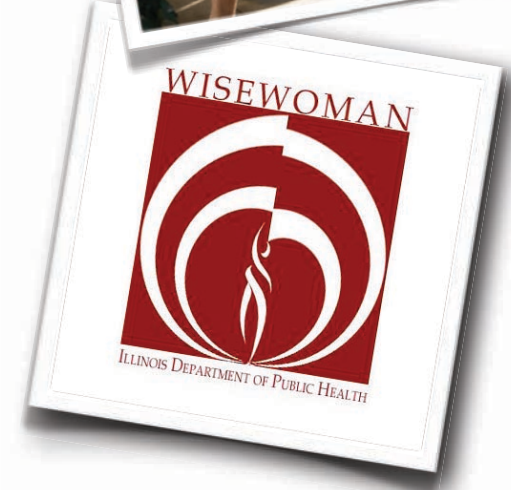
acknowledgments

This Facilitator's Guide is part of the Illinois WISEWOMAN Program's Lifestyle Intervention, "Be WISE", and was created under the direction of Pamela W. Balmer from the Illinois Department of Public Health and Dr. Ryan K. Loo from Spectrum Consulting.

"Be WISE" is adapted from the original Illinois WISEWOMAN Program [IWP] Curriculum that was developed collaboratively by the Illinois Department of Public Health, its IWP dedicated state staff, and graduate interns, The Cooper Institute of Dallas, Texas, and the Center for Excellence in Women's Health at the University of Illinois at Chicago; as a component of a U.S. Centers for Disease Control and Prevention WISEWOMAN funded research project from 2003 to 2008. The original IWP Curriculum was based on the research-tested interventions *Project ACTIVE* (now *Active Living Every Day*, 2001) and *The Lifestyle Nutrition Study* (now *Healthy Eating Every Day*, 2005), which were developed by The Cooper Institute. The IWP would like to thank its current and past partners and the Office of Women's Health for their important and valuable contributions. IWP also would like to thank Dr. Ryan K. Loo from Spectrum Consulting for adapting the curriculum, incorporating lessons learned during the research phase, and helping IWP transition from research to public health service delivery.

IWP would especially like to thank its facilitators and the IWP lead agency staff for the valuable feedback received during the research phase of the program. Their lessons learned have led to improvements in the IWP Lifestyle Intervention and resulted in a product that we feel will meet the needs of our valued providers and participants in IWP.

IWP gives special thanks to the women that have participated in this program. Serving women in need and helping them lead better, healthier lives is what this program is all about.



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“Lots of women find that this is a very emotional experience and it’s important for them to get to know each other and stay together.”
 WISEWOMAN Facilitator
 June 24, 2008



Facilitator Training

The Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention

The Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention is designed to reduce modifiable cardiovascular disease risk factors by:

- Improving dietary behaviors and dietary composition
- Increasing physical activity
- Enhancing interpersonal relationships through social networking
- Increasing awareness of personal cardiovascular risk status

"Be Wise" is an intensive behavior-change intervention that occurs over a four-week period. It includes monthly postcards that are mailed out to participants over a 12-month period to help reinforce and maintain healthy living. The intervention is designed to provide participants with the knowledge, skills and social support to improve dietary behaviors and increase physical activity. The intervention is delivered within the context of the Illinois WISEWOMAN Program, which provides women with baseline and follow-up risk factor screenings for cardiovascular and other chronic diseases, brief risk factor counseling from a qualified health professional, and referrals to community resources and/or other necessary medical services.

The "Be Wise" Lifestyle Intervention is designed for use with:

- Low-income, mid-life women between the ages of 40 and 64
- Women with or without identified cardiovascular disease risk factors
- English and Spanish speakers
- Adults with possible limited literacy

Core Elements of "Be Wise"

As a facilitator, you are required to implement the core elements of "Be Wise" without any modification whatsoever. The following core elements of "Be Wise" were identified through a collaborative effort between the Illinois WISEWOMAN Program and CDC, during the research and evaluation of earlier iterations of the intervention:

Purpose

The purpose of this section is to help you prepare for and facilitate the weekly sessions of the Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention. As a facilitator, it is important for you to understand the approach, theoretical underpinnings, core elements, and other characteristics of this intervention. Implementing the intervention as intended and as described in this Facilitator's Guide will ensure that your work will contribute to the growing body of knowledge surrounding the Illinois "Be Wise" Lifestyle Intervention.

We appreciate your support in both the continued improvement of "Be Wise" and helping women make healthy changes in their lives.

NOTE

Core elements are the aspects of an intervention that are central to its theory and logic and that are thought to be responsible for the intervention's effectiveness.

Core elements are critical features of the intervention's intent and design and **CANNOT BE CHANGED** when the intervention is implemented or adapted.



- **Multiple sessions:** Facilitator-enhanced sessions and multiple contacts offer more opportunities for skill building and feedback, which facilitate behavior change.
- **Goal-setting:** Participants are taught to set goals and take small achievable steps toward meeting their goals.
- **Guidelines and strategies:** A detailed Facilitator’s Guide helps ensure the intervention is implemented as intended. The Participant’s Guide provides the key concepts, content, and skill-building activities to help participants adopt healthy lifestyle behaviors. There are take home tip sheets included in the Participant’s Guide to help meet goals and encourage behavior change.
- **Self-monitoring:** Monitoring of behavior change goals occurs during the “check-in” or “talking circle” portion of each group session. Participants are encouraged to share successes and challenges and problem-solve as a group.
- **Skill-building activities:** The intervention employs skill-building activities in each session, to increase participants’ confidence (self-efficacy) to make lifestyle changes.
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Theoretical Underpinnings

The Illinois WISEWOMAN Program’s “Be Wise” Lifestyle Intervention is based on the following effective behavior change theories and models:

- **Transtheoretical Model** (Stages of Change) – addresses participants’ readiness to attempt change toward healthy behaviors.
- **Social Cognitive Theory** (self efficacy) – incremental steps/successes create confidence and belief in being able to change behavior.

As the facilitator, you are to understand that the group sessions will include women at various levels of readiness to attempt change. You are not to expect the same outcomes or level of performance from every member of the group. The focus is to be on small steps toward success. As the women build confidence through small successes, they will advance towards greater changes and better health.

NOTE Intensive Follow-up

The postcards are included as part of the “Be Wise” Intervention. The screenings and follow-up counseling are characteristics of the Illinois WISEWOMAN Program and are not necessarily included as part of the intervention. However, the continuum and availability of services in the Illinois WISEWOMAN Program are substantial contributors to the effectiveness of this intervention.



Teaching Approach, Climate and Roles

The teaching approach used in the Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention is rooted in the principles of Andragogical Theory. The main differences between an andragogical and pedagogical approach are presented below:

- **Pedagogy:** Relies heavily on didactic methods like lectures and memorization. This approach has been described as "control" oriented where the teacher is in the role of the "expert" and students are passive learners. Some have described this method as oppressive and perpetuating the disempowerment of students, particularly adult learners.
- **Andragogy:** Relies heavily on experiential or participatory methods. The teacher is in the role of facilitator and the students are active and sharing learners. This approach has been described as a method to release the energy, potential, motivation and gifts of the learners and facilitators.

The climate of the "Be Wise" sessions are to be mutually respectful, collaborative and informal. The sessions are not to be authority-oriented, formal or competitive. As a facilitator, you should work WITH the group in terms of planning, diagnosing needs, and leading the discussion. Your responsibility is to keep the discussions on track to ensure all the necessary topics are covered, while, at the same time, letting the group flow where it may based on curiosity and dialogue. You are to empower the women during the learning process so that they might adopt correct principles that will lead to a lifetime of healthy living.

Introduction to the "Be Wise" Materials

The Facilitator's Guide – This guide is meant to provide the necessary information to lead the weekly group sessions. It is written in a way that will help you know the key concepts and learning objectives, materials needed, content to be covered, and learning activities. Each session includes the following components:

- **Related Guidance** – A quick reference of relevant policies and procedures from the Illinois WISEWOMAN Program. Adherence to this guidance will ensure you implement the session as intended and that you are complying with Illinois WISEWOMAN Program policy.
- **Key Concepts** – The main points to be discussed during the session. These serve as the framework for the session.
- **Learning Objectives** – What participants will be able to do after learning/discussing the information presented during the session. As a facilitator, you are to use these objectives to make sure you have accomplished your goals for the session.
- **Materials**
 - A list of materials necessary for facilitating the session.



- Snacks are important as an incentive to come to the session and to reinforce what participants are learning. Keep in mind the cost, ease of preparation, and associated items (plates, spoons, napkins, hot vs. cold) when choosing the snack. Suggestions for healthy snacks can be found in the “WISEWOMAN List of Snacks” document in Appendix A in this Facilitator’s Guide.
- Be sure to bring extra Participant’s Guides each week. You might have new participants join the sessions in weeks two through four.
- Session Schedule – An outline of the entire session from beginning to end. A copy of this schedule also is provided in the Participant’s Guide.
- Session Content
 - Welcome – Participants sign in on the “Sign-In Sheet” and a brief overview of the session is described by the facilitator. A copy of the “Sign-In Sheet” can be found in Appendix A. You are to distribute Participant’s Guides to those women who are attending for the first time. You are to introduce group members, as needed.
 - Check-in – (***)Not included in Session 1) Participants are asked to share experiences related to their new skills and knowledge. This is a great opportunity to learn from others in the group.
 - Session Content – A series of topics that are taught through interactive learning techniques. The sessions focus on developing behavioral skills, increasing knowledge, and discussing special topics. Group discussion opportunities are highlighted and notes for your consideration are included in the margins. The “Materials” column helps you keep track of any materials that might be needed as well as references to help the participants follow along in their Participant’s Guides.
 - Physical Activity Break – Each session includes a physical activity. The purpose of these activities is to get the participants moving and help teach valuable skills.
 - Summary – Review the key concepts from the session (it is helpful for participants to state the things they learned in the session rather than for the facilitator to read the key concepts covered). You are to answer any questions the participants might ask. This is a great time to build group cohesiveness and help the participants understand the importance of group support.
 - Preview of the Next Session – This is your opportunity to get women excited about coming back next week. Participating in multiple sessions is critical to behavior change so it is important to really build excitement about coming back next week. The participants are to be able to feel your excitement and enthusiasm about the next week’s subject matter.
 - Incentives – Incentives are distributed at each session as a motivator to keep women participating in the intervention. The type of incentive varies each week and is determined by current Illinois WISEWOMAN Program policy.
- Additional Materials
 - Appendix A
 - “WISEWOMAN List of Recommended Snacks” is included to give you ideas for healthy snacks to be used in your sessions.
 - There is an original copy of a “Weekly Sign-In Sheet” included for your convenience. You should use this original to make copies.
 - During Session 4, you are required to introduce the women to the monthly WISEWOMAN postcards. Individual postcards are the best examples, but additional examples on 8.5” x 11” sheets of paper are included in Appendix A.
 - Appendix B – You will find “Frequently Asked Questions” (FAQs) for each session in Appendix A. An explanation of how to use these FAQs is presented in the “How to Facilitate a Session” section below.

NOTE

The session content includes a tremendous amount of detail. This level of detail is provided to assist you in preparation and delivery of the sessions, but you should not feel like you have to follow the sessions word-for-word.

You should follow the needs of the group and speak with a style you are comfortable with. However, all topics and materials **MUST** be covered. If time constraints present a problem, you are free to adapt the dialogue, but you must cover all of the learning objectives of the session.



The Participant's Guide – This guide is the spiral-bound set of materials for each participant in the session. An explanation on how to use the Participant's Guide is included in the "How to Facilitate a Session" section below.

- **Additional Materials**
 - Appendix A – A series of fact sheets are included for the participants to review on their own time. This set of fact sheets should serve as a resource to the participants for years to come.

How to Facilitate a Session

Preparation

You have already taken the first step in preparing for the session by reading this "Facilitator Training" portion of the Facilitator's Guide. You should be familiar with the background and purpose of the Illinois WISEWOMAN Program. You also should be familiar with the core elements and theoretical underpinnings of the "Be Wise" Lifestyle Intervention. Understanding the teaching approach, climate and roles plays a critical role in the success of your facilitated sessions.

Here are some additional resources you might want to consider as you prepare:

CDC's Division of Nutrition, Physical Activity, and Obesity
<http://www.cdc.gov/nccdphp/dnpa/>

CDC's Division for Heart Disease and Stroke Prevention
<http://www.cdc.gov/dhdsp/>

CDC WISEWOMAN Program
<http://www.cdc.gov/wisewoman/>

MyPyramid
<http://www.mypyramid.gov/>

You are to familiarize yourself with the entire content of both the Facilitator's Guide and the Participant's Guide. To be a good facilitator, you need to know what resources are contained within the guides as well as how to answer any questions the participants might have. Read the FAQs in Appendix B of the Facilitator's Guide to help prepare for any questions that might come up during the session.



Learn the layout, content and purpose of each session. Practice delivering the session ahead of time to identify any areas you might struggle with. Have a plan for each session so that you can cover all of the learning objectives.

Before the session, you are to make a copy of the “Weekly Sign-In Sheet” (original is included in Appendix A of the Facilitator’s Guide) and gather all the materials needed for the session. The necessary materials are listed on the first page of each session in the Facilitator’s Guide.

Arrive early at the location of the session so that you can prepare the snack, setup materials, and be prepared to welcome the women to the session. Your preparation and setup of the room is to set the tone for a relaxed and welcoming atmosphere.

Delivery

The Facilitator’s Guide outlines each session and provides sufficient detail to help you deliver the session as intended. However, the Facilitator’s Guide is not designed to be a script. The detail is provided to help you understand the purpose and help give direction. You are not obligated to relay every detail as it is written, but you are required to cover all of the learning objectives of each session. With adequate preparation, you should be able to facilitate a session in your own words using the Facilitator’s Guide as a guide.

It is important to refer the participants to their guides whenever possible. The participants are to understand and feel comfortable using the material contained within the Participant’s Guide. There are several pages within the Participant’s Guide that allow spaces for participants to enter their own answers. You are not to feel pressured to “complete” the guides in each session. The women are to be invited to complete them on their own time and you are only to take up the group time if the group is interested in completing a specific session. In many cases, the responses that women might write down are highly personal and it might be embarrassing for the women to reflect and share such things in a public setting.

You are to have read the Frequently Asked Questions ahead of the session. If questions arise that you don’t know how to (or feel uncomfortable) answering, tell the participant that you will get back to her with an answer next week. Contact a local expert, the Illinois WISEWOMAN Program, or another reputable source for answers to these questions. If a participant asks a question that is off topic and will be addressed in a later session, tell her that this will be discussed in another session and bring the discussion back to the current topic.

Principles of Group Facilitating

Here are some principles of group facilitating that you are to keep in mind:

- As a facilitator following the Andragogical Teaching Method, you should spend more time listening than talking.
- Establish a supportive environment by:
 - Paraphrasing, using words of encouragement, and reflecting back participants’ feelings.
 - Empathizing with participants.



- Letting them know their feelings and experiences are normal.
- Showing them you value them by the way you act (positive body language, smiling, etc.).
- Focusing on the positive and not being judgmental.
- Keep the sessions moving along and under control.
- Move forward with a purpose.
- You should not feel responsible for the participants' problems. They are responsible for their own lives and you should help them understand that.
- Be approachable and friendly.
- Sit among the group members, as opposed to standing at the front and lecturing.

Dealing With Challenging Participants

One of the most challenging tasks you will face during the actual sessions is working with challenging people. Some women might try to dominate the discussions or continually take the discussion off topic. These individuals will present a barrier to covering all the session material and they will reduce the benefits experienced by other participants in the session.

- Deal with challenging participants in a respectful, firm, and effective way. You must be firm with them without embarrassing them in front of the group.
- Acknowledge the participant's contributions and thank her for commenting and then invite other members to comment.
- Help the dominating person understand that you need to provide opportunities for everyone to share.
- Remind participants that you have a limited amount of time to cover some great material and that you don't want them to miss out on the rest of it.
- You may need to call upon colleagues or Illinois WISEWOMAN Program staff to help problem-solve ways to handle challenging people.
- Remember that you will rarely have more than one or two strong personalities in the group.

Additional Guidance

The "Be Wise" Lifestyle Intervention was designed to be delivered using only the Facilitator's Guide, Participant's Guide, and related materials. The overheads, charts, and PowerPoint slides that were present in earlier versions of the curriculum have been eliminated. You are to focus on helping the participants become familiar with their Participant's Guides, as opposed to supplementing with overheads, so that the women will understand the materials they have and they will be more likely to apply/share them when they get home. Eliminating the need of overhead projectors and laptops also reduces costs and increases the reach of the program. You can facilitate a "Be Wise" session anywhere you can gather a group of women together.



The materials have been spiral-bound on purpose. Facilitators are not to modify the curriculum by adding their own personal handouts or replacing any portion of the curriculum. Decisions on adding or taking away from the curriculum are to be backed by solid evidence as opposed to personal feelings or opinion. If you have a recommendation on how the curriculum could be modified, you are to present those ideas to the Illinois WISEWOMAN Program for consideration in future revisions of “Be Wise.”

Finally, the thoughts and feelings that “Be Wise” focuses on can be highly personal and potentially embarrassing for women to share in a public setting. As a facilitator, you are not to force women to share or participate in any way. Remember that everyone is different and you are dealing with a range of personalities when you conduct a group session. The most important point is to empower the women and make them feel like coming back next week. Making a woman feel uncomfortable can greatly reduce the likelihood of her coming back, which would reduce the impact this great program can have in her life. Remember that the whole purpose of “Be Wise” is to empower women to make healthy changes and lead better, healthier lives.

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Related Guidance

Each session of the Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention is to include a discussion of diet, health, psycho-social issues, and physical activity.

Session schedules are designed to be flexible, without time requirements, so that the facilitator can react and tailor the discussion according to the needs of the group. However, all key concepts and learning objectives for each session must be covered with participants.

Key Concepts

1. Identifying benefits of a healthy lifestyle that have personal meaning is important for behavior change.
2. MyPyramid and the Physical Activity Pyramid are two tools that help evaluate eating and physical activity habits.
3. Two-minute walks are an effective way to fit short blocks of activity into each day.
4. Regular physical activity at a moderate intensity is important for health benefits.
5. Small changes in eating and physical activity lead to big health benefits over time.
6. Substituting healthy alternatives is a first step in making simple changes in eating and physical activity.

Session 1: Small Changes, Big Results

This week is about making small, simple changes that fit into your daily life. You will learn about healthy eating and physical activity. You will also learn how small changes can lead to big health benefits over time.



Learning Objectives

At the conclusion of this session, women will be able to:

1. Understand the benefits of healthy eating and physical activity.
2. Understand MyPyramid and the Physical Activity Pyramid.
3. Understand the importance of serving size in healthy eating and be able to recall MyPyramid serving sizes of different foods.
4. Perform moderate-intensity physical activity.
5. Understand the concept of substituting healthy alternatives.
6. Identify specific ways to make small changes in eating and physical activity.

Materials

- Snacks (see list of recommended snacks in Appendix A)
- Name cards
- Markers
- Sign-in sheet (see example in Appendix A)
- Pencils/pens
- Participant's Guides
- Food models
- Dinner plate
- Route for two-minute walk
- Incentive for the week

1

Set up snacks for those who arrive early.

Put on your name tag and greet everyone as they come in. Complete name tags and name cards for participants and guests. Encourage those who are early to meet one another and enjoy the snack provided.

NOTE

Each woman is to have her own Participant's Guide.

NOTE

Introductions are important during the first session. During Sessions 2-4, you might consider eliminating this portion of the schedule unless you have a participant who has not attended any of the previous sessions.

2

Welcome

Welcome everyone to the group. Explain that the program is designed to provide skills, information and support to help them develop healthy eating and physical activity habits that fit their lifestyle. Review portions of the "Be an Illinois WISEWOMAN" handout, as needed.

Sign-in

Display the sign-in sheet and remind participants to sign in each week.

Hand out materials

Ensure each woman has a Participant's Guide and any related materials for the session. Emphasize that the women are to bring their Participant's Guides to every session. Have each woman turn to the appropriate page in her Participant's Guide to follow along in the session.

Overview

Refer the participants to the "Schedule for Session 1" page in the Participant's Guide (Session 1, p.4). Discuss the learning objectives of the session.

Introductions

Introduce staff and your roles as group facilitators. Provide a brief background on your training and experience as well as a little about yourself so that the group can identify with you. You, as a facilitator, are also a member of this group.

Discuss what participants can expect from you as a facilitator:

- to listen and respect their thoughts and ideas
- to provide appropriate feedback and support
- to address individual needs and concerns
- to keep the group on target
- to meet the objectives of each session
- to be a fellow partner in the fun

Ask participants to introduce themselves and any friends or family members they brought with them.

Schedule

Welcome

- Sign-in
- Overview of today's session
- Hand out materials
- Introductions

The Health Benefits of Behavior Change

MyPyramid

- Principles
- MyPyramid Serving Sizes

Physical Activity Pyramid

Physical Activity Break

- Two-minute walk

Substituting Healthy Alternatives

Summary

- Any questions or concerns?
- Group support

Preview of Next Week

- Session 2: I'm a WISEWOMAN, Not a Wonder Woman!
- Day, time, and location



The Health Benefits of Behavior Change

Refer the participants to the “It’s For Your Health” page in the Participant’s Guide (Session 1, p.5).

Help participants identify health benefits that are important to them. Discuss the health benefits listed on the “It’s For Your Health” page and specifically mention the following:

- **Improve mood and mental well-being.** Both a healthy diet and physical activity are important for a healthy mind (memory and learning) and mental health (reducing stress, anxiety and depression).
- **Enable you to carry out your daily activities.** Healthy eating and physical activity habits are important for building strong bones, muscles and joints and give you the energy you need to perform your daily routine. These things become even more important as we age to help us maintain quality of life and independence in living.
- **Reduce risk for cancer.** For example, a high fiber diet and regular physical activity reduce your risk for colon cancer.
- **Reduce risk for cardiovascular disease.** Diseases of the heart and blood vessels are the leading cause of death in both men and women, but most women do not recognize that they are at risk. In fact, one out of two women will eventually die of heart disease or stroke.

You can significantly reduce your risk by making healthy lifestyle changes that protect your heart including:

- Lowering your blood pressure
- Lowering your risk of Type 2 diabetes
- Lowering your cholesterol
- Maintaining a healthy weight
- Increasing your physical fitness

It’s For Your Health!

A healthy lifestyle can:

- Improve mood and mental well-being
- Lower stress
- Increase energy
- Help control your weight
- Increase strength of bones and muscles
- Help your lungs so you breathe easier
- Lower your risk for diseases such as heart disease, stroke, diabetes, and cancer

What an Illinois WISEWOMAN knows:

Healthy Eating

- **All foods fit in a healthy lifestyle.** There is no such thing as a “bad” food.
- **Eat a variety of foods.** Include plenty of fruits, vegetables, and whole grains.
- **Limit foods high in fat.** Fat is an important part of our diet, but many of us eat too much of it.
- **Be wise about portion size.** This helps us choose a variety of foods in the right amounts.
- **Taste and prep time are important!** Healthy eating does not mean you can’t enjoy foods. Healthy eating does not have to take a lot of time.

Physical Activity

- **Make activity part of your life.** You don’t have to go to a gym or fitness center. Daily activities like brisk walking, gardening, and taking the stairs can help to make you fit and healthy.
- **Spend less time being inactive.** Just move more!
- **Be active during the day.** Physical activity does not have to be done all at once. All activity that you do adds up for good health.
- **Do a variety of activities.** Improve fitness, strength, flexibility, and balance.

Heart health tip

A healthy heart is strong and can pump blood to all parts of the body. Often, blood vessels get clogged with fat and cholesterol. Clogged vessels can lead to heart attack or stroke.

There are several things you can do to lower your risk for heart attack and stroke:

- Lower your blood pressure
- Lower your cholesterol
- Keep a healthy weight
- Increase your physical activity

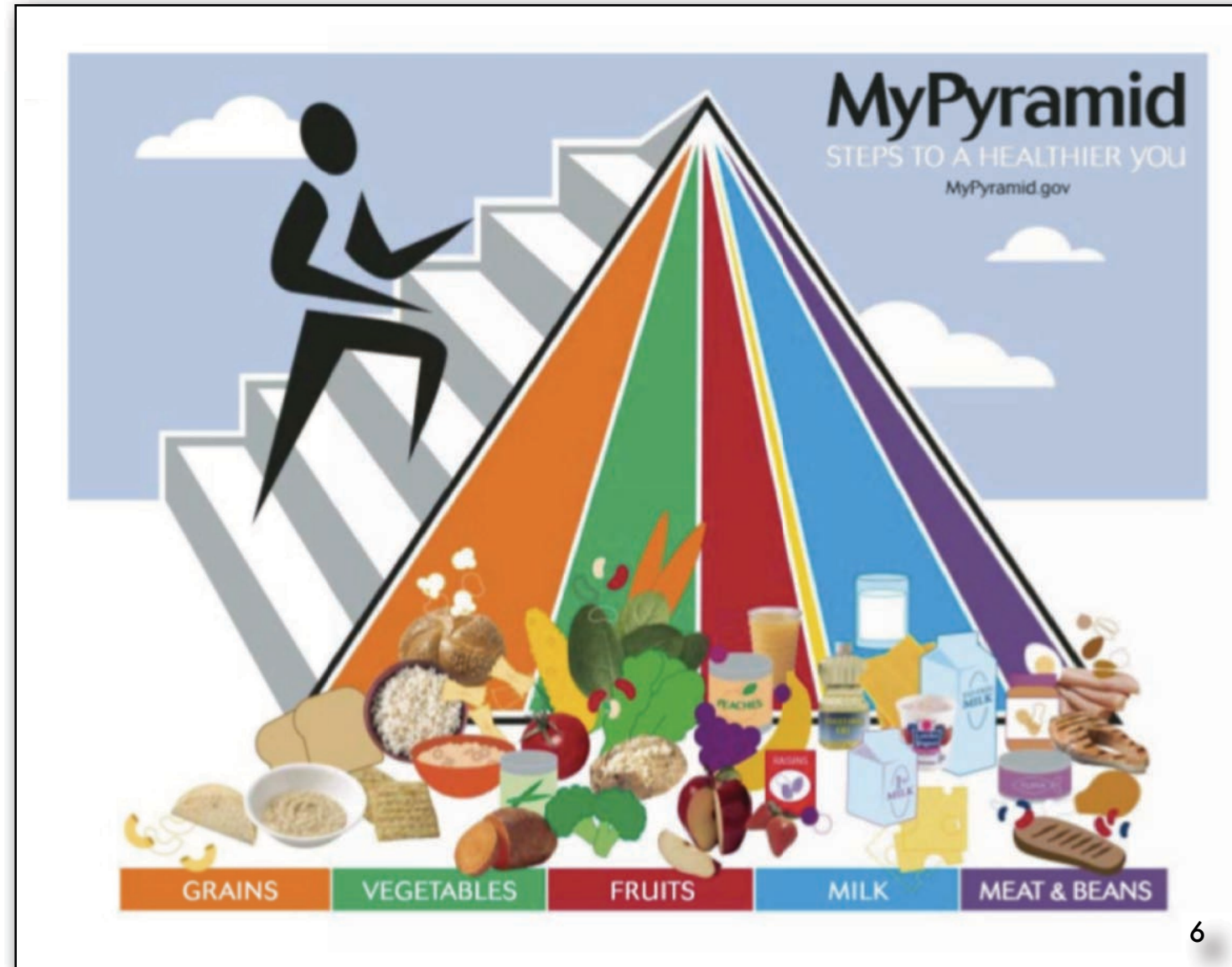


MyPyramid

Refer the participants to the "MyPyramid" pages in the Participant's Guide (Session 1, p.6-7).

Ask the women if they have ever heard of or seen MyPyramid. Where have they heard of it or seen it? What is MyPyramid?

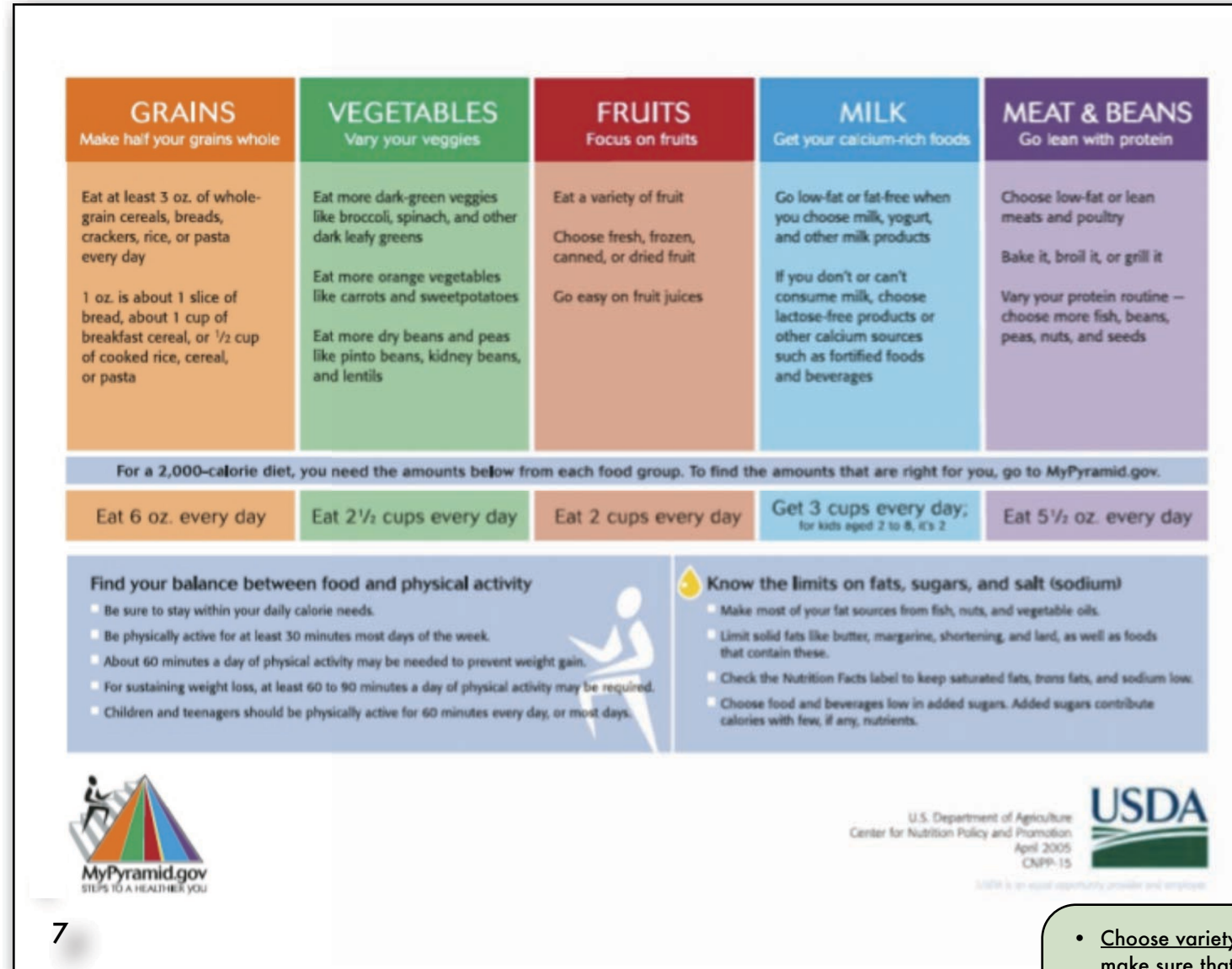
MyPyramid is a guide that helps you choose a healthy diet. It emphasizes foods from the six major groups shown as the different colored vertical bars on the pyramid. Each of these groups provide some, but not all, of the nutrients you need. No group is more important than another. For good health you need them all.



Principles

Explain that MyPyramid was developed to help people make healthy food choices. It is based on the following principles:

- Choose whole-grains more often. Eating whole grains is important for fiber and nutrients. Grain foods (bread, cereals, rice, pasta) give you energy and satisfy hunger and should form the base of your diet.
- Choose vegetables. Aim for at least three servings of vegetables each day. Fresh, frozen and canned vegetables are high in vitamins, minerals and fiber. Most vegetables are low in fat and calories.
- Choose fruits. Aim for at least two servings of fruits each day. Fresh, frozen, canned, and dried fruits are high in vitamins, minerals and fiber. Most fruits are low in fat and calories.
- Choose low-fat dairy products like skim or 1% milk, yogurt, and cheese. These foods are an important source of calcium, important for strong bones.
- Choose lean meats, poultry, fish, beans, eggs, and nuts. These foods are a good source of protein to keep your body strong. Watch your portions though... most of us tend to eat more than one serving in a sitting.
- Choose a diet that is moderate in fat, sugars and salt. You can still have your favorite foods, but it is important to balance less nutritious choices with foods that are higher in nutrients. If eaten too much, fat, sugars and salt can contribute to heart disease and diabetes. Foods high in fat and sugar also tend to have more calories and can make it difficult to maintain your weight.



- Choose variety. Eating a variety of foods helps to make sure that you get all the nutrients you need and also helps keep you from being bored with your diet. As you look at the pyramid, you can see that all foods are included and fit somewhere on the pyramid. Because some foods are healthier than others and have more nutrients, they should be eaten more often.

MyPyramid Serving Sizes

You might be thinking...how can I possibly eat six servings of grains a day? Well, let's look at what a MyPyramid serving is!

Complete the group activity at right.

Refer the participants to the "What is a Serving?" page in the Participant's Guide (Session 1, p.8).

- **Grain group.** Using the food models for grain foods, explain to participants the different ways a serving can look in this group. For example one serving: one tortilla, 1/2 bagel, 1/2 cup cooked brown rice, three graham crackers, etc. Point out that, although six to 11 servings sounds like a lot, most people easily get enough of these foods in their diet.

Give an example of a typical day relative to grains:

Breakfast	bowl of cereal	= 2+ servings
Lunch	sandwich	= 2 servings
Snack	five crackers	= 1 serving
Dinner	1/2 cup of rice	= 1 serving
	Total	= 6 servings

Remind participants that it is the whole grains from the bread group that are most important for health. Brown rice, oatmeal, popcorn, and breads, tortillas, and cereals that list "whole" or "whole grain" as the first ingredient on their package are all whole grains.

- **Vegetable group.** Using the food models for vegetable foods, show and discuss the serving sizes of different vegetables (1/2 cup cooked green beans, one small baked potato, 6 oz. tomato juice, etc).

Point out that a serving of vegetables is not as much as most people think... a large salad can be as many as three to four servings!

- **Fruit group.** Use the food models for fruit foods to show the appropriate serving sizes of different fruits: one medium orange, six strawberries, one medium apple, one small banana, 1/2 cup chopped or canned fruit, 3/4 cup of fruit juice, 1/4 cup of dried fruit, etc.



What Is A Serving?

GRAIN GROUP: 1 serving is:

- 1 slice of bread
- 1 tortilla
- 1 small muffin or biscuit
- 1 oz. dry cereal (1 cup flakes)
- 1/2 hamburger bun or bagel
- 1/2 cup cooked pasta, rice, oatmeal
- 3 graham crackers
- * Whole grains are your best choice!

VEGETABLE GROUP: 1 serving is:

- 1 cup raw leafy greens (cabbage, spinach, lettuce)
- 1 small baked potato
- 1/2 cup raw or cooked vegetables (carrots, cucumbers, broccoli)
- 3/4 cup vegetable juice (V8, tomato juice)
- * Choose dark green leafy vegetables over pale or light green ones!

FRUIT GROUP: 1 serving is:

- 1 medium piece of whole fruit (apple, orange, banana)
- 6 strawberries
- 1/2 grapefruit
- 1/2 cup chopped or canned fruit
- 3/4 cup fruit juice
- 1/4 cup dried fruit (raisins, dried plums)
- * Eat small amounts of dried fruits. They have more calories than the same amount of fresh fruit!

MILK GROUP: 1 serving is:

- 1 cup milk or yogurt
- 2 slices of cheese
- 1 1/2 sticks of string cheese
- 2 ounces processed cheese (American, Velveeta)
- * Choose low-fat most of the time!

MEAT GROUP: 1 serving is:

- 2-3 oz. cooked lean meat or fish
- 2-3 slices of sandwich meat
- 1 cup cooked dried beans or peas
- 4 large shrimp
- 4 tablespoons of peanut butter
- 2 eggs
- One chicken leg or 1/2 a chicken breast



- **Milk group.** Using the food models for dairy foods, show and discuss with participants the appropriate serving size. Explain that one serving in this food group can look very different. For example, two slices of American cheese, one cup of milk, one cup of yogurt, 1 1/2 sticks of string cheese, etc. Remind participants to select low-fat or non-fat dairy foods most of the time.
- **Meat group.** Display food models for protein foods to show the appropriate serving sizes of different types of foods in this group: 3 oz roast beef, 1/3 cup of peanuts, four large shrimp, two eggs, four tablespoons of peanut butter, and one cup cooked dried beans. Use the models to show that, like the bread group, portions from the meat group are often too big. Discuss with participants that one serving of meat is about the size of a deck of cards or the palm of their hand.

Group activity

Go over each food group and visually show the appropriate amount of food for one serving using food models and standard size dinner plate. Pass these around for everyone to see. For each food group, ask participants which foods they eat more than one serving at a time.

Physical Activity Pyramid

Refer the participants to the "Physical Activity Pyramid" page in the Participant's Guide (Session 1, p.9).

Ask the women if they have ever heard of or seen the Physical Activity Pyramid. Where have they heard of it or seen it? What is the Physical Activity Pyramid?

The Physical Activity Pyramid is a guide that helps you make choices to be more active. It reminds you to choose different types of exercise to keep your whole body healthy and strong. Doing different types of activities also keeps you from getting bored. Discuss the Pyramid:

- **Sedentary activities.** Explain that sedentary means being inactive. Ask participants what types of sedentary activities they do a lot of. (Examples: sleeping, driving, working at a desk, watching television, sitting in a waiting room). How much time do they spend doing less active things?

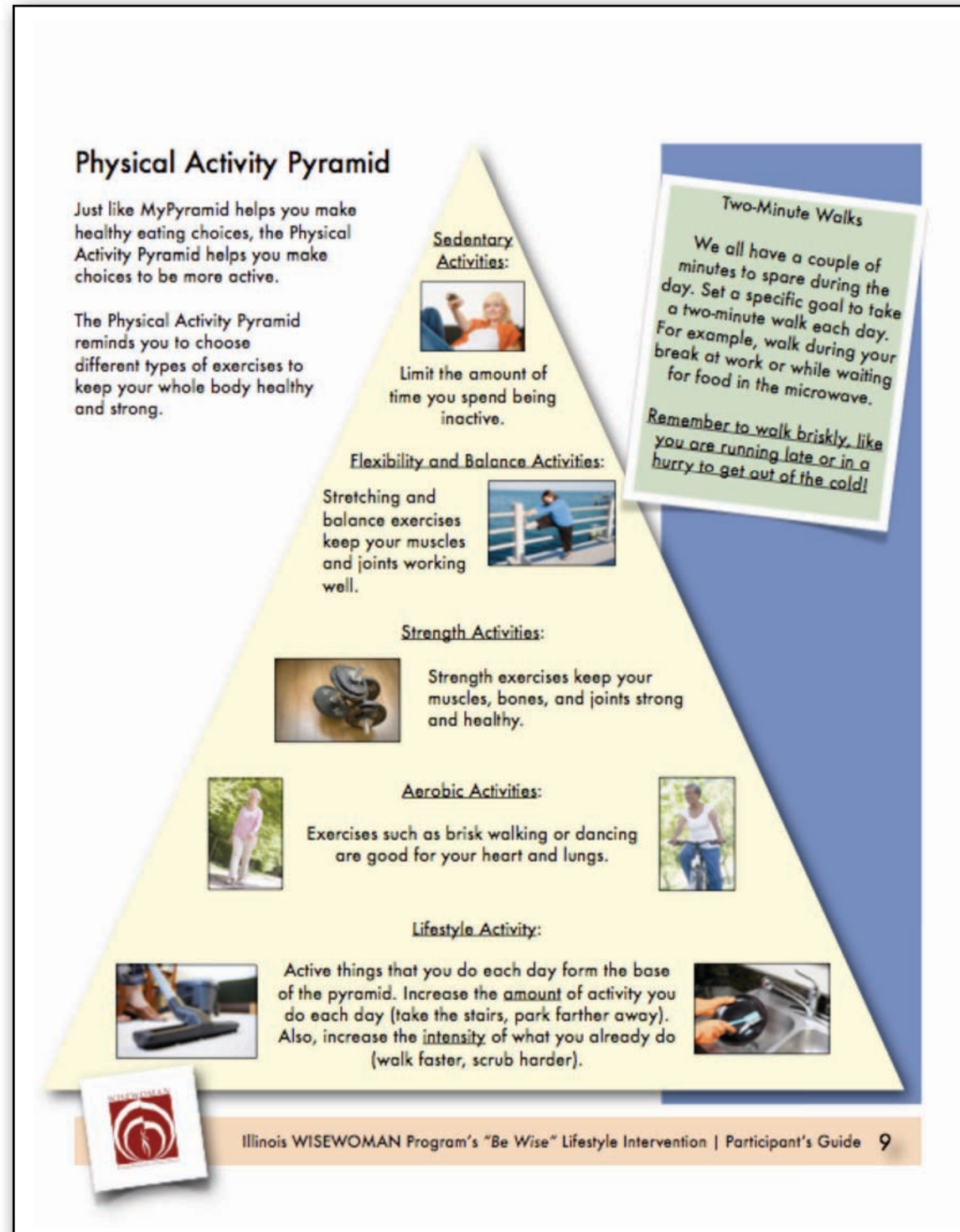
Acknowledge that some of these sedentary activities we cannot avoid as part of our daily routine, but there are sedentary activities that we can make more active. Also, just replacing a little "sit time" every day with physical activity will help you be healthier.

- **Flexibility and balance exercises.** Ask what flexibility and balance exercises mean to the participants. (Examples: leg stretches, reach upward, balance on one leg, shoulder shrug)

Explain that these exercises stretch the muscles around joints. Stretching and balance exercises are important to help keep muscles and joints working properly. These exercises take very little time and can be done anywhere – while waiting in line, standing at the stove, sitting in a car, or lying in bed.

Stretching is a great way to relieve stress and is important to make sure you can do your daily activities, like reaching an item on a high shelf or bending over to tie your shoes.

Point out that balance exercises are important to prevent falls, which is an important health risk as we age.



- **Strength exercises.** Explain that strength or resistance exercises work the muscles to make them stronger. Ask participants to give examples of strengthening exercises. {Examples: lifting weights, push ups, carrying laundry, resistance bands}

Discuss the importance of these exercises to keep muscles, bones and joints strong and healthy (prevent osteoporosis and loss of muscle), which becomes more important as we get older.

- **Aerobic activities.** Ask participants for examples of aerobic activities or exercises. (Examples: brisk walking, bicycling, swimming, dancing, taking an exercise class, hiking)

Explain that activities that involve lots of movement and get your heart and muscles working are called "aerobic" exercises because your body needs more oxygen, making you breathe a little harder than normal. Suggest that participants think "heart" when they hear the word "aerobic."

You also burn calories during aerobic physical activity, so you can more easily control your weight.

Not only does this type of exercise make your heart and lungs healthy, it also can help improve your mood and increase your energy level.

Try to do aerobic activity such as walking for at least 10 minutes at a time for the greatest benefit.

- **Lifestyle physical activity.** Have participants give examples of lifestyle physical activities. (Examples: housework, walking to the bus stop, walking the dog, carrying grandchildren)

Explain that moderate lifestyle activities that you do throughout the day form the base of the pyramid, so these should be done as much as possible.

Emphasize that being more active does not have to be a huge burden. [see suggestions next page.] Also point out that lifestyle activities "count" as aerobic (walking to the bus stop) or strength (sweeping, vacuuming) exercises if you do them energetically.

Physical Activity: Two-Minute Walk

Refer the participants to the “Physical Activity . . . How Much...?” page in the Participant’s Guide (Session 1, p. 10). Briefly summarize the main points of this page as a way to introduce the “Two-Minute Walk.”

Go over the guideline of at least 30 minutes of moderate physical activity on most days of the week. Explain that this is a long-term goal of the program. Point out that, although this is a goal, small increases in physical activity are important.

Common Questions / Myths

- **Does the 30 minutes have to be done all at once?** Explain that you can accumulate activity in 10 minute blocks over the course of the day.
- **Do I have to exercise?** Explain that you can become more fit by doing every day activities... take the stairs, work out in the yard, play actively with grandchildren, or do active housework.
- **What is moderate physical activity?** A moderate intensity means that your heart beats faster and that you breathe harder than you would at rest. Moderate activities include brisk walking, raking leaves, or vacuuming.

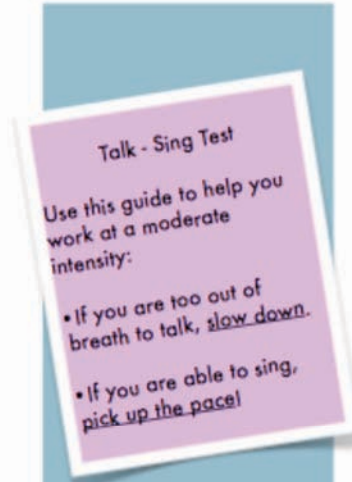
The Talk-Sing Test

Explain that moderate physical activity should feel like you are working, but not at a level that is too uncomfortable. If you are too out of breath to talk, you may be working too hard. If you are able to sing, pick up the pace.

Physical Activity Time-Savers

Read through and stimulate further discussion with the following questions:

- When in your day might you add in a two-minute walk?
- What kinds of activities could you do more intensely to make them count as moderate physical activity?
- How else might you make time for physical activity?



Physical Activity: How Much Is Enough?

The basic guideline for physical activity is simple:

Aim for at least 30 minutes of moderate physical activity on most days of the week.

Here are some answers to common questions about physical activity:

- **Does the 30 minutes have to be done all at once?** NO. You can add up activity in 5-10 minute blocks over the course of the day.
- **Do I have to “exercise”?** NO. You can become more fit by doing everyday activities: take the stairs, work in the yard, play actively with pets, or do active housework.
- **What is moderate physical activity?** A moderate intensity means that your heart beats faster and that you breathe harder than you do at rest. Moderate activities include brisk walking, raking leaves, and vacuuming.

Time Savers

Time is a common barrier for physical activity. Break down this barrier:

- Be more active during your day in short sessions like two-minute walks.
- Increase the pace of what you already do.

Stick with it!

Many women feel that it is hard to stick with their physical activity routine. These tips will help you make lasting changes:

- **Have a purpose.** What are your benefits to being physically active?
- **Be consistent.** This is about change over time. Do activities that fit your daily life.
- **Make it fun.** Pick activities that you enjoy. Find a walking partner, join a community or church exercise class, or listen to music and dance.



Sticking With It

Read through and stimulate further discussion with the following questions:

- Have you ever tried to increase your activity and not been able to stick with it? Why couldn’t you stick with it?
- What other fun physical activities can you come up with?

Group activity

Before the session, plan a course or route where the group can walk briskly for two minutes. Tell participants that we are going to experience what moderate activity feels like and see how easy it is to fit a brisk two-minute walk into your day. Have participants get up and follow you on a walk.

Remind participants that a brisk walk means quickly and with a purpose, like you are late for an appointment or hurrying to get out of the cold.

After two minutes, have participants share what moderate activity feels like (heart beats faster, breathe harder, body warms up, etc.).

Have consideration for individuals who may be disabled or unable to keep up with the group.

SUGGESTIONS

Suggest that participants do more lifestyle activities by adding more activity to their daily routine:

- take the stairs
 - park farther away
 - make more trips to unload/load the car
- ...or increasing the intensity of what they already do:
- walk faster
 - clean more vigorously
 - bend and reach more when putting up groceries

Substituting Healthy Alternatives

Explain that substituting healthy alternatives means replacing a current eating or physical activity habit with a healthier choice. Help the women understand that the goal is to make small changes that fit into their daily lives so that they make small steps toward better health.

Refer the participants to the “Small Changes, Big Results” pages in the Participant’s Guide (Session 1, p.11-12) and read through some of the examples. Be sure to use both eating and physical activity examples as you complete the Group Exercises below.

Group activity

Have the women verbally work through the process of substituting healthy alternatives using the four questions at the bottom of the “Small Changes, Big Results” page in the Participant’s Guide to prompt ideas for discussion.

What are my eating habits?

Ask participants to identify usual eating behavior. Use prompts to ask about common foods eaten for breakfast, lunch, dinner and snacks. Ask for details about the foods eaten to determine nutrition quality (e.g., cereal... “What type of cereal?” sandwich... “What is on your sandwich?”). Also inquire how foods are prepared (fried, sauces, etc).

How could I make a healthier choice?

Have participants identify healthier choices for each of the usual behaviors. Reassure participants that there are no right or wrong answers, and this is the time to brainstorm all possibilities. Encourage participants to think of options that are similar in time and effort.

Also, have participants think of adjectives that identify healthier choices (low-fat, low-salt, whole-grain, high-fiber, grilled, broiled, baked).

Small Changes, Big Results!

Making small, simple changes that fit into your daily life can make a big difference! You can do this by replacing a current eating or physical activity habit with a healthier choice. For example:

Instead of:	Try:
Buying candy out of a vending machine	Eating an apple for a quick snack
Taking the elevator	Taking the stairs
Topping foods with high-fat sauces and dressings	Substitute using low-fat or fat-free options
Using the drive-thru at the drug store or restaurant	Parking farther away and walking

Healthy Food Choices

There are some key words to watch out for when you are choosing foods. These words tell you that the food is a less healthy choice:

Fried, Flaky, Crispy, Frosted, Creamy, Rich, Cream Sauce, Buttered, Alfredo, Cheesy, Breaded, Smothered, In Syrup

Some key words tell you that a food is a healthier option:

Baked, Grilled, Broiled, Roasted, Steamed, Low-fat, Fat-free, Skim, Low-sugar, Low-salt, Whole-wheat, Whole-grain, High Fiber



What other small things can you do to eat healthier?

1. Ask for sauces, toppings, and dressings on the side.
2. Limit the amount you eat.
3. Make fewer “less healthy” choices during the day.



What changes would be easy to make?

Now that participants have given ideas, have each person identify the things that would work best for her. Emphasize that each woman must think about her own daily routine and preferences. This is about making simple steps that fit her life.

What is one thing I am willing to try this week?

Encourage participants to think of changes they might try this week.

Examples

Replace this...	...with this
Cereal with whole milk	Cereal w/ 1% / skim milk and fruit
Candy bar for a snack	Pretzels, popcorn, or nonfat yogurt
Several sodas	Water / juice in place of one soda
Snack on chips while cooking dinner	Substitute carrots or fruit
Fried	Grilled
Cream sauce	Tomato sauce

Group Activity: Physical Activity Examples

Have the women verbally work through the process of substituting healthy alternatives using the four questions at the bottom of the “Small Changes, Big Results” page in the Participant’s Guide to give ideas for discussion.

What are my physical activity habits?

Ask participants to identify usual sedentary behaviors. Use prompts to inquire about activities done at home, work, and during leisure time. It also may be helpful to break the day up into morning, mid-day, evening, and night to help women consider their daily activities.

How could I make a healthier choice?

Have participants identify healthier choices for each of the usual behaviors. Again, this is the time to generate ideas.

What changes would be easy to make?

Now have women think about what activities / changes would fit into their daily life.

What is one thing I am willing to try this week?

Encourage participants to think of changes they might make this week.

Examples

Replace this...	...with this
Sit at work all day	Take a five-minute walk break
Watch TV after dinner	Take a 10-minute walk
Take the elevator	Use the stairs
Look for the closest parking space	Park farther away

Making small changes
Ask yourself these questions:

1. What are my eating and physical activity habits?
2. How could I make a healthier choice?
3. What changes would be easy to make?
4. What is one thing I am willing to try this week?

Healthy Activity Choices

Replace some of the time you spend sitting down with physical activity.

Do you ever:

- Spend too much time in the car?
- Work in one place for a long time (at a desk, in the kitchen)?
- Spend free time in less active hobbies such as watching television or sewing?

If you said “yes,” then you are not alone. With such busy lives, most women find it hard to be active. The first step is to be more active everyday.

You can:

- Use the stairs
- Take 5-minute activity breaks during the day
- Do active household chores such as vacuuming and gardening
- Take a walk during lunch

Remember...no change is too small!



Summary

Summarize the learning objectives for this session.

Any questions or concerns?

Answer any questions and address participant concerns. Acknowledge that despite the benefits of being in the program, it is natural to have concerns when starting something new... that is why group support is so important.

Group support

Emphasize how the group leaders and group members can help address concerns. Also point out similarities in concerns among group members to begin forming group cohesion.

Remind participants that the check-in time each week will give them a chance to address and resolve concerns.

Incentive

Pass out the incentive for the week.

Preview of Next Week

Briefly introduce next week’s session.

Day, time and Location

Review the day, time and location of the weekly group meetings. Emphasize the importance of arriving promptly. Tell the women about staff availability...

- ...before and after the sessions, and...
- ...at other times during the week by phone.

Related Guidance

Each session of the Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention is to include a discussion of diet, health, psycho-social issues, and physical activity.

Session schedules are designed to be flexible, without time requirements, so that the facilitator can react and tailor the discussion according to the needs of the group. However, all key concepts and learning objectives for each session must be covered with participants.

Key Concepts

1. Identifying different types of social support and learning to ask for help is important for long-term success in making healthy changes.
2. Doing strength exercises regularly is important for making muscles, joints, and bones strong and healthy.
3. If you know your triggers for less healthy choices, it will be easier to make healthy changes.
4. Two types of hunger are physical hunger and emotional hunger.
5. There are many strategies for healthy eating away from home.
6. Stress affects your body and health; there are different ways to handle stress.
7. Stretching exercises increase the flexibility of your joints and muscles.
8. Good balance is important to prevent falls and improve your posture.

Session 2: I'm a WISEWOMAN, Not a Wonder Woman!

This week you will see how social support can help you make healthy choices. You will also see how stress and certain events can affect your eating and physical activity choices. You will learn about strength exercises, stretching exercises, and balance exercises.



Learning Objectives

At the conclusion of this session, women will be able to:

1. Identify types and benefits of social support.
2. Understand the importance of strength exercises for healthy muscles and daily function.
3. Perform different exercises to work the major muscles.
4. Identify ways to break the chain to unhealthy choices and add links for healthy choices.
5. Understand the difference between physical hunger and emotional hunger.
6. Make healthy food choices when eating away from home.
7. Understand personal causes of stress, understand how stress effects their body and health, and identify ways to handle stress.
8. Identify why stretching and balance exercises are important.
9. Understand how to do stretching and balance exercises.

Materials

- Snacks (see the list of recommended snacks in Appendix A)
- Name cards
- Markers
- Sign-in sheet (see example in Appendix A)
- Pencils/pens
- Participant's Guides
- Incentive: Resistance bands
- Weights, soup cans, or bottles of water for strength exercises
- Menu(s) from local restaurant(s) [fast food, sit down, or other]
- Incentive of the week

1

Set up snacks for those who arrive early.

Put on your name tag and greet everyone as they come in. Complete name tags and name cards for participants and guests. Encourage those who are early to meet one another and enjoy the snack provided.

2

Welcome

Welcome everyone to the group.

Sign-in

Display the sign-in sheet and remind participants to sign in each week.

Hand out materials

Ensure each woman has a Participant's Guide and any related materials for the session. Emphasize that the women should bring their Participant's Guides to every session. Have each woman turn to the appropriate page in her Participant's Guide to follow along in the session.

Overview

Refer the participants to the "Schedule for Session 2" page in the Participant's Guide (Session 2, p.14). Discuss the learning objectives of the session.

Introductions

Introduce staff and your roles as group facilitators. Provide a brief background on your training and experience as well as a little about yourself so that the group can identify with you.

Discuss what participants can expect from you as a facilitator:

- to listen and respect their thoughts and ideas,
- to provide appropriate feedback and support,
- to address individual needs and concerns,
- to keep the group on target, and
- to meet the objectives of each session.



Schedule

Welcome

- Sign-in
- Overview of today's session
- Hand out materials
- Introductions

"Check-in" Activity

- Share experiences related to your new skills and knowledge
- Discuss successes and challenges related to changing eating and exercise habits

Social Support

Strength Exercises

Physical Activity Break

- Handout incentives: Resistance Bands
- Strength exercises

Breaking the Behavior Chain

Hunger

- Physical Hunger
- Emotional Hunger

Healthy Eating Away from Home

Stress

- Stress and your body
- Ways to handle stress

Stretching and Flexibility

Physical Activity Break

- Handout incentives: Yoga Mats
- Stretching and Balancing

Summary

- Any questions or concerns?
- Group support

Preview of Next Week

- Session 3: Know Your World
- Day, time, and location



Ask participants to introduce themselves and any friends or family members they brought with them.

Clarify your role as a facilitator/coach and validate their "expertise" about their own life, dreams, and concerns. Reinforce that this is a "partnership" and everyone is encouraged to participate and share what they feel/know for it to be a success.

When they share what they want, know and feel, it will help you be a more effective coach and the group can be more helpful, too.

NOTE

Encouraging group discussion is important, but women should not feel pressured to contribute. A program philosophy is to embrace the unique characteristics of each woman.

Some women enjoy sharing and others enjoy listening. Facilitate group discussion by planting ideas for discussion as opposed to singling out individuals (which might prevent them from coming back).

3

"Check-in" Activity

Invite the women to talk about experiences over the past week related to any changes they might have made or new skills they might have applied. Invite the women to share successes and challenges related to eating and exercise habits.

NOTE

For many reasons, some women may not be accustomed to thinking about their needs/wants or may be expecting or wanting the health experts to tell them what to do.

Social Support

Social support is the *help you get from other people to make healthy changes*. Explain that support may come from a variety of people including spouse, children, friends, neighbors, or WISEWOMAN group members and staff.

Refer the participants to the “Social Support: A Team Effort” page in the Participant’s Guide (Session 2, p.15).

Emphasize these benefits:

Benefits of a support team

- Learn more about healthy eating and physical activity
- Feel like you are not alone
- Encourage you when it is hard to make the healthy choice
- Makes healthy choices more fun

What kind of help do I need?

Explain that the first step to getting support is to know the type of help that you need.

My support team

Explain that each woman has different people who can support her and help her make healthy choices. Some examples of people to include on your support team are: *spouse, children, friends, neighbors, coworkers, or WISEWOMAN group members and staff.*

Group activity

Invite the women to give examples of people in their support teams. Ask them to talk about how their support teams can help them make healthy eating and physical activity choices.

Social Support: A Team Effort

This week you will see how other people can help you make healthy choices. This is called social support.

Support may come from friends, family, or other group members. Healthy choices are easier and more fun when you are part of a team.

A Social Support Team Can:

- Help you learn about healthy eating and physical activity
- Make you feel like you are not alone
- Be there for you when it is hard to make a healthy choice
- Help make healthy choices more fun

What Kind of Help Do I Need?

The first step is to know the type of help that you need. Think about the changes you are making. What kind of help would make healthy eating and physical activity easier?

Ways that someone could help me eat healthier:

- Eat a healthy lunch with me*
- Don't leave potato chips on the counter*

Ways that someone could help me be more active:

- Go on walks with me*
- Watch the grandchildren while I exercise*

My Support Team

Who in your life can support you and help you make healthy choices? Some people you may want to include on your team are: spouse, children, friends, neighbors, coworkers, or WISEWOMAN group members and staff.

Put your support team together by answering these questions:

1. WHO can help me?
2. HOW can they help me?



Asking for Support

1. Know that it is OK to ask for help. Change is hard. But, it is easier when you have people to help you.
2. Find out what type of help you need and who can help you. Different people can give you different types of support.
3. Ask for specific help. Let people know exactly how they can help. Do not think that they know what you want or what you need.
4. Thank the people for their help. Tell them how they helped you. This will let them know you appreciate them. Then, those people will be more likely to help you again.

EXAMPLES

To spouse: Will you take a walk with me after dinner? I feel safe and enjoy exercise more when you do it with me.

To a friend: It would help me if we could eat at the SubStop restaurant. They have a healthy sandwich that I like.

Asking for support

1. Know that it is OK to ask for help. Acknowledge that change can be hard, and it is easier when you have people to support you. You can do more with a team of family and friends than you can do alone.
2. Identify what type of help you need and who can help. Explain that different people can give you different types of support. Remind participants that the type of help they need may change over time.
3. Ask the person for specific help. Emphasize that it is important to let people know exactly how they can help. Do not think that they know what you want or need. Be clear and direct when you ask for support.
4. Thank the person for his/her help, and tell the person how he or she helped you. Encourage women to let the person know they appreciate the help, so the person will be more likely to help again in the future.

Strength Exercises

Refer the participants to the “Strength Exercise and Myths” page in the Participant’s Guide (Session 2, p.16).

Remind women of the Physical Activity Pyramid and note the importance of strength exercises. Point out that these activities use weights or resistance to make your muscles stronger. The weight can be your own body or something you hold and lift.

Ask the women whether or not they have ever done strength exercises before. If not, why not?

Address these common myths:

Myth #1 - *I have to go to a gym and “lift weights” to strengthen my muscles.*

Explain that you can do strength exercises anywhere using your own body weight, an elastic band, or household items such as soup cans, soda bottles, or milk jugs.

Myth #2 - *My muscles will get too big if I do strength exercises.*

Explain that doing strength exercises for general fitness and muscle strength will not make your muscles bigger. Note that you may even find that your clothes become looser because muscle in your body burns more calories and takes up less space than fat does.

Myth #3 - *I will have to work too hard to get any results, and it is not worth it.*

Explain that if you do strength exercises just two to three times per week for 15-20 minutes each time, your muscles will become stronger. Even adding light weight will make your muscles work and become stronger.



Strength Exercises and Myths

Remember the Physical Activity Pyramid? One important type of activity is strength exercise.

Why are strength exercises important?

To do daily activities. Strength exercises make muscles, joints, and bones strong and healthy. This makes it easier to do daily activities.

As we get older, we lose muscle. Bones can also get weak. This makes it harder to do daily activities. You need strength and energy to carry groceries, to clean the house, and to take care of your family!

Burn more calories. You burn calories when you exercise. And, when you have more muscle, you burn more calories even when you are resting.

Prevent injuries. Injuries from falls are one of the biggest health problems for older women. Strong bones, muscles, and joints help prevent falls and injuries.

Myths about strength exercises

- **Myth #1:** I have to go to a gym and “lift weights” to make my muscles stronger.
NO! You can do strength exercises anywhere. You can use your own body weight, an elastic band, or household items, such as soup cans, soda bottles, or milk jugs.
- **Myth #2:** My muscles will get too big if I do strength exercises.
NO! These exercises will not make your muscles bigger. You may even find that your clothes become looser. Muscle in your body burns more calories and takes up less space than fat does.
- **Myth #3:** I will have to work too hard to get any results. It is not worth it.
NO! Do strength exercises just 2-3 times per week for 15-20 minutes each time, and your muscles will become stronger. Even light weights will make your muscles work harder and get stronger.



Benefits of strength exercises:

- Exercises make muscles, joints and bones stronger and healthier.
- Strong muscles, bones and joints make it easier to do daily activities.
- We lose muscle and bones get weaker as we get older. You need strength and energy to do daily activities like carry groceries, clean the house, and take care of children.
- Exercise builds muscle, which helps you burn calories even when you are resting.

Point out that injuries from falls are one of the biggest health problems for older adults. Strong bones, muscles and joints help prevent falls and injuries.

Refer the participants to the “Types of Weights” page in the Participant’s Guide (Session 2, p.17).

Types of Weights

Point out the different kinds of weights that can be used.

Hand weights - Small hand-held dumbbells that come in different sizes can be bought at most discount stores. Soup cans can work as weights, too.

Resistance bands - Resistance bands are elastic bands or tubing that you pull to work your muscles. The bands are available in different thicknesses of elastic, from very light to heavy.

Tips for getting started

Emphasize these key points:

- Start light - beginners should start with light weights (2-5 lbs.) or bands. You should be able to easily lift the weight, but after a few times, your muscles should begin to feel tired.
- Be creative - If you do not have hand weights or resistance bands, use soup cans or plastic water bottles. For added weight, fill with sand or flour.
- Wear flat, supportive shoes.
- Do exercises to work the large muscles in your arms, legs, stomach and back.
- Think about the muscle you are working - do strength exercises slowly so that your muscles, and not momentum, do the work.

Major muscles in arms:

- Biceps: front of the upper arm
- Triceps: back of the upper arm
- Shoulder: top of the upper arm

Major muscles in legs:

- Quadriceps: front of the thigh
- Hamstring: back of the thigh
- Calf: back of the lower leg

Other important muscles:

- Abdominal: muscles over the stomach area
- Back: muscles that support the spine

Types of Weights

Hand weights: Small dumbbells can be bought at most discount stores. They come in different sizes, so you can find ones right for you. Soup cans or water bottles will also work.

Resistance bands: Resistance bands are elastic bands or tubing that you pull to work your muscles.

Tips for getting started

- **Start easy.** Use light weights (2-5 lbs.) or bands. You should be able to easily lift the weight. After a few times, your muscles should begin to feel tired.
- **Be creative.** Use two soup cans or fill up two plastic water bottles and use them as weights. For more weight, fill them with sand or flour. Be sure that both cans or bottles are the same size and weight.
- **Wear flat, supportive shoes.**
- **Do exercises to work the large muscles** in your arms, legs, stomach, and back (see below).
- **Think about the muscle you are working.** Do strength exercises slowly so that your muscles do the work.

Major muscles in arms:

- Biceps: front of the upper arm
- Triceps: back of the upper arm
- Shoulder: top of the upper arm

Major muscles in legs:

- Quadriceps: front of the thigh
- Hamstring: back of the thigh
- Calf: back of the lower leg

Other important muscles:

- Abdominal: muscles over the stomach area
- Back: muscles that support the spine



NOTE

Note the muscles to train with exercise. Point out the muscle on yourself or a volunteer "model." For example, mention the biceps muscle and show on your own arm or on the volunteer's arm.

6

Physical Activity Break: Strength Exercises

Refer the participants to the "Strength Exercises" pages in the Participant's Guide (Session 2, p.18-22). Invite the women to try some of the exercises.

Group activity

Distribute resistance bands. Have women practice using a weight or band that they can lift easily but that will work their muscles. Instruct them to do a strength exercise for each of the big muscles in their body. Demonstrate with the band, and show how you could use a hand weight or soup can.

NOTE

Some women might be uncomfortable or unable to participate in exercises that require getting down on the ground. Be considerate of the needs of the group and avoid embarrassing any of the women.



Strength Exercises

Tips:

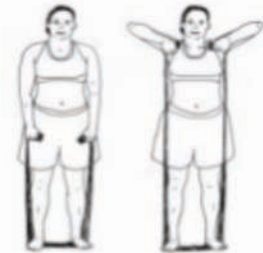
- Use a weight that you can lift easily but makes you tired after you lift it several times. Increase the weight as you get stronger.
- Lift and lower the weight in a slow and controlled way. You will work the muscle better and protect against injury.
- For each different exercise, lift the weight 8-15 times. Rest 1 minute.
- Repeat the exercise. Do 2 sets of 8-15 times for each different exercise.
- Breathe normally. Don't hold your breath as you do the exercise.
- Keep good posture and form. When you are standing to do an exercise, keep your knees slightly bent and your feet 6-12 inches (shoulder width) apart. This will give you better balance.
- Pay attention to your body. Sore muscles are normal, but sharp pain is not.
- Do not do an exercise if it hurts.



Strength Exercises (cont'd)

Standing Row Shoulder Exercise

Stand on the band with your knees slightly bent. Hold an end of the band in each hand. Start with your arms straight down in front of your body. Pull hands up to chin so that elbows are even with shoulders. Do not bend over or lean forward. Slowly lower your arms to the start position.



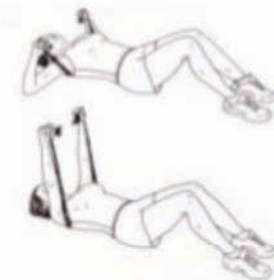
Biceps Curl Biceps (front of upper arm) Exercise

Stand on the band with your knees slightly bent. Hold an end of the band in each hand. Place your arms by your sides with your palms facing up. Keep your elbows close to your body. Lift your hands up toward shoulders, bringing them close to your body. Slowly return to the start position.



Chest Press Chest Exercise

Place the band behind your back and hold an end in each hand. Start with your arms bent and hands close to your body (near your underarms). Push your arms straight out in front of your chest. Slowly return to the start position.



Seated Row Back Exercise

Start sitting on the floor with your legs straight out in front, knees slightly bent, and toes pointing up. Place the tubing around the bottom of your feet. Hold an end of the band in each hand. Pull your elbows back, passing your sides so that your hands are close to your chest. Squeeze your shoulder blades together. Slowly return to the start position. Be sure to sit up straight, and keep your body still so that only your arms move.

Strength Exercises (cont'd)

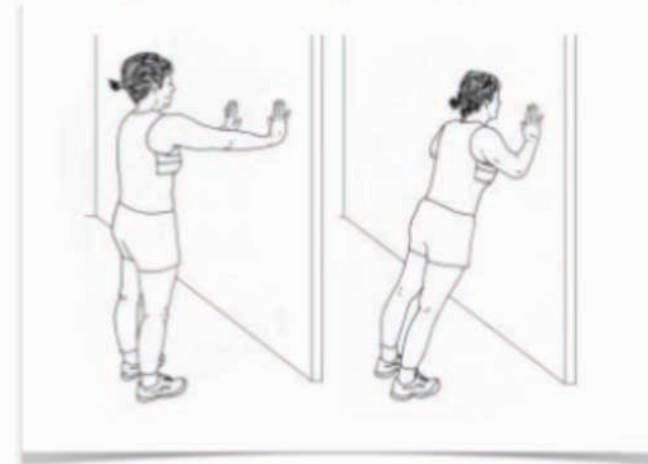


Triceps Kick Triceps (back of upper arm) Exercise

Lean forward and rest your right hand on a chair or bench to support your body. Hold a weight in your left hand and bend your elbow so that your upper arm runs along your body. Slowly straighten your arm behind you. Squeeze the muscle in the back of your arm as you extend your arm. Return to start position. Repeat by resting your left hand on a chair and bending and extending your right arm.



Strength Exercises (cont'd)



Wall Push-ups Arms and Chest Exercise

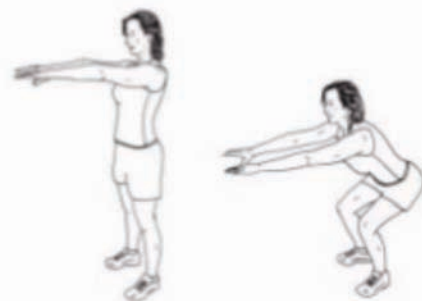
Stand facing a wall with your hands straight out in front of you, palms against the wall. Lean forward so that your weight is supported on your hands. Bend your arms so that you move closer to the wall. Then push yourself back to the start position. For more resistance, stand farther away from the wall.



Sit-up Crunches Stomach Exercise

Lie down with knees bent, feet flat on the ground, and arms to the sides. Using your abdominal muscles, lift your shoulders off the ground a few inches, being careful not to jerk your neck. Slowly return to start position. Breathe out as you lift up, and breathe in as you relax.





Strength Exercises (cont'd)

Squats (Knee Bends) Legs Exercise

Stand with feet shoulder width apart. Bend your knees and lower your hips toward the ground. Return to standing position. Do this exercise as if you were trying to sit in an imaginary chair, and as you touch the seat you stand back up. Beginners can do this exercise by actually sitting in a chair and standing back up. You may also hold onto a stable object to help you balance.



Lunges (Giant Steps) Legs Exercise

Stand with feet facing forward. Take a big step forward so that one foot is out in front of the other. Slowly bend both knees until the upper thigh is parallel to the floor. Return to start position. Repeat with other leg. You can do this exercise by taking giant steps, bending your knees deeply with each step. You can also stay in place and hold onto something for balance.



Leg Lifts Legs Exercise

Lie on your side. Rest your head on your bent arm. Keep both legs straight. Slowly lift your top leg up. Return to starting position. Turn over to opposite side and repeat with other leg.



Breaking the Behavior Chain

Refer the participants to the “Caution: High Risk Ahead” page in the Participant’s Guide (Session 2, p.23).

Define **behavior chain** - the chain of events that lead to the choices you make. Explain that thinking about behavior chains helps you know why you make certain choices. Note that if you know why you do something, it will be easier to change.

Point out that:

- Some events can make healthy choices **harder** - Ask participants to give examples of situations where certain things lead to unhealthy eating and physical activity choices. Examples at right may help to prompt participants.
- Some events can make healthy choices **easier** - Ask participants to give examples of things you do that make healthy choices easier. Examples at right may help to prompt participants.

Explain the links of a behavior chain

Trigger - This is something that leads to your choices. It can be a situation, feeling or thought that comes before your choice.

Behavior - This is the choice you make in eating and physical activity that comes from the event or trigger.

Result - This is what happens because of your choice. It may be something related to your health or something you think or feel.

NOTE

Some participants may have trouble understanding abstract concepts like behavior chains. Be sure you give real life examples and have women apply the concepts to their lives and situations. Use the word “trigger” or “automatic response” if that helps them understand.

Caution: High Risk Ahead

Some events can make healthy choices **harder**.

For example:

- You were hungry when you got home. You saw a bag of chips on the counter. Then, you ate the whole bag.
- It’s Friday, and you haven’t walked all week. You decide to wait until Monday to get back to your physical activity routine.

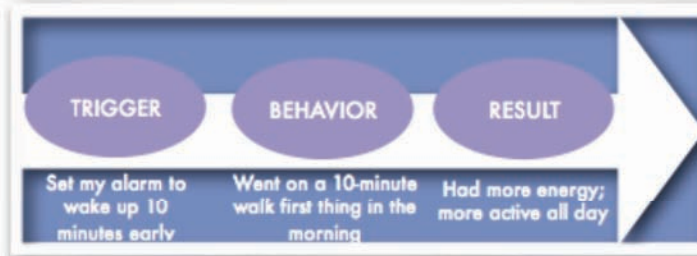
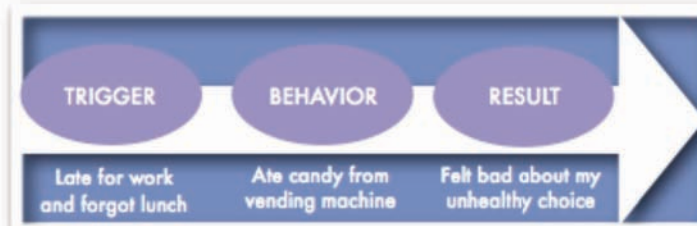
Some events can make healthy choices **easier**.

For example:

- You took an apple to eat on your way home from work. Then you weren’t as hungry when you got home.
- You made a date with a friend to walk on Saturday. This way, you would not skip your activity for a whole week.

My Behavior Chains

Eating choices. Think about the events that affect how you eat. Which ones make it hard? Which ones make it easy?



BEHAVIOR CHAIN



TRIGGER: This is the thing that leads to your choices. It can be an event, feeling, or thought.

BEHAVIOR: This is the choice you make in eating or physical activity.

RESULT: This is what happens because of your choice. It may be related to your health. Or, it may be something you think or feel.

Point out that, sometimes, the result of one choice leads to other events and choices, which can result in a longer behavior chain.

Group activity

Ask women to think about their own behavior chains. Have someone share one example with the group and discuss how the event then leads to a certain behavior and result.

Breaking the chain

Point out that once they know some of their behavior chains, they can break the links to unhealthy choices or add links that lead to healthy choices.

Explain that in order to change the behavior chain you can:

- change the **event** or **trigger** (set yourself up for success),
- change the **behavior** or **choice you make** (control how you react), or
- change the **result** (control your emotions so you don’t get caught in a bad cycle of habits).

MAKING HEALTHY CHOICES: HARDER EXAMPLES

You were hungry when you got home, there was a bag of chips on the counter, and you ate the whole bag.

It’s Friday, and you haven’t walked all week, so you decide to wait until Monday to get back to your physical activity routine.

MAKING HEALTHY CHOICES: EASIER EXAMPLES

You took an apple to eat on your way home from work, so you weren’t as hungry when you got home.

You made a date with a friend to walk on Saturday, so you wouldn’t skip your physical activity for an entire week.



Hunger

Refer the participants to the "Hunger" page in the Participant's Guide (Session 2, p.24).

Explain that hunger is a common event or trigger that can lead to unhealthy eating choices. Being aware of hunger is a big part of making healthy food choices.

Point out that there are two types of hunger:

1. Physical hunger
2. Emotional hunger

Physical hunger

Physical hunger is the *true hunger you feel when your body needs food for energy*. Ask women how they know when they are hungry. Add to their responses that when you are hungry:

- Your stomach may feel empty, hurt, or make noise
- You may get a headache or even feel dizzy

Explain that physical hunger lets you know when your body needs food, but if you let yourself get too hungry, then you are more likely to make unhealthy choices. Note the importance of stopping eating when you feel full. Your body will let you know when and how much to eat if you will listen to it.

Emotional hunger


Emotional hunger is *when you want to eat because of other triggers such as thoughts, feelings, other people, or events*. Emphasize the importance of knowing when you are eating for reasons other than physical hunger (e.g., you may overeat or eat less healthy foods when you are not really hungry).

Hunger


Hunger is an event or trigger that can lead to unhealthy eating choices.

There are TWO types of hunger:

Physical hunger is the *true hunger you feel when your body needs food for energy*. Your stomach may feel empty, hurt, or make noise. You may get a headache or feel dizzy. If you let yourself get too hungry, you will make less healthy choices.



Emotional hunger is when you want to eat because of *thoughts, feelings, other people, or events*. Do you eat for reasons other than physical hunger? You may overeat or eat less healthy foods when you are not really hungry.



List some triggers (feelings, thoughts, or events) that make you eat when you are not really hungry:

- Eat potato chips while watching TV or when I'm bored
-
-
-
-
-
-

Group activity

Ask participants to think of some triggers (feelings, thoughts or events) that make you eat when you are not really hungry. Ask what else they could do instead of eat in those situations (e.g., knit or sew, take a walk, call a friend).

Note that it is important to pay attention to your own body. As women, we often forget to do this because we are busy taking care of our family and friends.

Healthy Eating Away From Home

Refer participants to the "Healthy Eating Away from Home" page in the Participant's Guide (Session 2, p.25).

Ask participants how often they eat away from home (include fast food restaurants, sit-down restaurants, convenience stores, friends' homes, etc.).

Do they find it easier or harder to make healthy choices when eating away from home (compared to eating at home)?

Ask women to offer ideas for healthy eating away from home. Suggest the following tips if they are not mentioned. Ask participants for their thoughts regarding each of these points:

- Think about what you will eat before you get there.
- Eat somewhere that offers healthy choices. Many places will point out the healthy items on their menus (for example, a heart or other symbol may be used to show a healthy food choice).
- Look for key words on the menu:
 - Eat more often: baked, braised, broiled, grilled, roasted, steamed, stir-fried
 - Eat less often (more fat): au gratin, battered, breaded, buttered, casserole, cheese sauce, creamed, crispy, fried, rich, sauteed, scalloped
 - Eat less often (more salt): blackened, broth, cured, pickled, salted, soy sauce, teriyaki
- Limit your portions (the amount of food you eat):
 - Order a child's plate or lunch portion
 - Right away, place half of the meal in a take out box
 - Order an appetizer as your main course
 - Don't order "super size" or "all you can eat"
 - Split your meal with someone to save money and calories
- Ask how food is prepared, and ask for healthier choices. Get sauces, dressings and toppings on the side. Ask for vegetables or salad instead of french fries, onion rings, or potato salad. Ask for sandwiches on whole wheat bread instead of on a croissant.

Healthy Eating Away from Home

Eating away from home can be risky. It can be hard to make healthy choices at restaurants, food courts, work, and other peoples' homes.

But, here are a few things that you can do to make eating out less risky...

- Think about what you will eat before you get there.
- Eat somewhere that offers healthy choices. Many places will point out the healthy items on their menus (for example, a heart or other symbol may be used to show a healthy food choice).
- Look for key words on the menu:

Eat more often: baked, braised, broiled, grilled, roasted, steamed, stir-fried

Eat less often (more fat): au gratin, battered, breaded, buttered, casserole, cheese sauce, creamed, crispy, fried, rich, sauteed, scalloped

Eat less often (more salt): blackened, broth, cured, pickled, salted, soy sauce, teriyaki

- Limit your portions (the amount of food you eat)
 - Order a child's plate or lunch portion
 - Right away, place half of the meal in a take out box
 - Order an appetizer as your main course
 - Don't order "super size" or "all you can eat"
 - Split your meal with someone to save money and calories.
- Ask how food is prepared, and ask for healthier choices. Get sauces, dressings, and toppings on the side. Ask for vegetables or salad instead of french fries, onion rings, or potato salad. Ask for sandwiches on whole wheat bread instead of on a croissant.
- Limit "empty" calories from sugary drinks (sodas, Kool-Aid) or alcoholic beverages (beer, wine). Also be careful not to fill up on crackers, chips, or bread before the meal. "Empty" calorie foods and drinks are high in calories but low in nutrients.

Eat slowly and enjoy your food!



- Limit "empty" calories from sugary drinks (sodas, Kool-Aid) or alcoholic beverages (beer, wine). Also be careful not to fill up on crackers, chips or bread before the meal. "Empty" calorie foods and drinks are high in calories but low in nutrients.
- Eat slowly and enjoy your food.

Group activity

Note that all you have to do is ask and fast food places can tell you the nutrition content of the foods that they serve. Point out that in order to find out which foods are healthy choices, ask for a menu from your favorite restaurants and see which foods are healthier choices.

Hand out a copy of a local menu (fast food, sit-down, or other places where your women are likely to go). Ask the group to point out healthy and not-so-healthy choices.

Stress

Refer the participants to the "I'm a WISEWOMAN Not a Wonder Woman!" pages in the Participant's Guide (Session 2, p.26-27).

Define stress

Stress is the physical and mental effect of pressures in your life.

Point out that not only bad things cause stress. Good events can cause stress, too. In fact, even everyday things can cause stress and affect your health.

Stress and your body

Discuss the fight/flight response. Your body is made to respond to a stressful event by:

- FIGHT - facing the stress/problem, or
- FLIGHT - running from the stress/problem

This keeps us safe in the face of danger.

Note that this would help if you had to run away from danger, but the way your body acts is not always helpful.

Emphasize that when your level of stress stays high over time, it can have serious effects on your health.

Stress and your health

Point out that each person reacts to stress in a different way. Some people feel stress more in their body. Some people feel stress more in their thoughts and emotions.

Point out that stress also makes it harder to make healthy choices (e.g., during times of stress you may feel too busy or tired to do physical activity and you may turn to food as a source of comfort or you may eat without thinking).



Health problems that can result from stress are:

- High blood pressure
- Depression and sadness
- Anxiety and worry
- Weight gain
- Trouble sleeping
- Trouble thinking
- Headaches

I'm a WISEWOMAN, Not a Wonder Woman!

Stress is the physical and mental effect of pressures in your life. Stress can be caused by bad and good events.

Stress and your body

Your body is made to respond to a stressful event by:

- FIGHT - facing the stress/problem, or
- FLIGHT - running from the stress/problem

Think about what happens to your body when you are very stressed. Your heart beats faster. Your breathing increases. You start to sweat.

This would help if you had to run away from danger, but the way your body acts is not always helpful.

When your level of stress stays high over time, it can have serious effects on your health.

Stress and your health

Some people feel stress more in their body. Some people feel stress more in their thoughts and emotions.

Stress can make it harder to make healthy choices. During times of stress you may feel too busy or too tired to be physically active. You may turn to food as a source of comfort or you may eat without thinking.

When you are stressed, healthy choices are even more important. Healthy eating and physical activity can prevent some of the bad things that stress does to your body.



Ways to handle stress

Point out that you may not be able to control all of the stress in your life. You can control how you respond to stress.

Mental stress and worrying

Point out that if women have anxiety or if it is hard to think, they can try taking their minds off the stress. Ask participants for ways to do this. Examples include:

- Writing down your thoughts
- Relaxing in a quiet place
- Setting a specific "worry time"
- Getting support from others

Breathing and heart rate

Note that when a person is stressed, breathing may get faster and heart rate may increase. Point out that one of the easiest ways to reduce these feelings of stress is to take slow, deep breaths, which also will help the heart rate slow down.

Muscle tension and headaches

Encourage participants to try to relax their shoulders the next time they are feeling stressed. Note that if they tighten their neck and shoulders when stressed, they also may get muscle aches and headaches. Ask participants for ideas of things that can help the aches and pains they get with stress. Suggestions include:

- Massaging the tense muscles
- Stretching exercises
- Go for a brisk walk

Emphasize that physical activity is one of the best ways to cope with all types of stress. Physical activity can:

- Take your mind off your worries,
- Help your breathing and heart rate, and
- Help relax tight muscles.

Understand your stress (cont'd)

List some causes of stress in your life. Think about both big and small things that make you feel stressed. For example... traffic, money, sick family member, working 2 jobs...

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-

List some ways stress affects your eating and activity choices. For example... watch more TV, eat candy, don't realize what I eat, too busy to walk...

-
-

List some ways that stress affects your body and mind. For example... feel tired, get grouchy, feel anxious, headaches and muscle tension...

-
-

Mental Stress and Worrying - if you worry when you are stressed, try to take your mind off the stress. Pray, write down your thoughts, relax in a quiet place, or set a specific "worry time." Use your support team. Talking to other people can be a big help during times of stress.

Breathing and Heart Rate - when you are stressed, your breathing may get faster. Take slow, deep breaths. This will help the heart rate slow down.

Muscle Tension and Headaches - next time you feel stressed, try to relax your shoulders. If you tighten your neck and shoulders when stressed, you may also get muscle aches and headaches. Massage the tense muscles, do stretching exercises, or go for a brisk walk.

Physical activity is one of the best ways to cope with all types of stress. Physical activity can take your mind off your worries, help your breathing and heart rate, and help relax tight muscles.



Try the following stress tips:

For Mental Stress and Worrying

If worry gets in the way of sleep, keep paper by your bed so you can write down what is on your mind. Then, you can take care of it the next day when you are fresh.

For Breathing and Heart Rate

Try taking ten deep breaths. Breathe in for three counts and breathe out for three counts. Exhaling should be a slow, steady, soft blow as if trying not to break a cobweb.

For Muscle Tension and Headache

Sit or lie down. Try to relax all the muscles in your body. Then, tighten the muscles in your feet and legs for 5 seconds. Next, completely relax the muscles for 5 seconds. Repeat for muscles in your arms and shoulders.

NOTE

Suggest the following stress tips:

For mental stress and worrying

If worry gets in the way of sleep, tell participants to keep paper by their bed so they can write down what is on their mind. Tell them they can then take care of it the next day when they are fresh.

For breathing and heart rate

Instruct participants to try taking ten deep breaths. Breathe in for three counts and breathe out for three counts. Exhaling should not be a forceful blow, but a slow, steady, soft blow as if trying not to break a cobweb.

For muscle tension and headache

Instruct participants to relax all the muscles in their body as best they can while they are sitting or lying down. Tell them to start with their feet and legs, and tighten the muscles for five seconds. Then, they should completely relax the muscles for five seconds. Instruct them to repeat for the muscles in their arms and shoulders. Note that by tightening the muscles first, they can better relax them.



Stretching and Flexibility

Refer the participants to the “Stretching Exercises” page in the Participant’s Guide (Session 2, p.28-31).

Why are stretching and flexibility exercises important?

Remind participants about the physical activity pyramid and the importance of stretching exercises. Note that these activities increase the flexibility of their joints and muscles. Point out that the great thing about stretching is that it can be done anywhere.

Explain that tight leg muscles can lead to low back pain. Emphasize that stretching is an important part of physical well-being. Point out that as we get older, our muscles and joints may become stiff. This increases the risk for injury and makes it hard to do daily activities.

Easy stretching tips

- Do a variety of stretches
- Hold each stretch for several seconds - don’t bounce
- A stretch should not hurt - only go so that you feel the muscles become longer
- Stretching is best when your muscles are warm - try moving around for two minutes before you stretch to warm up
- Fit in stretching throughout your day

Balance exercises

Explain that when participants do stretching exercises, it is also good to do some balance exercises. State that good balance is important to prevent falls and also will improve one’s posture.

Physical Activity Break

Strengthening and balancing activity

Refer the participants to the “Balance Exercises” pages in the Participant’s Guide (Session 2, p.32-33).

Group activity

Go through some of the stretching and balance exercises in the Participant’s Guide. Have women warm-up by taking a brisk walk or other activity to get the blood flowing.

Stretching and Flexibility



Remember the Physical Activity Pyramid? One important type of activity is stretching exercise.

Why are Stretching Exercises Important?

- Reduce stiffness in joints
- Reduce muscle tightness
- Improve balance
- Improve posture
- Reduce injury

As we get older, our muscles and joints may become stiff. This increases risk for injury and makes it hard to do daily tasks.

Stretching Tips

- Do a variety of stretches
- Hold each stretch for several seconds - don’t bounce
- A stretch should not hurt - only move so that you feel the muscles become longer
- Stretching is best when your muscles are warm - try moving around for two minutes before you stretch to warm up
- Fit in stretching throughout your day
 - while talking on the phone
 - waiting for food in the microwave
 - before getting out of bed

Balance Exercises

When you stretch, also do a few balance exercises. Good balance is important to prevent falls. It will also improve your posture.

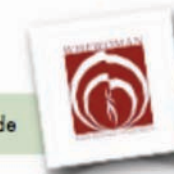
Try these balance exercises:

- Stand on one leg for ten seconds. Be sure to change legs. If it is too easy, try it with your eyes closed.
- Walk in a straight line, heel to toe. If forward is too easy, try to walk backward.

Stretching and balance exercises can be done anywhere!

When in your day could you fit in a few stretching and balance exercises?

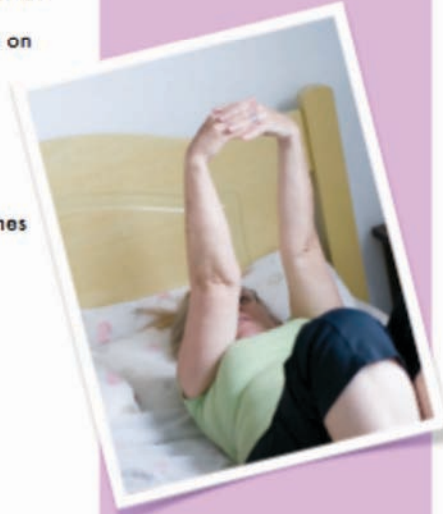
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Stretching Exercises

Tips:

- Warm up before stretching. A warm up could be walking in place for 2 minutes. A warm muscle stretches better than a cold muscle.
- Hold the stretch, but do not bounce. Spend 10 to 30 seconds on each position and then repeat the stretch.
- Remember to BREATHE during each exercise!
- Try to do the stretches several times each week.
- You can do all the stretches at one time or do different stretches through the day.



Stretching Exercises (cont'd)

Neck Stretch

While looking straight ahead, tilt your head to the side and try to touch your ear to your shoulder. Keep your shoulders still and relaxed. Don't raise your shoulder to meet your ear. Hold the stretch for a few seconds. Then, repeat the movement to the other side. Next, try to touch your chin to your chest - go down only as far as is comfortable, hold for a few seconds. Take a deep breath to help you relax.



Shoulder Stretch

Link your fingers together behind your back with your palms facing upward. Slowly move your elbows toward each other as you straighten your arms. Hold for a few seconds and then relax.



Lower Back Stretch

Lie on your back, and bring both knees into your chest. Place your hands on your knees and make small circles with your knees. This should feel like a mini back massage.



Stretching Exercises (cont'd)

Thigh Stretch (back of the upper leg)

Sit upright on the floor with your legs straight and spread apart slightly. Reach your arms in front of you and slowly lean forward. Reach as far as you can and hold for a few seconds.



Thigh Stretch (front of the upper leg)

Lie on your stomach with your arms stretched out in front of you. Bend your left knee and grab the top of your foot with your left arm. Slowly pull downwards. Hold for a few seconds. Repeat with the right leg.



Balance Exercises

Tips:

- Have a stable support within reach that you can use to help you balance.
- Make the exercise easier by extending your arms to the side.
- Make the exercise harder by crossing your arms across your chest or by doing the exercises with your eyes closed.
- Hold the position for several seconds. Increase the time of each exercise as your balance gets better.



Summary

Summarize the learning objectives for this session.

Any questions or concerns?

Answer any questions and address participant concerns. Acknowledge that despite the benefits of being in the program, it is natural to have concerns when starting something new... that is why group support is so important.

Group support

Emphasize how the group leaders and group members can help address concerns. Also point out similarities in concerns among group members to begin forming group cohesion.

Remind participants that the check-in time each week will give them a chance to address and problem-solve concerns.

Balance Exercises (cont'd)



One Foot Balance

Stand on one foot for 10 seconds. Repeat on the other leg.

Harder: hold the leg so that it is straight in front of you.



Heel / Toe Balance

Stand with one foot directly in front of the other with your toe touching your heel. Balance for 10 seconds. Repeat with the other foot in front.

Harder: try the exercise while walking as if you were on a tightrope.



All 4s Balance

Kneel on all fours while keeping a straight back and neck. Lift one arm off the floor and hold for a few seconds. Return the arm to the floor and lift the other arm. Repeat balance exercise with each leg, lifting straight back. Remember to keep your back straight during each exercise.

Harder: lift opposite arm and leg at the same time.



Preview of Next Week!

Briefly introduce next week's session.

Day, time and location

Review the day, time and location of the weekly group meetings. Emphasize the importance of arriving promptly. Let the women know the staff availability before and after the sessions, as well as at other times during the week by phone.

Related Guidance

Each session of the Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention is to include a discussion of diet, health, psycho-social issues, and physical activity.

Session schedules are designed to be flexible, without time requirements, so that the facilitator can react and tailor the discussion according to the needs of the group. However, all key concepts and learning objectives for each session must be covered with participants.

Key Concepts

1. The step counter is an easy tool for self-monitoring physical activity and can help participants increase daily physical activity.
2. Self-monitoring (keeping track of the foods you eat and the physical activity that you do by writing it down) is one of the most important skills for behavior change. Self-monitoring helps you learn about your habits and lets you track progress.
3. Estimating and controlling portion size is a key component of healthy eating.
4. Reading food labels is important for making healthy food choices.
5. Limiting total fat, saturated fat, and trans fat in the diet supports heart health.
6. Increasing fiber is an important part of healthy eating.
7. The world around you affects your eating and physical activity. You can control your world and break down barriers so that you can make healthy choices.
8. It is important to learn to make healthy choices when shopping.

Session 3: Know Your World

This week, you will learn how to recognize and control things in the world around you that make it easier or more difficult for you to make healthy choices about eating and activity. You will also learn to track your healthy choices so that you can watch yourself progressing and make changes as you go.



Learning Objectives

At the conclusion of this session, women will be able to:

1. Use the step counter to monitor daily steps.
2. Understand and apply the concept of self-monitoring.
3. Use the WISEWOMAN Physical Activity and Food Logs.
4. Understand the importance of portion size in healthy eating and be able to estimate serving sizes of different foods.
5. Read a food label for basic nutritional information.
6. Understand the importance of lowering total fat, saturated fat, and trans fat in the diet and list easy ways to make lower fat choices.
7. Understand the importance of fiber in the diet; list easy ways to eat more fiber.
8. Learn to control their world and break down barriers so that they can help themselves make healthy choices.
9. Make healthy choices at the grocery store.

Materials

- Snacks (see the list of recommended snacks in Appendix A)
- Name cards
- Markers
- Sign-in sheet (see example in Appendix A)
- Pencils/pens
- Participant's Guides
- Route for two-minute walk or plans for strength and/or stretching exercises
- Incentive: Step Counter
- 100% fruit juice, 12 oz cups, measuring cup
- Tennis ball, dice, and a deck of cards
- Fat Test Tubes
- High-fat and low-fat food labels
- Optional: Examples of healthy shopping choices
- Food labels of high-fiber foods

1

Set up snacks for those who arrive early

Put on your name tag and greet everyone as they come in. Complete name tags and name cards for participants and guests. Encourage those who are early to meet one another and enjoy the snack provided.

2

Welcome

Welcome everyone to the group.

Sign-in

Display the sign-in sheet and remind participants to sign in each week.

Hand out materials

Ensure each woman has a Participant's Guide and any related materials for the session. Emphasize that the women should bring their Participant's Guides to every session. Have each woman turn to the appropriate page in her Participant's Guide to follow along in the session.

Overview

Refer the participants to the "Schedule for Session 3" page in the Participant's Guide (Session 3, p.36). Discuss the learning objectives of the session.

Introductions

Introduce staff and your roles as group facilitators. Provide a brief background on your training and experience as well as a little about yourself so that the group can identify with you.



Schedule

Welcome

- Sign-in
- Overview of today's session
- Hand out materials
- Introductions

Check-In Activity

- Share experiences related to your new skills and knowledge
- Discuss successes and challenges in changing eating and exercise habits

The Step Counter

- How can the step counter help me?
- Step Up Your Activity - Setting a Daily Step Goal

Physical Activity Break

Keeping Track

- WISEWOMAN Physical Activity Log
- WISEWOMAN Food Log

Portions vs. Servings

Food Labels

Healthy Eating: Fats

Healthy Eating: Fiber

Know Your World

- How the World Affects Your Eating and Activity Choices
- Problem Solving Barriers
- Shopping for Healthy Foods

Summary

- Any questions or comments?
- Group support

Preview of next week

- Session 4: Health is a Choice!
- Date, time, and location



Discuss what participants can expect from you as a facilitator:

- to listen and respect their thoughts and ideas,
- to provide appropriate feedback and support,
- to address individual needs and concerns,
- to keep the group on target, and
- to meet the objectives of each session.

Ask participants to introduce themselves and any friends or family members they brought with them.

Clarify your role as a facilitator/coach and validate their "expertise" about their own life, dreams, and concerns. Reinforce that this is a "partnership" and everyone is encouraged to participate and share what they feel/know for it to be a success.

When they share what they want, know and feel, it will help you be a more effective coach and the group can be more helpful too.

3

"Check-in" Activity

Invite the women to talk about experiences over the past week related to any changes they might have made or new skills they might have applied. Invite the women to share successes and challenges related to eating and exercise habits.

NOTE

For many reasons, some women may not be accustomed to thinking about their needs/wants or may be expecting or wanting the health experts to tell them what to do.

The Step Counter

Incentive: Give a step counter to each participant.

Explain that the step counter is a simple device that measures your physical activity by counting the number of steps you take. It is a specific, easy, and fast tool for self-monitoring and keeping track of progress.

How does the step counter work?

Explain that the step counter contains a pendulum inside that moves with every single step you take. Each step causes the pendulum to register one step.

Emphasize that they can use the step counter to keep track of all walking throughout the day.

If it does get wet, remove the battery and allow it to dry, and the step counter should work again.

How can the step counter help me?

Emphasize these main benefits of a step counter:

- **Learn about your physical activity habits.** A step counter can help you keep track of how active you are throughout the day. We all probably underestimate the time we spend sitting during the day. A step counter is an excellent way to monitor how much activity we do.
- **Remind you to be active.** A step counter can help you remember to be active during the day. For example, if you look at your step counter at 2 o'clock in the afternoon and see that you have only taken 1,500 steps, you know that you will have to get moving in order to reach your goal.
- **Track your progress.** You can use the step counter to set goals and record your physical activity. This is especially useful to track lifestyle activity that you incorporate into your day such as parking farther away or walking around during television commercials.

The Step Counter

A step counter is a tool that tracks your activity. It counts the number of steps you take.

How does the step counter work?

The step counter has a spring that moves with every step you take. Each step causes the spring to count one step.

How can the step counter help you?

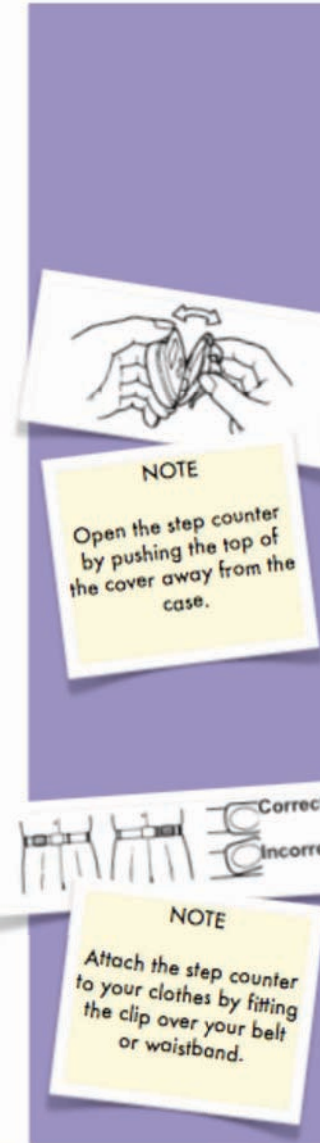
- A step counter can help you see how active you are during the day.
- A step counter can help you remember to be active. For example, look at your step counter at 2:00 in the afternoon. If you see that you are far from your goal, you know that you will have to move more to meet your goal.
- A step counter can help you set goals and track your daily activity.

How do I use the step counter?

1. Open the step counter. You will see a small button. This is the "reset" button. When you press it, your step counter should read "0."
2. Put the step counter on your belt or waistband as shown in the picture. It should be lined up over your hipbone or the middle of your knee.
3. Open the cover, and reset your step counter to zero. Close the cover.
4. The step counter will track your physical activity as you go about your day.

What if I don't wear a belt?

The step counter should be put on your waistband. If you wear a dress or clothing without a waistband, you can put your step counter on a piece of string or elastic (like a belt). Then you can wear it over or under your clothes. You can also attach it to your panty hose or underwear.



How do I use the step counter?

Go over how to use the step counter, making sure participants understand the instructions.

1. Demonstrate how to open the step counter. Point out the "reset" button. When you press it, your step counter should read "0." Instruct participants that the lid cover on the step counter should be closed when walking to ensure accurate counting of steps.
2. Demonstrate how to attach the step counter to your belt or waistband. It should be lined up over your hipbone or in line with the middle of your knee. Use the safety clasp to secure the step counter to your belt or belt loop or a safety pin. This will prevent damage to the counter in case it falls off.
3. After everyone has put the step counter on and positioned it correctly, have participants reset the step counter to zero and close the cover.
4. Have participants test the accuracy of the step counter by walking around the room.

Step up your activity: setting a daily step goal

Explain how to use the step counters to set a physical activity goal:

1. Establish a baseline step count. The first week, just use the counter to monitor current activity level.
2. After the first week of wearing the step counter, set a goal to increase daily number of steps by 300-500. For example, if you take about 3,000 steps during a typical day, try to take 3,500 steps each day during the next week.
3. Set a new goal once you can easily reach your current goal. For example, once you can get 3,500 steps, then try 4,000 steps a day. It is important to choose a goal that you think you can reach.

[continued, next page]

Participants may ask how many steps they should take as a final goal. Explain that, for your best health, taking at least 10,000 steps each day is a good goal. But the most important thing is to just be more active than you are now.

Also, explain that the step counter only counts number of steps, and it is still important to think about moderate physical activity, or doing activities more briskly.



OOPS!

Did you drop your step counter in the toilet? Did you forget to remove it before going into the shower or pool?

If your step counter gets wet, take out the battery. Let the step counter and battery dry out for a few hours. It should work again.

Use the step counter clip or a large safety pin to attach it to your waistband. That way, you won't have to worry about losing the step counter.

How do I know when the battery is low?

Replace the battery if the screen:

- Is dim or goes blank
- Flashes
- Shows dashes (-)
- Shows a number of steps that seems very wrong

Step up your activity

Try to wear your step counter every day for one week:

- Put your step counter on when you get dressed in the morning.
- Wear it until you go to bed.
- Don't forget to reset your step counter to zero each morning when you put it on.

Keep a log. Write down your steps at the end of each day. At the end of the week, look at your log. Set a goal to take 300-500 more steps each day. For example, if you take 3,000 steps during a normal day, try to take 3,500 steps each day the next week



Physical Activity Break

Go on a two-minute walk or lead the women through some strength and/or stretching exercises.

Keeping Track

The importance of keeping track

Refer the participants to the "Track Your Progress: Physical Activity" page in the Participant's Guide (Session 3, p.39).

Explain the importance of keeping track, emphasizing the following points:

- **Learn about your habits.** Tracking the foods you eat and your physical activity will help you see the choices you make each day. Are there certain times of the day that you are making less healthy choices?
- **Remind yourself to be healthy.** If you see that you don't have a lot of physical activity or you are missing some healthy food choices, you can make small changes to get back on track!
- **Track your progress.** Keeping a record of your eating and physical activity helps you know if you are moving toward your goals.

Introduce the WISEWOMAN Physical Activity Log

Refer the participants to the "WISEWOMAN Physical Activity Log" pages in the Participant's Guide (Session 3, p.40-43).

Explain that the WISEWOMAN Physical Activity Log is a useful tool to help women keep track of their physical activity. Read through the blank physical activity Log to help the women understand how to use it.

Simple steps for keeping a physical activity log

1. Mark the number of minutes you spend in each type of activity. Mark one box for every five minutes of activity.

(a) Example: *I did 30 minutes washing floors, 10 minutes of brisk walking, and five minutes stretching.*

Track Your Progress: Physical Activity

Keep track of the things you do in a Physical Activity Log.

Why is it helpful to write down the activities you do?

- To learn about your habits. When you write down your activities, you can see the choices you make. This helps you see where you can make small changes.
- To track your progress. Have you set any activity goals? When you write down the things that you do, you can look back to see if you met your goals.

Simple steps for keeping a Physical Activity Log

1. Mark the number of minutes you spend in each type of activity. Check one box for every five minutes of activity. (See example at right.)
2. At the end of the day, count the total number of minutes you spend in each type of activity. Write the numbers in the "Total" column. (See example, below.)
3. Write down when you were inactive.
4. Answer the questions on the log by circling "Yes" or "No."
5. Write down any other notes.

EXAMPLE	
Brisk walking or aerobic exercise	Total
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10 min.
Stretching exercises	Total
<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5 min.



EXAMPLE

If you spent...

- 30 minutes washing floors,
- 10 minutes brisk walking,
- and five minutes stretching...

...you would mark boxes on your Physical Activity Log as follows:

Moderate lifestyle activity

Six boxes are marked because $6 \times 5 = 30$.

Brisk walking or aerobic exercise

Two boxes are marked because $2 \times 5 = 10$.

Stretching exercises

One box is marked because $1 \times 5 = 5$

(b) Mark six boxes for lifestyle activity, two boxes for walking, and one box for stretching.

2. At the end of the day, count the total number of minutes for each type of activity. Write the number in the TOTAL column.
3. Use the step counter to track the number of steps you take each day, and write down total steps in the blank.
4. Write down the main times you were inactive {driving, TV, doctor's office, etc.}.
5. Answer the questions by circling YES or NO.
6. Write down notes about your physical activity choices for the day in the comments section.

NOTE

Acknowledge that self-monitoring can be hard at first, but that they are going to learn a simple and fast way to keep track. Point out that even though it can be difficult, many participants say that self-monitoring is the skill that has helped them most. Note that it may take some time to figure out the best way for each person to use self-monitoring but ask that everyone give it a try.

As a facilitator, it is important to present this topic with enthusiasm and understanding... enthusiasm for the tremendous benefit of self-monitoring to behavior change and understanding that it is a difficult process that will take some time and effort to learn. Remind participants to stop you if they have any questions at any time while you are going over the tracking forms.

NOTE

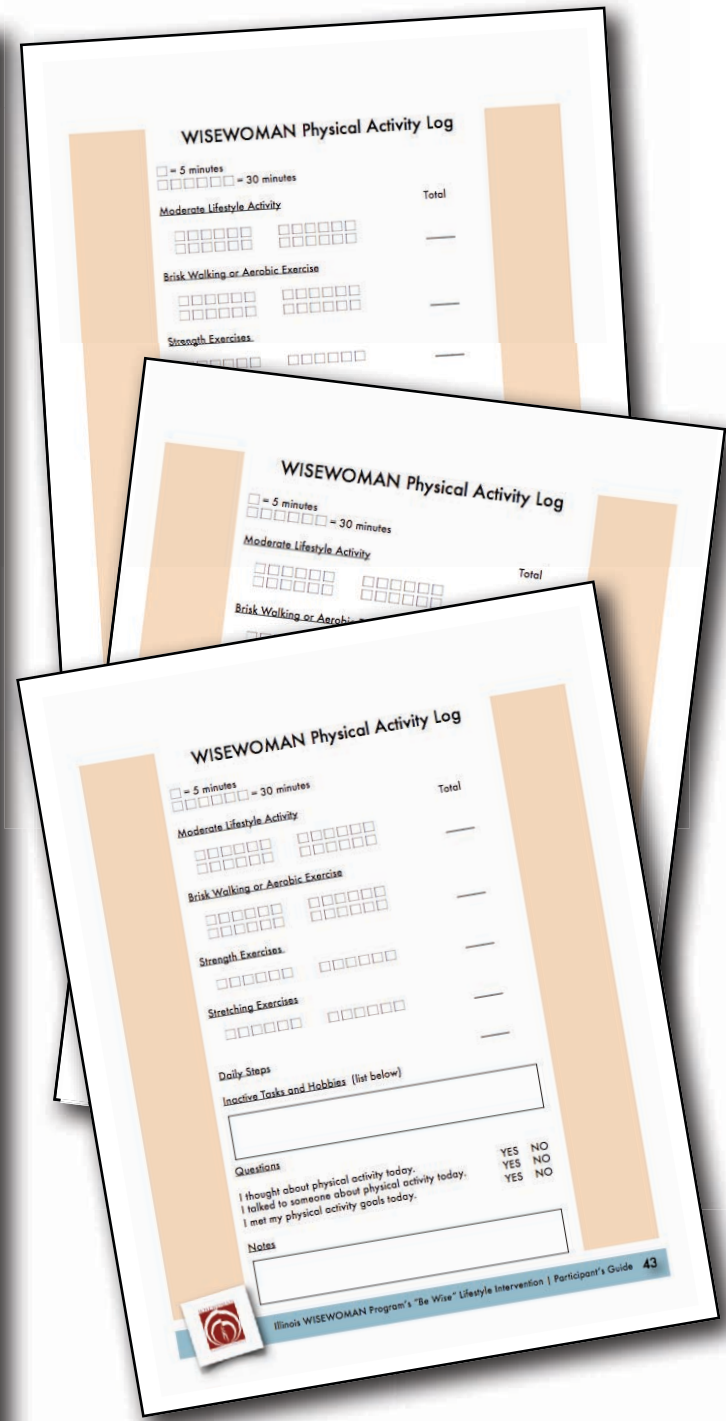
Explain that four copies have been provided to help them develop the habit of tracking physical activity. Help them understand that they can continue to keep track of their physical activity long after they leave the program by keeping notes on a piece of paper, using the WISEWOMAN Physical Activity Log as an example. You should not bring extra copies of the log.

The goal is to help these women maintain their skills over time, in the absence of a facilitator. We do not want the women to become dependent upon the log and lose their skills once they run out of copies. The four copies help teach a skill, and the women should transition into their own note-taking on their own sheets of paper as soon as possible. This will set them up for a lifetime of healthy choices.

WISEWOMAN Physical Activity Log

= 5 minutes
 = 30 minutes

Moderate Lifestyle Activity		Total
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
Brisk Walking or Aerobic Exercise		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
Strength Exercises		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
Stretching Exercises		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
Daily Steps		_____
Inactive Tasks and Hobbies (list below)		
<input type="text"/>		
Questions		
I thought about physical activity today.	YES	NO
I talked to someone about physical activity today.	YES	NO
I met my physical activity goals today.	YES	NO
Notes		
<input type="text"/>		



Introducing the WISEWOMAN Food Log

Refer the participants to the "Track Your Progress: Healthy Eating" page in the Participant's Guide (Session 3, p.44).

Explain that the WISEWOMAN Food Log is a useful tool to help women keep track of what they eat. Read through the blank food log to help the women understand how to use it.

Simple steps for keeping a food log

Lead the participants through a discussion of the Five Simple Steps for keeping track of the foods and drinks they consume during a day.

Read through the handouts and blank food logs (Session 3, p.45-48).

Track Your Progress: Healthy Eating

Keep track of the foods you eat in a Food Log.

Why is it helpful to write down the foods you eat?

- **To learn about your habits.** When you write down what you eat and drink, you can see the choices you make. You can feel good about your healthy choices. You can also see where you might be able to make small changes.
- **To remind yourself to be healthy.** When you write down what you eat and drink, you will think about making healthy choices more often.
- **To track your progress.** Have you set any short-term healthy eating goals? When you write down what you eat and drink, you can look back to see if you met your goal.

Simple steps for keeping a Food Log

1. Check the number of servings you eat for each food group. Check one box for each serving. (See example at top left.)
2. At the end of the day, count the number of servings you eat for each food group. Write the number in the "Total" column. (See example at bottom left.)
3. Write down the fats, oils, and sweets that you eat, such as butter, salad dressing, soda, or cookies.
4. Answer the questions on the log by circling "Yes" or "No."
5. Write down notes about your eating choices for the day.

Keys to keeping track

- **Think about your goals.** It is hard to keep track of everything you eat. Focus on the foods you want to eat more or less of.
 - **Make it easy.** Make it easy so that you can do it each day. Write in a small notepad that you keep with you.
 - **Do it fast.** Tracking eating and physical activity does not have to take a lot of time. A quick note will help you think about your choices.

EXAMPLE

If you ate...

- One small bowl of bran cereal,
- One cup of reduced fat milk,
- and one banana

...you would mark boxes on your Food Log as follows:

Bread group

Not whole-grain

Whole grain

Milk, yogurt, and cheese group

Whole or regular

Reduced fat

Fruit group

EXAMPLE

Vegetable Group	Total
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3
Fruit Group	Total
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4



NOTE

Explain that four copies have been provided to help them develop the habit of tracking healthy eating. Help them understand that they can continue to keep track of their healthy eating long after they leave the program by keeping notes on a piece of paper, using the WISEWOMAN Food Log as an example. You should not bring extra copies of the log.

The goal is to help these women maintain their skills over time, in the absence of a facilitator. We do not want the women to become dependent upon the log and lose their skills once they run out of copies. The four copies help teach a skill, and the women should transition into their own note-taking on their own sheets of paper as soon as possible. This will set them up for a lifetime of healthy choices.

NOTE

Spend enough time on the Food Log that the women understand it, but remember that the Food Log and the Physical Activity Log are very similar to one another in terms of concept and approach.

Don't spend so much time on these documents that the group begins to get bored.

WISEWOMAN Food Log

= 1 serving

Bread Group

Whole grain	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total	_____
Not whole grain	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		_____

Vegetable Group

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total	_____
--	-------	-------

Fruit Group

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total	_____
--	-------	-------

Milk, Yogurt, and Cheese Group

Whole or regular	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total	_____
Reduced fat (2%)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		_____
Nonfat or low-fat (skim or 1%)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		_____

Meat Group

High-fat (fried chicken / fish, ribs, sausage, <90% lean beef)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total	_____
Lean or low-fat (skinless chicken, fish, lean beef, or pork)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		_____

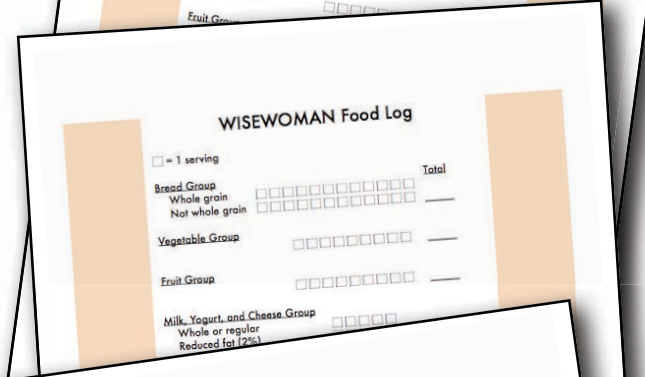
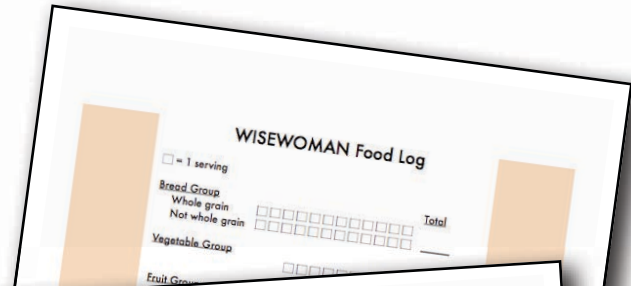
Fats and oils (list below)

Sweets (list below)

Questions

I thought about healthy eating today.	YES	NO
I talked to someone about healthy eating today.	YES	NO
I met my eating goals today.	YES	NO

Notes:



Portions vs. Servings

Refer the participants to the "Portions vs. Servings" page in the Participant's Guide (Session 3, p.49-50).

What is a portion?

A "portion" is the amount of food you really eat. Being smart about portions can:

- Help you control your weight
- Remind you to eat a variety of foods

Discuss how portions are different from servings.

Discuss tips for portion control.

What is a serving?

A "serving" is the amount of food that counts as "1" on the MyPyramid system.

Review MyPyramid servings.

Discuss easy ways to remember serving sizes:

- Hands
- Tennis ball
- Dice
- Deck of cards

Portions vs. Servings

Portion

A portion is the amount of food you really eat. Being smart about portions can help you control your weight and remind you to eat many types of food. Here are some tips for portion control...

TIPS

...when eating at home

- Eat on a smaller plate.
- Put food away after you have served it.
- Chew gum while you cook so you don't "nibble."
- Use measuring cups to see how much food fits into your favorite bowl.
- Put snacks into single-serve containers or bags. Don't eat straight out of the bag or container.



TIPS

...when eating out

- Split a meal with a friend or family member.
- Put half of your meal in a box to take home.
- Order a child's plate or kid's meal.
- Don't "super size" your meals.
- Stay away from "all you can eat" places.



Group activity

Ask the women to pour themselves a typical cup of juice—the amount they would typically drink. Then ask the women to use the measuring cup to measure how much juice they poured.

Compare this amount to a “serving” of juice as defined by the Food Guide Pyramid Guidelines (3/4 cup of juice = 1 serving) as discussed during Session 1.

Group activity

Pass around the tennis ball, dice, and deck of cards. Ask women if their typical servings are close to these sizes.

[Portions vs. Servings, cont'd]

Serving
A serving is the amount of food that counts as “1” serving on MyPyramid.

Food group	One serving
Bread	<ul style="list-style-type: none">• 1 slice of bread• 1 tortilla• 1/2 cup of cooked pasta, rice, or cereal• 1 oz of dry cereal
Vegetable	<ul style="list-style-type: none">• 1/2 cup of vegetables• 1 cup of leafy greens• 3/4 cup of juice
Fruit	<ul style="list-style-type: none">• 1 piece of whole fruit
Milk	<ul style="list-style-type: none">• 1 cup of milk or yogurt• 1 1/2 oz of natural cheese• 2 oz of processed cheese
Meat	<ul style="list-style-type: none">• 2-3 oz of cooked lean meat, poultry, or fish• 1 cup of dry beans• 4 tablespoons of peanut butter• 2 eggs

A cupped handful

is one serving of chips or pretzels.

A small fist or a tennis ball

is one serving of fruit, vegetables, pasta, or rice.

Two fingers or four dice

is one serving of cheese.

A palm or a deck of cards

is one serving of cooked meat.

A thumb

is one serving of salad dressing.



Food Labels

Reading food labels

Refer the participants to the "Food Labels" page in the Participant's Guide (Session 3, p.51).

Group activity

Ask participants if they currently read food labels.

Next, have participants tell which parts of the food label they read.

Discuss how food labels can help you decide whether or not a food is a healthy choice. The most important things to look at are:

- **Serving size.** Explain that this information is used to determine the amount of food in one serving and that the food label information is given for a single serving. Remind participants that many food packages contain more than one serving, so you have to calculate nutritional information based on how much you actually eat.

Food Labels

Learning to read food labels is an important skill for helping you improve your eating habits. Food labels can help you tell if a food is a healthy choice.

1. Serving size. Look at the serving size to see if you are eating one serving. Many food packages contain more than one serving. All food label information is based on a single serving.

2. Calories. Calories provide energy to your body. The average woman needs about 1,600 calories per day.


3. Fat, cholesterol, and sodium. Limit these nutrients for better health. Pay close attention to saturated fat and trans fat: both increase your risk for heart disease.

4. Fiber. A high-fiber diet is important for good health. Whole grains, fruits, and vegetables are high in fiber.

5. Vitamins and minerals. Make sure you get enough of these key nutrients by eating fruits, vegetables, and low-fat dairy products.

6. % Daily Value. This is the percent of the recommended amount of a nutrient that the food provides. In general, a % Daily Value that is 5% or less is LOW and 20% or more is HIGH.

Chicken Noodle Soup	
Nutrition Facts	
Serving Size 1/2 cup (120 ml) condensed soup	
Servings Per Container about 2.5	
Amount Per Serving	
Calories 60	Calories from Fat 15
% Daily Value*	
Total Fat 1.5g	2%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Cholesterol 15mg	
Sodium 890gm	37%
Total Carbohydrate 8g	3%
Dietary Fiber 1g	4%
Sugars 1g	
Protein 3g	
Vitamin A 4%	Calcium 0%
Vitamin C 0%	Iron 2%
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 2000 2500
Total Fat	Less than 65g 85g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400m 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

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- **Calories.** Explain that calories provide energy to your body. The average woman needs about 1,600 calories per day, but women's needs vary depending on many factors, including physical activity. The more physically active a woman is, the more calories she needs.
- **Fat, cholesterol, and sodium.** Remind participants to limit these nutrients, because most of us already get too much in our diets. Point out saturated fat and trans fat and explain that these types of fat are bad for your heart. Fats will be discussed in more detail in just a few minutes.
- **Fiber.** Explain that a high-fiber diet is important for health: it can lower cholesterol and aid in digestion. Fiber also helps you feel full longer. Remind participants to eat whole grains, fruits, and vegetables to make sure they get enough fiber in their diets. Fiber will be discussed later in this session.
- **Vitamins and minerals.** Explain that each vitamin and mineral is important for the chemical processes that keep your body working. Eating a variety of fruits, vegetables, and low-fat dairy products will help you get the vitamins you need.
- **% Daily Value.** Explain that food labels have daily goal values for important nutrients. This is the percent of the daily recommended amount of a nutrient that the food provides. For example, if a label on a yogurt container reads "12% Daily Value" for protein, then by eating this container of yogurt, you will consume 12 percent of your daily protein needs. Point out that, as a general rule of thumb, a % Daily Value that is 5 percent or less is low (GOOD for saturated and trans fat, cholesterol, and sodium) and 20 percent or more is high (GOOD for fiber and vitamins).

Healthy Eating: Fats

Refer the session participants to the “Healthy Eating: Fats” page in the Participant’s Guide (Session 3, p.52).

Introduce the topic of fats. Ask women to raise their hands if they know that they should limit the amount of fatty foods that they eat.

Explain that a low-fat diet is important for heart health and prevention of weight gain.

Group activity

Show fat test tubes with examples.

Go low-fat

Point out that some fats are, indeed, less healthy than others. Saturated and trans fats, in particular, are unhealthy. They increase blood cholesterol and damage your heart and blood vessels.

- Foods that are HIGH in saturated fats: whole milk, cheese, cream, butter, lard, and fatty meats
- Foods that are HIGH in trans fats: cookies, fried foods, doughnuts, store-bought muffins, stick margarine

Healthy Eating: Fats

A low-fat diet is important for your heart’s health. Choosing foods low in fat will also help you control your weight.

Go low fat!

- Limit high-fat toppings such as butter, margarine, mayonnaise, and salad dressings. Try non-fat or low-fat spreads and salad dressings.
- Cook with cooking spray or healthy oils such as olive oil or canola oil.
- Eat lean meats and fish. Cuts of meat with the words “loin” or “round” (sirloin, round steak) are lower in fat. Remove skin from chicken. Trim fat from meat before cooking.
- Choose skim or low-fat milk, low-fat yogurt, and low-fat cheese.
- Grill, roast, broil, or bake foods instead of deep-frying.

Read food labels for fat

- **Total Fat:** This is the total amount of fat in the food. A healthy goal for a low-fat diet is about 50-65 fat grams per day from all fats.
- **Saturated and Trans Fat:** Choose foods with little or no saturated or trans fat. A healthy goal is less than 20 grams per day from saturated fats.

CAUTION

Not all fats are the same! Foods that contain more saturated fat and trans fat are worse for your heart. These fats raise cholesterol in the blood and are more likely to cause blockage.

TIP Saturated Fats

Foods high in saturated fat include whole milk, cheese, cream, butter, lard, and fatty meats.

TIP Trans Fats

Foods high in trans fat include cookies, fried foods, doughnuts, store-bought muffins, and stick margarine.

Stick Margarine

Nutrition Facts

Serving Size 1 Tbsp (14g)
Servings Per Container: 32

Amount per serving	% Daily Value*
Calories 100	Calories from Fat 100
Total Fat 11g	17%
Saturated Fat 2g	10%
Cholesterol 0g	0%
Sodium 110mg	5%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	
Sugars 0g	
Protein 0g	
Vitamin A 10% Vitamin D 15%	

Light Tub Margarine (Beneco®)

Nutrition Facts

Serving Size 1 Tbsp (14g)
Servings Per Container: 16

Amount per serving	% Daily Value*
Calories 45	Calories from Fat 45
Total Fat 5g	8%
Saturated Fat 0.5g	3%
Cholesterol 0g	0%
Sodium 110mg	5%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	
Sugars 0g	
Protein 0g	
Vitamin A 10% Vitamin E 20%	

Read food labels for fat

- **Total fat:** This is the total amount of fat in the food. A healthy goal for a low fat diet is about 50-65 fat grams *per day* from all fats.
- **Saturated fat:** Choose foods with little or no saturated fat. A healthy goal is less than 20 grams *per day* from saturated fats.
- **Trans fat:** Choose foods with little or no trans fat. Try to limit the amount of trans fat in your diet. Foods that have “hydrogenated or partially hydrogenated vegetable oil” on the ingredients list contain trans fat.

Group activity

Pass out some high-fat and low-fat food labels. Give participants some time to look them over and invite them to explain if they have a high-fat or low-fat food.

Examples of high-fat food labels: cookies, chips, cheese, candy bars, salad dressing, etc.

Examples of low-fat food labels: low-fat crackers, low-fat cereal bars, low-fat yogurt, tuna packed in water, bagels, tortillas, low-fat chips, low-fat cheese, etc.



Healthy Eating: Fiber

Refer the participants to the “Healthy Eating: Fiber” page in the Participant’s Guide (Session 3, p.53).

Briefly explain what fiber is and why it is important.

Give a general fiber goal of at least 20 grams of fiber each day. Point out that this is just a guideline, and like every other healthy habit, it’s about making healthier choices more often.

Go over the types of foods that contain more fiber:

- Whole grains (whole wheat, bran, oatmeal, barley, brown rice, cornmeal, and popcorn)
- Whole fruit (apples, oranges, strawberries)
- Beans, peas

Remember, only plant-based foods have fiber!

Reading food labels for fiber

Point out the following guidelines:

- Foods with five grams or more of fiber per serving are “high-fiber” foods.
- Foods with 2.5 to five grams of fiber per serving are good sources of fiber.
- Foods with less than 2.5 grams of fiber per serving are “low-fiber” foods.

Healthy Eating: Fiber

When you are grocery shopping, buy foods that are high in fiber, like fruits, vegetables, and whole grains.

Why is fiber important?

- Fiber keeps our digestive systems working well.
- Fiber helps us feel full.
- Fiber lowers blood cholesterol.
- Fiber reduces our risk of colon cancer.

How much fiber should I eat?

Try to eat at least 20 grams of fiber each day.

What foods contain more fiber?

- Whole grains (whole wheat, bran, oatmeal, barley, brown rice, cornmeal, and popcorn)
- Whole fruit (apples, oranges, strawberries)
- Beans and peas

Easy fiber tips

- Eat more fruits and vegetables. If possible, eat the skin, too.
- Choose whole fruit instead of fruit juice.
- Eat whole-grain breads and cereals. Look for the word “whole-grain” as the first ingredient on the package.
- Enjoy high-fiber snacks such as carrots, apples, and plain popcorn.

Read food labels for fiber

Look for the number of grams of fiber per serving. Choose foods with two grams or more per serving.

- *High fiber* = five or more grams per serving.
- *Good fiber* = 2.5 to five grams per serving.



Nutrition Facts	
Serving Size 1 slice (34g/1.2oz)	
Servings Per Container 20	
Amount Per Serving	
Calories 90	Calories from Fat 15
% Daily Value*	
Total Fat 1.5 g	2%
Saturated Fat 0 g	0%
Trans Fat 0g	
Cholesterol 0 mg	0%
Sodium 130 mg	5%
Total Carbohydrates 15g	5%
Dietary Fiber 3g	12%
Sugars 1 g	
Protein 4 g	



Group activity

Have women get into pairs (or discuss as a group).

Pass out one high-fiber or low-fiber food label to each pair. Give the women a minute to look over their food label. Have each pair tell the group whether they have a high-fiber or low-fiber food.

High-fiber food labels (five grams or more per serving): high-fiber cereal, high-fiber bran muffin, dried fruits, canned vegetables, high-fiber bread, high-fiber crackers, popcorn.

Low-fiber food labels (<2.5 grams per serving): low-fiber white bread, pretzels, white rice, sugar-coated cereal, white crackers, and cookies.

Know Your World

Refer the participants to the “Know Your World” page in the Participant’s Guide (Session 3, p.54).

How the world affects your eating and activity choices

Point out that the world around us affects our eating and physical activity. Note that it is not easy to eat healthy and be active; however, in a perfect world, making healthy choices would be much easier.

Note that participants will learn how to deal with their world: where they live, work and play. Point out that the things around them can make healthy choices easy or hard.

Emphasize that they can make healthy choices easier by being aware of the world around them.

Control your world

Explain that it is important to learn to control your world so that you can help yourself make healthy choices. (See Session 3, p.55-56.)



Know Your World

The world around you affects how you eat and how active you are. Each woman has things in her world or life that can make healthy choices hard or easy to make. For example:

- Do your family and friends eat fast food often?
- Do you live in an area with lots of traffic and no sidewalks?

OR

- Do you live close to a vegetable stand?
- Do you have access to a school track where you can walk?

You can make healthy choices easier by knowing your world.

Obstacles: What things in your world make it hard to make healthy choices for eating and physical activity?

Eating

Physical Activity

Supports: What things in your world make it easy to make healthy choices for eating and physical activity?

Eating

Physical Activity



Control Your World

Learning to control your world can help you make healthy choices.

For each thing that makes it *hard* to make healthy choices, think about how you can make it affect you less:

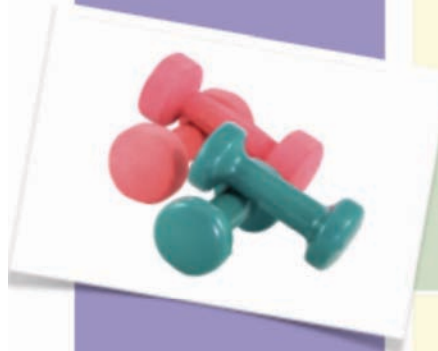
Things that make it hard	How I can avoid them
My neighborhood is not very safe to walk in at night	<ul style="list-style-type: none"> • I could find a time to walk during the day. • I could walk with a friend. • I could walk at the mall or another well-lit building that is open.



[Control Your World, cont'd]

For each thing that makes it *easy* to make healthy choices, think about how you can use it more:

Things that make it easy	How I can use them more
A fruit and vegetable stand near my house sells cheap melons during the summer.	• I could walk to the stand once each week and buy a melon.



Problem Solving Barriers

Refer the participants to the “Break Down Your Barriers” pages in the Participant’s Guide (Session 3, p.57-59).

Help the women understand that barriers are part of their worlds and can make it hard to make healthy choices. Explain that problem solving means finding a workable answer to overcome your barriers, or the things that make it hard to eat healthy or be active.

Breaking down barriers

Read through and discuss the steps for breaking down barriers, using an example from the “Know Your Barriers” group activity (see below).

- **Identify the barrier.** Clearly define the problem. Ask participants to be specific:
 1. What is the barrier?
 2. Where does it occur?
 3. When does it happen?
 4. Who is involved?
 5. How can I control it?
- **Think about unique ways to deal with the barrier.** Think about all possible solutions. Remind participants to be open-minded. Don’t eliminate any possibilities at this step.

Group activity

Invite the women to share some of the barriers they face in making healthy changes in eating and physical activity.

Break Down Your Barriers

A barrier is something that makes it hard to eat healthy or be active.

Common barriers to physical activity

- “Exercise is not fun!”
- “Health clubs cost too much.”
- “My health makes it hard to exercise.”
- “It’s not safe to walk where I live.”

...and the most common barrier...

- “I don’t have time.”

Common barriers to healthy eating

- “Healthy foods cost too much.”
- “I don’t know how to cook healthy foods.”
- “My family doesn’t like it when I cook healthy foods.”
- “Unhealthy foods taste better.”

...and the most common barrier...

- “I don’t have time.”

Breaking down barriers

To help you deal with your barriers, try these steps:

1. **Find out what barriers you face.** Ask yourself: What? Where? When? Who?
2. **Think of ways to deal with the barrier.** Come up with many ideas. Be open-minded!
3. **Pick one thing to try.** Choose what works best for you.
4. **Go for it!** Give it your best effort. This will increase your chance for success.
5. **Review the results.** Did your plan work? Are there ways you could improve upon your plan?



Help participants watch out for “yes-butting.” This is something that we often do when given an answer to a hard problem. We say, “Yes, that is a good idea... but here is why it won’t work.” This can limit ideas for solutions and can make us frustrated. Help women to say, “I’ll try,” instead of “Yes... but.”

- **Think of the pros and cons for each answer.** Select one solution that seems most reasonable. Make it specific.
- Explain that the next step is to **put the plan into action**. Remind participants that, whatever they decide to do, giving it their best effort will increase their chance for success.
- Discuss the last step, **evaluating the results**. Go through a mock result. Encourage women to ask themselves, “Did my plan work? How could I improve my plan?” Remind participants that this is not a one-shot event. Change is a process, and you can re-work your plan or try something else entirely.

Breaking Down My Barriers to Physical Activity

What is your biggest barrier to being more active during the week?

- Where and when does it happen?
- Who is involved?

Example: I can't be active when I get home from work. It's too dark and not safe to walk by myself.

Think of ways to deal with the barrier.

Examples: Walk in the morning. Take a walk with my husband.

Pick one thing to try.

Example: I will ask my husband to walk with me when we get home from work.

Review the results.

Example: My husband will only walk after dinner on the days he gets home early. We could walk after dinner on Tuesdays and Thursdays. My neighbor wants to walk with me on Saturdays.



Breaking Down My Barriers to Healthy Eating

What is your biggest barrier to eating healthy during the week?

- Where and when does it happen?
- Who is involved?

Example: I always have fast food for lunch with my friend at work.

Think of ways to deal with the barrier.

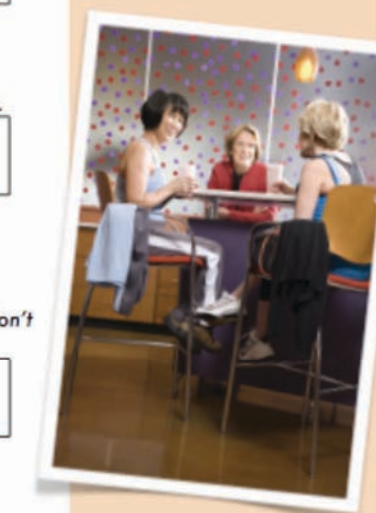
Examples: Take my lunch to work. Make a healthier choice at the restaurant.

Pick one thing to try.

Example: I will take my lunch to work at least three days per week.

Review the results.

Example: Taking my lunch worked best when I had leftovers from dinner. I need to plan ahead and prepare my lunch at night so I don't run out of time in the morning.



Shopping for Healthy Foods

Refer the participants to the "Shopping for Healthy Foods" page in the Participant's Guide (Session 3, p. 60-62).

Point out that the grocery store is a place that can make healthy eating hard or easy.

Note that a grocery store can make healthy choices hard since there are a lot of foods in a grocery store that are not so good for them. Ask participants for examples (e.g. you can buy many different types of chips, sodas and candy).

Note that healthy choices also can be easy at the grocery store because there are a lot of foods that fit MyPyramid. Ask participants for examples (e.g. you can buy fruits and vegetables and whole-grain breads and cereal).



Shopping for Healthy Foods

The grocery store is a place that can make healthy eating *hard* or *easy*.

How does the store make it hard for you to eat healthy?

You can find lots of foods that are high in fat and calories but low in nutrients like chips, soda, and candy.

How does the store make it easy for you to eat healthy?

You can find lots of healthy foods like fruits, vegetables, whole grain breads, and whole grain cereals.

Tips for making healthy, budget-wise choices

1. Make a list. Know what you want to buy before you get to the store. Write down healthy foods. A list will stop you from buying things that you don't need.
2. Do not shop when you are hungry. You are more likely to buy foods that you do not need and that are less healthy when you are hungry.
3. Read food labels. Look at food labels to make healthy choices. Look for foods with these words:
 - Non-fat, low-fat, or skim
 - High-fiber or "Good source of fiber"
 - Low-salt or low-sodium
4. Use MyPyramid. Buy foods from all food groups: breads and cereals, fruits, vegetables, lean meats and fish, and dairy.
5. Check grocery store ads for sales. If a store brand of a food that you need is on sale, buy it instead of the name brand. If frozen fruits are cheaper in the winter, buy them instead of fresh fruits.
6. Be aware. Grocery stores want to make money. They try to get you to buy things that you don't need. For example, candy is at the checkout counter so you will buy it while you wait in line.



Review the six tips for making healthy, budget-wise choices with participants

1. Make a list. Know what you want to buy before you get to the store. Write down healthy foods. Have a list to stop you from buying things that you don't need. You have to buy healthy foods before you can eat them.
2. Do not shop when you are hungry. You are more likely to buy foods that you do not need or that are not healthy if you are hungry. Eat a healthy snack before shopping.
3. Read food labels. Look at the food labels to make healthy choices.
4. Use MyPyramid. Buy healthy foods from all the food groups: breads and cereals, fruits, vegetables, lean meats and fish, and dairy.
5. Check grocery store ads for sales.
6. Be aware. Grocery stores want to make money. They try to get you to buy things that you don't need. For example, candy is at the checkout counter so you will buy it while you wait in line. If you plan ahead and use a list, you can save money and eat healthier.

Healthy Shopping: Using MyPyramid

Food group	Healthy examples	Things to look for	Things to be careful of
Bread, rice, cereal, and pasta	<ul style="list-style-type: none"> • Breads, rolls, and buns • Bagels and muffins • Crackers • Tortillas • Hot and cold cereals • Pasta and rice • Popcorn 	Read food labels for "whole wheat," "whole grain," and "high fiber"	<ul style="list-style-type: none"> • Flour tortillas and muffins can be high in fat. • Some cereals contain a lot of sugar. • Popcorn can have a lot of salt.
Fruits	<ul style="list-style-type: none"> • Fresh, frozen, canned, and dried fruit • 100% fruit juice 	Choose many types and colors of fruit	<ul style="list-style-type: none"> • Canned fruit "in syrup" is high in sugar and calories.
Vegetables	<ul style="list-style-type: none"> • Fresh, frozen, and canned vegetables 	Choose many types and colors of vegetables	<ul style="list-style-type: none"> • Canned vegetables may have a lot of salt. • Frozen vegetables in cheese sauce can be high in fat and calories.
Meat, poultry, fish, dry beans, eggs, and nuts	<ul style="list-style-type: none"> • Lean beef and pork • Chicken without skin • 95% fat-free meat • Fish • Dried peas and beans • Peanut butter • Eggs / egg substitutes 	Read labels for "lean," "extra lean," and "95% fat-free."	<ul style="list-style-type: none"> • Nuts and peanut butter are a good source of protein and healthy fat. Limit your portions because they have a lot of fat and calories. • Limit saturated fat by choosing lean meats.



Summary

Summarize the learning objectives for this session.

Any questions or concerns?

Answer any questions and address participant concerns. Acknowledge that despite the benefits of being in the program, it is natural to have concerns when starting something new... that is why group support is so important.

Group support

Emphasize how the group leaders and group members can help address concerns. Also point out similarities in concerns among group members to begin forming group cohesion.

Remind participants that the check-in time each week will give them a chance to address and resolve concerns.

[Healthy Shopping: Using MyPyramid, cont'd]

Food group	Healthy examples	Things to look for	Things to be careful of
Milk, yogurt, and cheese	<ul style="list-style-type: none"> Fat-free, skim, 1% milk Low- or nonfat yogurt Reduced-fat or part-skim cheese 	Read the label for "skim," "fat-free" or "low-fat," or "light."	<ul style="list-style-type: none"> Regular cheese and whole milk are high in saturated fat.
Fats and oils	<ul style="list-style-type: none"> Olive oil Canola oil Cooking sprays Butter substitutes 	Choose oils and margarine low in saturated and trans fat.	<ul style="list-style-type: none"> Lard, butter, and shortening have a lot of saturated and trans fat. In general, solid fats have more saturated fat.
Sweets	<ul style="list-style-type: none"> Low-fat or fat-free cookies (animal and graham crackers, vanilla wafers, fig cookies) Angel food cake Low-fat frozen yogurt Popsicles and frozen ices Pudding made with skim milk Gelatin desserts Low-fat whipped topping 	<p>Read the label for "skim," "fat-free" or "low-fat," "light," or "sugar-free."</p> <p>Use sugar substitutes to sweeten tea or to sprinkle on fruit and cereal.</p>	<ul style="list-style-type: none"> Low-fat cookies are not low in calories! Most sweets are low in nutrients. Many cookies and baked goods are high in saturated fat and trans fat.



Preview of Next Week

Briefly introduce next week's session.

Day, time and location

Review the day, time and location of the weekly group meetings. Emphasize the importance of arriving promptly. Tell the women about staff availability...

- ...before and after the sessions, and...
- ...at other times during the week by phone.

Related Guidance

Each session of the Illinois WISEWOMAN Program's "Be Wise" Lifestyle Intervention is to include a discussion of diet, health, psycho-social issues, and physical activity.

Session schedules are designed to be flexible, without time requirements, so that the facilitator can react and tailor the discussion according to the needs of the group. However, all key concepts and learning objectives for each session must be covered with participants.

Key Concepts

1. Goal setting is an important skill for behavior change. Goals should be specific, measurable, realistic and timely.
2. Learning to use rewards for reaching goals helps with motivation and commitment.
3. It is important to learn to turn your thoughts around to make healthy choices easier.
4. Obesity is one of the world's biggest health problems.
5. Healthy eating and physical activity are the best ways to control and maintain your weight.
6. Simple changes in your lifestyle can help you lose weight or maintain a healthy weight.
7. It is possible to cook foods that taste good and are healthy. Simple changes to recipes can make favorite foods healthier.
8. Keep making healthy changes by thinking about what you have learned, setting new goals, and remembering the lifestyle approach.
9. Watch for the WISEWOMAN postcards and review the fact sheets.
10. Health is a choice!

Session 4: Health is a Choice

This week, you will learn to set goals for healthy eating and physical activity. You will learn how your thoughts can make healthy choices easy or hard. You will also learn how to stay on track after your WISEWOMAN sessions end.



Learning Objectives

At the conclusion of this session, women will be able to:

1. Understand and apply the concept of setting realistic goals for healthy eating and physical activity.
2. Identify simple things they can use as rewards for meeting goals.
3. Understand how to change unhelpful thinking.
4. Determine if they are at risk for diseases related to obesity.
5. Identify important questions to ask when starting a diet.
6. Identify simple changes they can make to help lose weight or maintain a healthy weight.
7. Identify what they have learned, set new goals, and know how the lifestyle approach will help them in the future.
8. Understand the purpose of the WISEWOMAN postcard and fact sheets.
9. Do simple recipe modifications to make common foods healthy.
10. Make healthy food and physical activity choices.

Materials

- Snacks (see list of recommended snacks in Appendix A)
- Name cards
- Markers
- Sign-in sheet (see example in Appendix A)
- Pencils/pens
- Participant's Guides
- Route for two-minute walk or plans for strength and/or stretching exercises
- Popular diet books (if you have access to them)
- Example of an Illinois WISEWOMAN Program Postcard
- Incentive for the week

1

Set up snacks for those who arrive early

Put on your name tag and greet everyone as they come in. Complete name tags and name cards for participants and guests. Encourage those who are early to meet one another and enjoy the snack provided.

2

Welcome

Welcome everyone to the group.

Sign-in

Display the sign-in sheet and remind participants to sign in each week.

Hand out materials

Ensure each woman has a Participant's Guide and any related materials for the session. Emphasize that the women should bring their Participant's Guides to every session. Have each woman turn to the appropriate page in her Participant's Guide to follow along in the session.

Overview

Refer the participants to the "Schedule for Session 4" page in the Participant's Guide (Session 4, p.64). Discuss the learning objectives of the session.

Introductions

Introduce staff and your roles as group facilitators. Provide a brief background on your training and experience as well as a little about yourself so that the group can identify with you.

Discuss what participants can expect from you as a facilitator:

- to listen and respect their thoughts and ideas,
- to provide appropriate feedback and support,
- to address individual needs and concerns,
- to keep the group on target, and
- to meet the objectives of each session.



Schedule

Welcome

- Sign-in
- Overview of today's session
- Hand out materials
- Introductions

"Check-in" Activity

- Share experiences related to your new skills and knowledge
- Discuss successes and challenges related to changing eating and exercise habits

Review any past material (as needed)

Goal Setting

Rewards

Physical Activity Break

Turn Your Thoughts Around

Healthy Weight Loss

- Body Mass Index
- Popular Diets
- Keys to Keeping Weight Off

Health is a Choice!

The WISEWOMAN Postcards and Fact Sheets

Cook Up Healthy Recipes

Summary

- Any questions or concerns?

Farewell and Good Luck with a Lifetime of Healthy Choices!



Ask participants to introduce themselves and any friends or family members they brought with them.

Clarify your role as a facilitator/coach and validate their "expertise" about their own life, dreams, and concerns. Reinforce that this is a "partnership" and everyone is encouraged to participate and share what they feel/know for it to be a success.

When they share what they want, know and feel, it will help you be a more effective coach and the group can be more helpful, too.

NOTE

For many reasons, some women may not be accustomed to thinking about their needs/wants or may be expecting or wanting the health experts to tell them what to do.

3

"Check-in" Activity

Invite the women to talk about experiences over the past week related to any changes they might have made or new skills they might have applied. Invite the women to share successes and challenges related to eating and exercise habits.

4

Review any Past Material (as needed)

If you need any make-up time to cover items missed in previous sessions, now is the time to cover those items.

Goal Setting

Refer the participants to the “Set Your Steps for Success” pages in the Participant’s Guide (Session 4, p.65-66).

Why set goals?

Explain that goals are important because:

- They give you focus. Knowing where you want to be is the first step in getting there.
- They give you motivation. When you have a goal in mind, you have a reason to make certain choices. Having a purpose keeps you going even when it isn’t easy.

Successful goal setting

Ask women what is the difference between good goals and better goals.

Explain that all goals are good goals but that there are ways to make your goals better and easier to achieve.

Discuss the characteristics of goals. Explain that you should ask yourself the following questions when evaluating whether a goal is appropriate:

- Is my goal specific?
- Can I measure my goal?
- Is my goal realistic?
- What is my time frame?

Set Your Steps for Success

A goal is something that you plan to reach.

Why set goals?

- Goals give you focus. Knowing where you want to be is the first step in getting there!
- Having a goal keeps you going even when it isn’t easy.

Successful Goal Setting

Good Goal	Better Goal
I will eat healthier.	I will read the food labels of all of the foods that I eat at home this week.
I will exercise 1 hour every day.	I will get 30 minutes of lifestyle physical activity on 5 days this week.

Think about a healthy eating or physical activity goal that you are ready to set. Ask yourself...

- Is my goal specific? This helps you focus on what you want to do.
Examples:
 - I will eat a piece of fruit as a snack on Monday, Wednesday, and Friday.
 - I will add a 5-minute walk during lunch 5 days this week.
- Can I measure my goal? This helps you see your progress.

Examples:

- I will eat a piece of fruit as a snack on Monday, Wednesday, and Friday. I will write down the fruits I eat on these days to measure my success.
- I will add a 5-minute walk during lunch 5 days this week. I will put a star on my calendar for every day that I do this to measure my success.



Group activity

Have participants think of several examples of goals for healthy eating and physical activity. Invite women to share their goals as examples, but do not put pressure on the entire group to share a goal. Evaluate the goals that are presented: Specific? Measurable? Realistic? Time Frame?

Summarize by stating that goals are very important to making changes that last, but they have to be personal and have meaning!





Successful Goal Setting (cont'd)

- Is my goal **realistic**? This helps you know that you can do it.

Examples:

- I will eat a piece of fruit as a snack on Monday, Wednesday, and Friday.
- I will add a 5-minute walk during lunch 5 days this week.

- What is my **time frame**? This helps you make a plan.

Examples:

- I will eat a piece of fruit as a snack on Monday, Wednesday, and Friday.
- I will add a 5-minute walk during lunch 5 days this week.

My goal for physical activity:

Is my goal **specific**?

YES NO

Can I **measure** my goal?

YES NO

Is my goal **realistic**?

YES NO

What is my **time frame**?

My goal for healthy eating:

Is my goal **specific**?

YES NO

Can I **measure** my goal?

YES NO

Is my goal **realistic**?

YES NO

What is my **time frame**?



Rewards

Refer the participants to the “Rewards” page in the Participant’s Guide (Session 4, p.67).

Discuss rewards. Do the women give themselves rewards? Why should they give themselves rewards?

Ask participants if they have trouble thinking about rewarding themselves. If so, ask why they think it is difficult.

Explain that giving yourself rewards will allow you to enjoy your success and will make healthy choices more fun.

Encourage participants to find new ways of rewarding themselves. Emphasize that rewards can be very simple and don’t have to cost any money. It is just important that they acknowledge their accomplishments and stay motivated.

Rewards

So, what do you do when you reach your healthy eating or activity goal?

Reward yourself!

Giving yourself rewards will allow you to:

- Enjoy your success!
- Make healthy choices more fun!

Rewards can be very simple and don’t have to cost money. For example...

- Take a hot shower after a walk.
- Check out a healthy cookbook from the library.
- Have coffee or tea with a friend.
- Give yourself an extra half hour of sleep.

Think of a few ways you might reward yourself for meeting your goals.

Rewards...

-
-
-
-



Physical Activity Break

Go on a two-minute walk or have the women go through some strength and/or stretching exercises.

Know Your Thoughts

Refer the participants to the “Turn Your Thoughts Around” pages in the Participant’s Guide (Session 4, p. 68-69).

Thoughts can make healthy choices hard

Point out that each woman has many things she says to herself that make healthy choices easy or hard. Note that, sometimes, people get stuck in a way of thinking that is not helpful. Emphasize that thoughts can change how they feel and what they do.

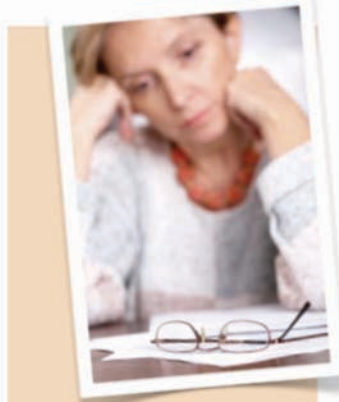
Group activity

Read the following example out loud to the participants:

Mary has set a goal of walking 20 minutes each day. She has been very busy at work the past few weeks. She has only been able to walk 10 minutes at lunch each day (five days a week). Mary is upset that she has not been able to meet her goal. She feels like she is letting herself down. Mary is thinking about giving up on all physical activity.

Ask participants if they ever find themselves thinking like Mary. Tell participants to think about how their thoughts make them feel bad or make it hard to make healthy choices.

Emphasize that these are words to watch out for: should, always, never, and have to, because they are very strict. Note that if they set strict goals, they will be let down when they don’t meet them.



Think about this example:

Mary has set a goal of walking 20 minutes each day. She has been very busy at work the past few weeks. She has only been able to walk 10 minutes at lunch each day (5 days a week). Mary is upset that she has not been able to meet her goal. She feels like she is letting herself down. Mary is thinking about giving up on all physical activity.

Do you ever find yourself thinking like Mary? Think about how your thoughts make it hard to make healthy choices.

Words to watch out for: Should, Always, Never, and Have to

These words are very strict. If you set strict goals, you will feel let down when you don’t meet them.

Turn Your Thoughts Around

Know Your Thoughts

The things you say to yourself can make healthy choices easy or hard. Your thoughts can change how you feel and what you do.

For example...

*I will never be able to eat healthy.
I feel like a failure.*

*I should never eat candy.
It’s not fair. I should be able to eat what I want.*

*Physical activity is not fun.
I get sad that it isn’t easy.*

What do you say to yourself that is not helpful? How do these thoughts make you feel?

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



Turn Your Thoughts Around

Explain that it is important to turn their thoughts around so that they can help themselves make healthy choices. Note that it is easy to get stuck thinking in a way that is not helpful.

Discuss steps they can take to change unhelpful thinking:

1. **Stop and listen.** Explain that participants need to know their thoughts before they can change them. Tell them to stop and listen to what they are telling themselves. (Refer to phrases given by women in the group.) Instruct them to ask themselves, "Is this thought helping me be healthy?" "Would I talk to someone else this way?"
2. **Replace the thought.** Explain that if the thought is not helpful, they can replace the thought. Have participants change the thought to something that is more helpful. Instruct them to ask themselves, "What would I say to help someone in my group if she were thinking that way?"
3. **Take action.** Encourage them that when they get stuck to make a healthy choice right then. This will help them "get out of the rut" and get "unstuck." Emphasize that even a small step toward their goal will help them feel good about themselves.

Turn Your Thoughts Around

When you turn your thoughts around you can help yourself make healthy choices.

Follow these steps:

1. **Stop and listen.** Stop and listen to what you tell yourself. Ask yourself, "Is this thought helping me be healthy?" "Would I talk to someone else this way?"
2. **Replace the thought.** If the thought is not helpful, change it! Ask yourself, "What would I say to my friend if she were thinking that way?" Think about the good things you have done, and build on them.
3. **Take action.** Make a healthy choice right now! Even a small step toward your goal will help you feel good about yourself.

Think about the example of Mary from p.68. How are her thoughts not helpful? Can she think in a way that is more helpful?

Look at your list on p.68. How can you make your thoughts more helpful?

Less Helpful	More Helpful
I will never be able to eat healthy. I am not a success.	I met my goal for fruits and vegetables today. Small steps are important.



Healthy Weight Loss

Refer the participants to the “Healthy Weight Loss” pages in the Participant’s Guide (Session 4, p.70-74).

Health problems associated with being overweight

Point out that obesity is one of the world’s most serious health problems. Note that people who are overweight are more likely to have health problems such as:

- Heart disease
- High blood pressure
- Stroke
- Cancer
- Diabetes
- Breathing problems
- Joint problems



Healthy Weight Loss

Did you know that obesity is one of the world’s most serious health problems?

Overweight people are more likely to have health problems such as:

- Heart disease
- High blood pressure
- Stroke
- Cancer
- Diabetes
- Breathing problems
- Joint problems

Are you at risk?

Body Mass Index

Women with a Body Mass Index (BMI) of 25 or more are overweight and are at a higher risk for health problems. A BMI of 30 or more indicates obesity, which is an even higher risk (see *BMI tables on the next page*).

Even a small weight loss can reduce your risk for health problems and help you feel better.



Am I at a healthy weight?

Body Mass Index (BMI)

Go over how to determine Body Mass Index or BMI. Explain to participants that the Body Mass Index (BMI) is one measure of obesity and an indicator of optimal weight for health. BMI takes into account both your weight and your height. A BMI of 25 or more indicates being overweight. A BMI of 30 or more indicates obesity.

Instruct participants how to use the chart. Find height in inches on the left side and then weight in pounds on the horizontal line. Look to the BMI line to determine their BMI. For example, show them how to find the BMI for a 5 ft. 4 in. (64 inches) person who weighs 163 pounds. Note that this person has a BMI of 28 and is in the overweight category. Explain that although some people may have a higher BMI because they have more muscle, your BMI is usually a good way to see if you are overweight.

Have women think about whether their weight is putting them at risk.

Emphasize that even a small weight loss can reduce their risk for health problems and help them feel better.

What if I'm not overweight?

Point out that knowing about obesity is important for every woman. Note that sometimes, people gain weight so slowly that they don't even know it. This often happens during menopause. Emphasize that being able to keep from gaining weight before it happens is easier than losing weight. Note that it is also important to be a healthy example for others they care about.

Emphasize that healthy eating and physical activity are the best ways to control weight. Note that if they are not overweight, healthy eating and physical activity can help them maintain a healthy weight.

Body Mass Index Table

Instructions: Find height in inches on the left side and then weight in pounds on the horizontal line. Look to the BMI line to determine BMI.

BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Height (inches)	Body Weight (pounds)																
58	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167
59	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173
60	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179
61	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185
62	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191
63	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197
64	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204
65	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210
66	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216
67	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223
68	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230
69	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236
70	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243
71	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250
72	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258
73	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265
74	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272
75	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279
76	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287

(continued on next page)



Instructions: Find height in inches on the left side and then weight in pounds on the horizontal line. Look to the BMI line to determine BMI.

Body Mass Index Table (cont'd)

BMI	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	172	177	181	186	191	196	201	205	210	215	220	224	229	234	239	244	248	253	258
59	178	183	188	193	198	203	208	212	217	222	227	232	237	242	247	252	257	262	267
60	184	189	194	199	204	209	215	220	225	230	235	240	245	250	255	261	266	271	276
61	190	195	201	206	211	217	222	227	232	238	243	248	254	259	264	269	275	280	285
62	196	202	207	213	218	224	229	235	240	246	251	256	262	267	273	278	284	289	295
63	203	208	214	220	225	231	237	242	248	254	259	265	270	278	282	287	293	299	304
64	209	215	221	227	232	238	244	250	256	262	267	273	279	285	291	296	302	308	314
65	216	222	228	234	240	246	252	258	264	270	276	282	288	294	300	306	312	318	324
66	223	229	235	241	247	253	260	266	272	278	284	291	297	303	309	315	322	328	334
67	230	236	242	249	255	261	268	274	280	287	293	299	306	312	319	325	331	338	344
68	236	243	249	256	262	269	276	282	289	295	302	308	315	322	328	335	341	348	354
69	243	250	257	263	270	277	284	291	297	304	311	318	324	331	338	345	351	358	365
70	250	257	264	271	278	285	292	299	306	313	320	327	334	341	348	355	362	369	376
71	257	265	272	279	286	293	301	308	315	322	329	338	343	351	358	365	372	379	386
72	265	272	279	287	294	302	309	316	324	331	338	346	353	361	368	375	383	390	397
73	272	280	288	295	302	310	318	325	333	340	348	355	363	371	378	386	393	401	408
74	280	287	295	303	311	319	326	334	342	350	358	365	373	381	389	396	404	412	420
75	287	295	303	311	319	327	335	343	351	359	367	375	383	391	399	407	415	423	431
76	295	304	312	320	328	336	344	353	361	369	377	385	394	402	410	418	426	435	443



Popular Diets

Group activity

Ask women what are some popular diets that they have heard of or tried (e.g., Cabbage Soup Diet, Atkins Diet, The Zone, Sugar Busters, Suzanne Somers, South Beach Diet, etc.). Ask them why there might be a problem with diets.

Note that most people think of diets as something they do for a short time. They lose weight on a diet, go off the diet, and gain the weight right back. Point out that this is because they did not change their lifestyle.

Note that there are many diets that promise big, fast, easy weight loss. Encourage participants to ask these questions before trying a diet and have them give examples of popular diets for each question:

- Does the diet let me eat a variety of healthy foods? Point out that many diets make people eat a lot of one food such as special soups. These diets work because they stop eating other foods.
- Does the diet promise quick weight loss? Note that if it does, it is probably not a healthy way to lose weight. Point out that most of the weight loss is water and that once people go off these diets, they gain the weight right back. Also note if they lose weight too fast, they lose muscle and then their body does not burn as many calories.
- Can I live with it for a long time? Emphasize that the best diet is the one they can stick with. Point out that if the way they eat does not fit their life, then they will not do it. Remind them that this is about lifestyle change.

Should I Try the Latest Diet?

There are many diets that promise big, fast, easy weight loss. Before trying a diet ask these questions:

- Does the diet let me eat a variety of healthy foods? Many diets make people eat a lot of one food such as special soups. This is unhealthy.
- Does the diet promise quick weight loss? If so, it is probably not a healthy way to lose weight. Most of the weight loss is water. Once you go off the diet, you will gain the weight right back.
- Can I live with it for a long time? The best diet is the one you can stick with forever. If the way you eat does not fit your life, then you will not do it.

Healthy eating and physical activity are the best ways to control your weight. If you are not overweight, eating healthy and being active will help you stay at a healthy weight.

Healthy Weight: A Lifestyle Choice

Simple changes can help you lose weight or stay at a healthy weight.

1. Eat smaller portions. Most people eat more than they need. Smaller portions mean fewer calories.
2. Cut down on fat. Fat has more calories than any other type of food. If you lower fat, you will lower calories.
3. Eat fewer calories. Read food labels for calories. If you eat just 300-500 fewer calories each day, you will lose weight at a healthy pace. You can do this by eating smaller portions, eating less fat, and eating more fruits and vegetables. Also, write down what you eat so you can know your calories.
4. Eat slowly. Pay attention to what you eat. Think about how hungry you feel. Stop eating when you begin to feel full.
5. Be more active. The key to weight loss is to burn more calories than you eat. You can burn calories by doing more physical activity. All physical activity counts, so be more active throughout your day.



Healthy Weight: A Lifestyle Choice

Explain that simple changes in their lifestyle can help them lose weight or stay at a healthy weight.

1. Eat smaller portions. Point out that most people eat more than they need and that smaller portions mean fewer calories.
2. Cut down on fat. Point out that fat has more calories than any other type of food, and that if they lower fat, they will lower calories.
3. Eat fewer calories. Encourage participants to read food labels for calories. Note that if they eat just 300-500 fewer calories each day, they will lose weight at a healthy pace. Point out that they can do this by eating smaller portions, eating less fat, and eating more fruits and vegetables. They can also write down what they eat so they can know their calorie intake.
4. Eat slowly. Instruct participants to pay attention when they are eating. Tell them to think about how hungry they feel and to stop eating when they feel full.
5. Be more active. Tell participants that the key to weight loss is to burn more calories than they eat. Note that they can burn calories by doing more physical activity. Emphasize that all physical activity counts, so they should try to be more active throughout their day.

Keys to Keeping Weight Off

Point out that researchers have started a National Weight Control Registry to study people who have lost an average of 60 pounds and kept it off for five years. Note that they found that people who are successful at weight loss have several things in common:

1. They write down what they eat.
2. They weigh themselves on a regular basis.
3. They eat breakfast.
4. They watch the fat in their diet.
5. They do physical activity on most days of the week. Most of them are doing as much as 60 minutes a day of moderate physical activity like brisk walking.

Emphasize that there are no magic pills or tricks for weight loss. Healthy eating and physical activity are the keys to controlling your weight.



Keys to Keeping the Weight Off

Would you like to know the secret to weight loss? Researchers have studied people who have lost an average of 60 pounds and kept it off for five years. They found that people who are successful at weight loss have several things in common:

1. They write down what they eat.
2. They weigh themselves on a regular basis.
3. They eat breakfast.
4. They watch the fat in their diet.
5. They do physical activity on most days of the week. Most of them are doing as much as 60 minutes a day of moderate physical activity like brisk walking.

There are no magic pills or tricks for weight loss. Healthy eating and physical activity are the keys to controlling your weight.



Health is a Choice!

Refer the participants to the “Health is a Choice” page in the Participant’s Guide (Session 4, p.75).

Eat healthy and be active.

Emphasize that participants have learned a lot about making healthy choices in this program. Go over the three simple ways they can keep working on their health.

1. Think about what they have learned. Tell participants that they can feel good that they have stayed in the program. They have learned easy ways to eat healthy and be active, and the choices they make are steps to better health.
2. Set new goals. Point out that it is important to set new goals for healthy eating and physical activity. Explain that this will give them something to work for and will also make them think about the healthy choices they can make. Remind them to apply what they learned about goal-setting to make sure that the goal is specific, realistic, and measurable.

Group activity

Instruct participants to think about their goals during the program. Ask them to discuss/list (or think about) new goals they would like to reach.

3. Remember the lifestyle approach. Note that each week during the program, we talked about the choices that they make every day. Point out that participants now know that simple changes can improve their health. Explain that they will not always make the choices that are best for their health, and that’s OK and normal. Emphasize that they should not let a slip or set-back make them feel like they can’t do it. Encourage participants that they can do it and that their choices are about health over the long term.

A healthy future

Point out that that the goal of the Illinois WISEWOMAN Program is for them to keep making healthy choices for the rest of their lives. Have them think about their activity and eating choices when they started the program, where they are now, and where they would like to be.

Health is a Choice!

Great job! You have chosen to improve your health by participating in “Be Wise”!

Stay on Track

It can be hard to stay on track when your weekly WISEWOMAN sessions end. Here are three simple ways you can keep working on your health.

1. Think about what you have learned.
Have you learned about healthy choices? Have you learned how to fit healthy eating and activity into your life? Don’t forget these things!
2. Set new goals.
Set new goals for eating healthy and being active. This will give you something to work toward.

Think about the goals you set during the program. What are some new goals that you would like to reach?

- 1.
- 2.
- 3.

3. Make lifestyle changes

Each week, we talked about the choices that you make every day. You will not always make healthy choices. That’s OK. Do not let a slip make you feel like you can’t do it. You can do it.

Focus on making healthy changes that fit into your life.



Illinois WISEWOMAN Program’s “Be Wise” Lifestyle Intervention | Participant’s Guide

Remind participants that when they feel unsure about making healthy choices they can read their “Be Wise” Participant’s Guides. Tell them to think about what they have learned: set realistic goals, ask other people to help them, make simple changes, and plan ahead.

The WISEWOMAN Postcards and Fact Sheets

Explain that the weekly group sessions are ending, but participants can still make changes for their health. Point out that every month, WISEWOMAN will send them postcards in the mail. Show the women your examples of the WISEWOMAN postcards (see examples in Appendix A of the Facilitator’s Guide). Instruct participants to read each postcard and post it in a prominent place (e.g., refrigerator). Also, direct them to Appendix A in the Participant’s Guide, which contains several fact sheets that provide quick tips on making healthy choices.

Ask the women if any of them have received a postcard. There are 12 altogether.

Emphasize that the WISEWOMAN postcard will:

1. Review topics from the Illinois WISEWOMAN Program. Note that the postcard will review things we talked about during the group sessions.
2. Remind them of their next integrated WISEWOMAN appointment. Note that the postcard will include the date of their next integrated WISEWOMAN appointment.
3. Be fun! The postcards might include pictures of you and your WISEWOMAN friends!

NOTE

Explain that a “slip” is a temporary break in their health routine such as missing activity sessions for several days or choosing less healthy foods for a week. A “slip” does not mean that they failed or that they are unable to be successful. They can start back with their healthy behaviors at any time. Emphasize that if participants are having trouble making healthy choices, they can call a friend from the group or look back over their handouts.

Healthy Cooking is a Choice

Refer the participants to the “Cook Up Healthy Recipes” pages in the Participant’s Guide (Session 4, p.76-78).

Choose to cook up healthy recipes

Group activity

Ask women for some reasons they don’t cook healthy foods (time, don’t know how, family doesn’t like, etc.).

Emphasize that they can cook foods that taste good and are healthy. Also point out that this does not have to take a lot of time or cost extra money.

Point out three simple ways to make recipes healthy.

1. Add healthy ingredients to common foods and favorite recipes. Examples include: add frozen vegetables to soups, pasta, and pizza; add fruit to breakfast cereal.
2. Replace a less healthy ingredient with a healthier one. Examples include: skim or 1% milk; broth instead of gravy; two egg whites instead of one whole egg; sugar substitute instead of sugar; herbs instead of salt; dried fruits instead of candy or chocolate in baked goods; brown rice instead of white rice.
3. Decrease or cut out a less healthy ingredient if it isn’t needed. Examples include: butter on sandwiches; skin on chicken; cheese in casseroles and sandwiches; salt in foods and recipes.

Suggest that participants start small when making changes in a recipe. Tell them to not change every ingredient. Enjoy favorite dishes, but just try to make them healthier when possible.



Cook Up Healthy Recipes

Many women say they don’t eat healthy because they do not know how to cook healthy foods. They worry that their families will not like it if they change a recipe.

You can cook foods that taste good and are healthy! And it does not have to take a lot of time or cost extra money.

Here are some easy ways to make recipes healthy:

1. Add healthy ingredients to common foods and favorite recipes. Examples include: add frozen vegetables to soups, pasta, and pizza; add fruit to breakfast cereal.
2. Replace a less healthy ingredient with a healthier one. Examples include: skim or 1% milk; broth instead of gravy; 2 egg whites instead of one whole egg; sugar substitute instead of sugar; herbs instead of salt; dried fruits instead of candy or chocolate in baked goods; brown rice instead of white rice.
3. Decrease or cut out a less healthy ingredient if it isn’t needed. Examples include: butter on sandwiches; skin on chicken; cheese in casseroles and sandwiches; salt in foods and recipes.

Additional ideas...



NOTE

Some groups decide to share recipes and possibly even share healthy dishes as a sort of celebration of the end of the curriculum, which is why this topic is reserved for the end of the curriculum. If the group does not take this approach or your settings do not allow for food, you might consider moving the discussion of “Healthy Cooking” to a spot before the “Health is a Choice!” topic of this session.

NOTE

Explain that there is no evidence that sugar substitutes used in normal amounts are bad for your health (no connection to Alzheimer’s Disease, cancer, etc.) If used in moderation, sugar substitutes are safe, and they save a lot of calories. Splenda, for example, can be used when baking.

Choose to Eat Healthy at Home

Choose less fat.

- Use salsa to top a baked potato instead of butter and sour cream.
- Use fat-free, low-sodium chicken broth to make mashed potatoes creamy.
- Use jam or jelly instead of butter on toast and biscuits.
- Cook with cooking sprays instead of using oil or butter.
- Use low-fat toppings such as barbecue sauce, ketchup, pickle relish, chili sauce, mustard, and soy sauce (point out that these have a lot of salt, so don't eat too much).

Choose more vegetables.

Add extra vegetables to casseroles, soups, salads, sandwiches, pasta, and rice dishes. Point out that they will add fiber and nutrients. Also note that more vegetables and less meat make meals cheaper.

Choose more fruit.

- Make fruit smoothies. Blend frozen or canned fruit with ice and skim milk or yogurt for an easy breakfast.
- Eat fruit for dessert. Bake or microwave half of a peach, apple, or pear. Sprinkle with cinnamon or nutmeg.
- Top waffles and pancakes with fruit.
- Add dried fruit to salads and baked goods.

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Choose more fiber.

- Add beans such as kidney beans to soups, chili, and meat dishes. Layer pinto beans in tacos and burritos. This is a great way to make a dish serve more people for less money.
- Try wild or brown rice instead of white rice. Try whole-wheat pasta.
- Substitute whole-wheat flour for $\frac{1}{4}$ to $\frac{1}{2}$ of the white flour in baked goods.



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Try a recipe makeover.

Point out different ways to reduce calories and fat in a recipe.

Try a recipe makeover.

Point out different ways to reduce calories and fat in a recipe.

14

Summary

Summarize the learning objectives for this session.

Any questions or concerns?

Answer any questions and address participant concerns.

15

Farewell and good luck with a lifetime of healthy choices!

Share your enthusiasm about healthy living and build up the participants' confidence to continue on with the changes they want to make.

16

Incentive

Pass out the incentive for the week.



Try a recipe makeover.

Instead of:	Try:	Calories Saved	Fat Grams Saved
1 cup whole milk	1 cup fat-free (skim) milk	80	8
1 cup heavy cream	1 cup evaporated fat-free (skim) milk	621	87
1 cup sour cream	1 cup fat-free sour cream OR 1 cup fat-free plain yogurt	347 366	48 48
4 oz. cheddar cheese	4 oz. reduced fat cheddar cheese	171	25
8 oz. cream cheese	8 oz. light cream cheese OR 8 oz. fat-free ricotta, blended	305 621	39 87
1 tablespoon butter, lard, or shortening	1 tablespoon olive or Canola oil (more heart healthy)	*	*
1 tablespoon mayonnaise	1 tablespoon reduced calorie mayonnaise	68	11
1 pound ground beef (80% lean)	1 pound 95% lean ground beef OR 1 pound ground turkey breast OR 1 pound ground chicken	350 853 767	27 91 73
3 slices bacon	3 slices turkey bacon	42	5
6 ½ oz. canned tuna in oil	6 ½ oz. canned tuna in water	124	14
1 egg	2 egg whites	50	6



*Olive oil and Canola oil have the same amount of calories and fat grams as butter. BUT these oils are more heart healthy because they are low in saturated fat and don't have any cholesterol.



Illinois WISEWOMAN Program Snack Ideas

Encourage participants to try new foods!

- Low-fat soy milk
- Low-fat yogurt
- Tomato or V8 juice
- Low-fat cheese cubes/slices and Melba toast, Triscuit crackers, or other whole-wheat crackers
- Low-fat cottage cheese (individual servings) with pineapple or other fruit
- Fresh fruit (e.g. bananas, apples, pears, peaches, melon, grapes, or seasonal berries)
- Fresh vegetables and low-fat dip – carrots, celery, red/green peppers, cauliflower, or broccoli
- Low-fat popcorn (top with butter spray, butter salt sprinkles, parmesan cheese)
- Low-fat cereal or granola bars
- Low-fat banana, blueberry, or bran muffins
- Low-fat rice cakes (flavored or plain with peanut butter)
- Low-fat string cheese
- Hot tea and gingersnap cookies
- Mini-bagel with low-fat cream cheese
- Whole-wheat pretzels
- Fresh fruit salad
- Canned fruit
- Dried fruit (e.g. raisins or apricots) Low-fat pudding
- Baked tortilla chips with salsa
- Low-fat trail mix – dried fruit, nuts, seeds, low-fat cereal (portioned out into individual servings)
- Low-fat frozen yogurt
- Fruit parfaits (layer low-fat yogurt, fruit, and low-fat granola in cups)
- Low-fat crackers, pitas, or chips with bean dip or hummus
- Apple sauce
- Sugar-free hot cocoa mix made with water or fat-free milk
- Frozen fruit juice bars
- Fresh fruit kabobs (thread fruit onto wooden skewers)



- Low-fat, high-fiber cereal (portioned out into individual servings)
- Soy nuts
- 100% fruit juice
- Mixed nuts (peanuts, walnuts, almonds, pistachios...)
- Carmel apples
- Angel food cake with fresh berries and fat-free cool whip
- edamame (boiled soy beans that can be found in the frozen foods or health food section of your supermarket) topped with a little salt
- Whole-grain (e.g. Triscuit) crackers and low-fat cheese



Illinois WISEWOMAN Postcard Examples



The Illinois WISEWOMAN Program
 Illinois Department of Public Health
 Office of Women's Health
 Springfield, IL 62761




Ms. Name Lastname
 123 Street Address
 Springfield, Illinois 62761



cut the fat!

Here are easy ways to eat less fat:

- Trim and drain fat from meat when you cook it.
- Drink non-fat or low-fat milk.
- Use less butter, mayonnaise, and oil.
- Avoid trans fats and saturated fats.
- Choose foods that are baked, boiled, grilled, broiled, or steamed instead of fried.

for a healthy heart

The Illinois WISEWOMAN Program
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make healthy eating...

Here are some time-saving foods:

- Breakfast: instant oatmeal, low-fat yogurt, fruit smoothies, fruit with peanut butter, whole-grain cereal with low-fat milk
- Lunch: canned tuna or chicken with low-fat dressing, sandwich on whole-wheat bread, canned veggie soup, microwaved potato topped with salsa or veggies
- Dinner: frozen veggies added to soups, pasta, and pizza; canned veggies; veggies and lean meats stir-fried in olive oil; canned vegetarian chili with beans
- Snacks: low-fat microwave popcorn, fruit cup or apple sauce, nuts, fresh veggies with low-fat dip, fresh fruit with low-fat chocolate syrup or low-fat whipped topping

...fast and easy



Frequently Asked Questions for Session 1

- 1.(a) In my mind, I know it would be good for me to eat more healthy foods and to be more active. In my heart, I’m just not sure I really want to make changes.
- 1.(b) My family and friends are more concerned about my health than I am. I’m here because they insisted I come.

Everyone is here for different reasons. Some are here because they want to be healthier. Others think they “should” make changes to improve their health. Some are here because someone else cares about them enough to insist they at least take the first step. The key is to find out why a change could be important enough for you to try. For example, healthier eating and exercise habits may give you more energy to enjoy your children, or to just make it through your day with more energy. Practicing healthy habits can lower risk factors such as high blood pressure, which can increase your chances for living a longer life. Everyone’s “WHY?” is personal. This program will help you figure out your “WHY?” so that you will be motivated to continue working toward your goals, for your benefit as well as the people who love you.

2. I know I should make healthy changes, and I want to. But, I have tried many times before and failed. I’m not sure I will succeed this time either.

Think of your earlier attempts as learning experiences (lessons learned) rather than failures. In this program we will talk about what has and hasn’t worked for you in the past. Most importantly, you will answer the question, “Why have I failed before?” Past experiences can be powerful building blocks to success by helping you figure out how to make practical changes.

Making changes is a step-by-step process. You will learn how to link together healthy changes—one at a time—which will add up to bigger changes. Having a strong, personal “WHY?” will help you stay motivated. Many people need to make several attempts before a new habit will stick.



3. I really want to be healthier, but my family and friends say they like me the way I am. They don't want me to change. My family is afraid that I will expect them to eat things they don't like and that I will be coming to this program or exercising instead of spending time with them.

This program will help you learn how to encourage your family and friends to support you. The facilitator and other group members also will support you and help you think of ways to take care of yourself. Once your family and friends see the good changes in the way you feel about yourself and your health, they will likely be on your side. You can have a good effect on the people around you. Without nagging or pestering, you can show them by your actions how healthy eating and more exercise might be good for them too. By watching you, they may see that making healthy choices can mean that you enjoy life more, not less.

4. I am getting up there in years. Can I still expect health benefits from increasing my physical activity?

Absolutely! It is never too late to start exercising and experiencing health benefits. Research has found that people in their 80s and 90s can improve their health by becoming physically active.

5. I don't see how these little things will make any difference (taking the stairs instead of the elevator, ordering salad dressing on the side, taking a five-minute walk). Why bother??

There are several reasons for looking for ways to make small changes – and then doing them. One reason is small changes will give you success right away, so you will feel, "I CAN do this!" Another reason is to make changes that are practical—that you can really do, over and over again, until you don't have to think about them anymore. It's just the way you live. Changing small things is much easier than changing bigger things. The big changes will happen as you link small changes together. Then you will not only think, "I can do this!" but also, "This really works!" followed by, "This is really worth it!" You will feel good about yourself and the time you are spending in this program. You will gain the confidence to look for new ways to add healthy behaviors. You will be developing a habit of making healthy choices.

6. At first, I will probably think of something I could have done after I make an unhealthy choice. Then it's too late.

It is never too late! At least you are thinking about it. Don't beat yourself up. That's a step in the right direction! Use your awareness as a building block to success by figuring out what you will do differently next time—then do it.



7. All this sounds great as I sit here, but I know myself. I'll leave and decide it's just too hard to, for example, walk five minutes, park farther away in the parking lot, etc. I've been through this before. When I leave the class, I don't do what I said I would. Then I feel horrible, beat myself up and give up.

The only way you will ever truly fail is if you don't keep trying. Think about what happened to keep you from sticking to your plan or trying your ideas. Be as detailed as possible. Maybe you just need to try something else. There are many, many ways to make small healthy changes. The best way to get back on track is to be sure to go to the next WISEWOMAN session. The facilitator and group members will help you figure out what you can do differently next time.

8. Some days I can make healthy choices all day. Other days I can't seem to make even one.

You are right. Some days are easier; some days are harder. Try to get each day off to a good start by thinking about the day ahead. If you know your day will be more hectic than usual, think of ways to stick to your plan for making healthy choices. Make your very first choices of the day healthy ones – eat a low fat breakfast, park farther away and walk briskly into work or while running errands. If your day is not off to a healthy start, then start over! Be determined to make your very next decision a healthy one, and then do it. Just because you have made one or two unhealthy choices doesn't mean the whole day is a waste.

9. If this MyPyramid is such a good idea, why are there so many diets? Can't I lose weight faster following a diet like the popular ones on TV and in the bookstore?

There have always been fad diets. Most have little or no research to back up what they claim. Yes, you can lose weight on most of them. However, part of the reason there are so many is that very few of them work long term. Any time you go "on" a diet, at some point you will go "off" and back to the eating habits that made you overweight in the first place. Many fad diets do not include all the food groups, so you are missing important nutrients your body needs. The best choice for weight loss is controlling the calories you eat through a lifestyle change of healthy eating. This includes a balanced diet from all the food groups. We will talk more about this later in the program.



10. I just can't find the time to exercise, change the way I cook, etc.

In our busy lives we aren't going to "find" more time. We have to "make" time and figure out how to use the time we have differently. Step one is to make small changes, one at a time. Even after your busiest day, you may look back and see that there are things you could have done differently to include healthy choices.

11. What if I am already exercising every day?

Great, then keep it up! This program will help you maintain and increase your activity. If you increase the duration or intensity of what you already do, then you will get even more health benefits. You may also want to add activities that work different muscle groups to improve your fitness. Look at the Physical Activity Pyramid. Are you missing an important part of the pyramid? For example, if you are doing only aerobic exercise, try adding a few minutes of flexibility, balance and strength exercises.

12. If I haven't exercised in a while, how should I begin?

The key to any successful exercise program is starting out slowly and finding activities that you truly enjoy. Walking seems to be the easiest choice to start with because it can be done almost anywhere and is free! The two-minute walks are a great way to get started. Another way is to make your daily activities more active. For example, move a little faster when vacuuming or scrubbing, or walk faster when doing errands.

13. I work, plus I have children and a house to take care of. There is no time to exercise.

We somehow make time for the things that are important. This program will teach you the important health benefits of physical activity and will help you learn how to manage your time. For instance, did you know that getting 30 minutes of physical activity 10 minutes at a time is just as effective as exercising 30 minutes straight? For example, three 10-minute walks spread out during the day gives you 30 minutes! If aiming for 30 minutes is just too much time to start with, begin by aiming for 20 minutes a day.

One way to get your 30 minutes per day is to always be ready. Keep your walking shoes in your car or at your workplace. Walk while you are waiting for the children or during work breaks. As exercise becomes more important to you, you will find ways to sneak it into your day.



14. Can I expect to lose weight from exercising? Will two-minute walks make a difference in my weight?

Exercise can help you lose weight. But weight loss is most likely to happen when physical activity is combined with healthy eating. A 10-minute walk will not make a difference in your weight. However a 10-minute walk will help you learn how to make time for exercise and show you that even a little exercise is better than nothing. Hopefully, the feeling of accomplishment will make you want to do more.

15. I don't like sweating. Is there anything I can do that does not require sweat?

Try taking a brisk walk inside at the shopping mall or using a fan to cool yourself when you exercise. Exercise during the cooler hours of the day such as the morning or evening. Wear lightweight clothes that allow your body to breathe.

16. Can I gain health benefits from walking for just two minutes?

The benefits include showing you that you can make time to be active in your day. Even a few minutes of physical activity can help you have more energy and reduce stress. Hopefully, the feeling of accomplishment will encourage you to do more.

17. What if I don't like walking, what else can I do for two minutes?

Be creative. Choose an activity that you can do on a regular basis. For example, do jumping jacks, march in place, or play chase with your kids.

18. What if one of my main barriers is work?

A lot of people choose to exercise before or after work. If this is not an option for you, then try working in three 10-minute walks at the top of each hour for a break. Or, try taking some of your lunch break to go for a walk. Keep a pair of walking shoes in your office or in your car, and seize all the little opportunities to be active.



19. What if my family is keeping me from exercising?

First, make sure that you share with your family the importance of physical activity in your life and in theirs. Ask a family member if they would like to be your workout partner. Or, have a set time that your family knows that you cannot be interrupted so that you can exercise.

20. I really want to start an exercise program, but it seems as if every time I try to start something interferes.

Try to start thinking of your daily exercise as an appointment with yourself. Schedule a time each day to exercise and keep it- don't break it. Treat it like any other appointment you would schedule with your doctor or dentist.

21. My main barrier is that I just don't like to exercise. What are my options?

Instead of thinking of exercise as something you have to do in a gym, try thinking of it as completing your daily activities with moderate intensity. Try gardening, mowing the lawn, housework, swimming, or dancing.

22. Every time I ask someone to walk with me they are too busy, so I don't go. What should I do?

You could either join a walking club in your community or try starting one of your own at work or church. Take your children or grandchildren on walks, and model a healthy lifestyle.

23. I have children and work a full-time job so money and time are the main barriers. How can I overcome these barriers?

Your best bet is probably walking since it can be done almost anywhere and is free. Plus you can put the little ones in a stroller. You can also walk to the park or play active games to spend more time with your kids and get exercise.

24. What if I have multiple barriers that interfere with my physical activity?

Instead of trying to overcome them all at once, take a look at your biggest barrier and come up with a plan to overcome it. After that one is no longer a problem, you can address the others. You'll see once you overcome one obstacle; the others seem easier to get past.



25. What if my plan for overcoming the barrier doesn't work?

If it doesn't work the first time, try again. Maybe this time ask a family member or friend to help you make a plan.

26. I have been exercising regularly on my own but recently have become bored. What can I do?

Becoming bored with your physical activity is a big reason people quit being active. Try joining a walking club, changing your route, finding a workout buddy, or getting your favorite book or music on tape to listen to while you walk.

27. I have tried to start exercising, but I just don't like it.

Start by figuring out exactly what it is that you don't like. Is it the time it takes? Do your 10-minute walk first thing in the morning, even if you get no other activity during the day. Add another 10-minute walk each week.

Are you bored? Try something else! Try a lifestyle activity such as gardening, dancing, mowing the lawn, kick the soccer ball or go for a bike ride with your children.

Listen to music or a book on tape. Exercise with a friend. Exercising outside provides more interesting scenery.

Are you uncomfortable while you exercise? Wear loose clothing that allows sweat to evaporate. Walk in a shopping mall if it is too hot, cold or wet outside. Wear shoes that cushion and support your feet. Drink water before, during and after exercise. Slow down if you can't sing while you exercise. Check the instructions if stretching or strength exercises hurt. Perhaps you are in the wrong position.

Lastly, sometimes in life we "don't have to like it, we just have to do it." Continue to remind yourself of all the benefits that come with exercise. Take one day at a time. Focus on doing something most days of the week. Anything is better than nothing. As days and weeks add up, exercise will become a habit that is important enough to continue. The more you do it, the more you will feel and see the benefits.



28. My walking partner usually has to cancel, so I don't walk either.

Take responsibility for your own exercise time. Ask yourself if you are using your friend as an excuse not to exercise. If you need a walking partner for safety reasons, go to a more public place, like a nearby shopping mall. Start a walking group so that if one person cancels, there are still others to walk with. Change your thinking—expect to walk alone. It's a bonus if your friend can go with you!



Frequently Asked Questions for Session 2

1. I’m not making much progress because I can’t get anyone to help me.

The best way to get support is to ask. If one person says “no,” ask someone else. Surround yourself with as many positive people as you can. Support may be as simple as having someone who will encourage you to work on your goals. Research shows that support can be very important in changing health habits. Little or no support can make it harder to change and practice healthy habits. But in the end, you must take responsibility for your own actions, with or without support.

2. What if people say they will support me, then they don’t? Or they actually make it harder?

Try: 1) Reminding them about their promise to support you, 2) Being more specific about what you need them to do, 3) Asking them if they realize they are not supporting you, or 4) Ignoring their negative comments. Be aware that different people may support you in different ways. One person may cheer you on. Another may remind you about your goals. Another may simply ask how you are doing. There may be someone who will do all of these. More likely though, you will get different kinds of support from different people.

3. Can I expect one person to give me all the types of support I need?

Not unless you are friends with a super hero. It is very important to enlist social support from different people. Some people hold you accountable, some people motivate you, and some people help you celebrate reaching your goals.



4. Will my lifestyle change affect others?

Yes, at least in small ways. That is why it is important to let others know that a healthy lifestyle is important to you and that you need their support. Hopefully, the health benefits you gain will encourage others around you to also make healthy choices.

5. What if the person I ask for help says “no”?

Then, thank them for being honest with you, and look for someone else who can provide the type of support you need.

6. What do I do about the people in my life who make healthy choices more difficult?

The best way to overcome a problem is to prepare for it. Either talk to that person in the beginning and enlist their support, or be prepared to ignore their negative comments and actions.

7. How can I tell if I’m physically hungry or if I’m eating because of emotions?

Emotional hunger will go away. Physical hunger will not. Maybe you have never thought about why you eat. You just do it out of habit. Perhaps you’ve mixed up your body’s emotional and physical signals for so long, you aren’t sure if you are really hungry. If you aren’t sure you are hungry, wait 15 minutes. If the feeling has gone away, it was likely emotional hunger. If you are still feeling hungry, then eat. Don’t wait too long to eat or you may eat too much. Learning to listen to your body’s signals – when it is hungry and full- is an important skill for healthy eating.

8. I go to a lot of casual get-togethers, parties and dinners where I always overeat. What can I do?

Most of us have grown up connecting food with people. Enjoying special dishes on special occasions is one of the joys of life. Food is part of the culture and heritage in our families and communities. Teaching yourself to enjoy social occasions without overeating is the key. Start by eating a healthy light snack before you go so you won’t be starved when you arrive. Look at all the



food choices. Sample small amounts of your favorite things, and then move away from the food. In some circumstances (potluck or informal party), you may be able to bring a healthy dish to share. If snacks are within arms reach, move farther away. Drink water or other low calorie beverage. Hold something in your hands. Focus on the reason for the event—it's the people who are most important, not the food.

9. I totally blow it when I eat out. What can I do?

Start by believing that you can eat healthy away from home. Teach yourself to be a smart customer by planning ahead. As you are pulling into the parking lot, decide to make healthy choices. Keep this session's guide in your purse to remind you what to think about (Healthy Eating Away from Home). Whether you are sitting in the fast-food drive-through lane or reading a menu in a restaurant, take a few minutes to look at all the options. Use the tips in "Healthy Eating Away from Home" to help you make the best choices. Don't give in to an unhealthy choice because it's easier than taking the time to make another choice. Knowing what and how to order when eating out is a skill that you will learn with practice.

10. Am I hungry, or just wanting to eat?

The body has a variety of cues to let you know it is time for your next meal. These cues vary from person to person (stomach growling, headache, fatigue, lightheadedness, or irritability). It is important to learn your body's cues, and keep yourself on a regular schedule of meals and snacks so that you don't experience any of these uncomfortable symptoms.

11. How do I know how many calories are in the food I eat when I dine out?

There are a couple of options here. Try asking the restaurant staff or manager for a nutrition guide. Or you can purchase a calorie counter book. One recommendation might be "The Doctor's Pocket Calories Fat and Carbohydrate Counter" by Calorie King.



12. Whenever I'm stressed out, I eat! How can I stop that?

You can't always stop or control what is making you stressed. However, you can control how you react to stress. Recognize that eating may make you feel better at first. But in the end, eating won't fix or change whatever is causing you stress. In fact, it may make you feel worse because you are stressed AND upset with yourself for eating something you didn't want or need. Stop yourself before you eat something during a stressful time. Ask yourself if you are really hungry. Will eating solve or help the problem? Will you be sorry or feel guilty after you have eaten it?

13. I eat when I'm happy, sad, bored, lonely, stressed, tired, relieved, overwhelmed, etc...

You are an emotional eater. Emotions can be strong triggers that lead to overeating or eating foods that are not very healthy choices. You have learned to make yourself feel better with food. Begin breaking the chain by asking yourself: Why do I want to eat? Is my body really telling me it is hungry? Will eating change the emotional feeling? Try something other than food to deal with your emotions. For example: talk to someone if you are sad, ask for help if you are overwhelmed, take a 20 minute nap or walk if you are tired, or take a walk or visit a friend if you are bored.

14. Can stress ever be a good thing?

Yes, it can. Sometimes stress can make us work a little harder or be a little more focused in order to complete a certain task. In emergency situations, stress allows us to be alert and respond quickly to the demands placed upon us.

15. I don't have any major events to be worried about right now, but I still feel very stressed. Why is that?

Often, it is the small hassles that cause us the most stress, particularly if we feel like we have no control. Stress can be due to actual events, but stress also can be caused by our thoughts or feelings. Either way, stress can have a negative effect on health.



16. I've never been flexible. Will stretching work for me?

Yes. Muscles, ligaments and tendons are made of tissue that is elastic, or able to be stretched. Although some people are naturally more flexible or limber than others, anyone can improve their flexibility. The key is regular, gentle stretching exercises. If your muscles are very tight, warming up your muscles for a few minutes by marching in place or taking a two-minute walk will make stretching exercises easier for you.



Frequently Asked Questions for Session 3

1. Why is it important to constantly monitor my progress?

Getting feedback allows you to make any changes right away. Many people eat more and move less than they think they do. Writing down what you eat and your activity is a great way to see all the things you can do to help you reach your goals.

2. Is a step counter an effective way to monitor my physical activity?

Yes, it is an excellent way. It allows you to keep track of how active you are throughout the day. If you see that you are only getting 3,000 steps today, you might set a goal to get 3,300 tomorrow.

3. Are a step counter and pedometer the same?

A step counter does not convert your steps into miles. A pedometer measures distance by the length of each step. This will depend on how fast you are walking and whether the path is flat or hilly. Therefore, the mileage and calories recorded is not completely accurate.

4. When recording my steps, does it matter how fast I walk or jog?

The slower you walk, the more steps it will take to cover a mile. So the pace does affect how many steps you will take. But your step counter will keep track of your steps no matter how fast you go.



5. Are 10,000 steps equivalent to 30 minutes of activity per day?

In a study, participants who exercised on average of 49 minutes took an average of 11,170 steps. Therefore, if you take 10,000 steps a day, you are most likely meeting the recommendation of 30 minutes of physical activity a day.

6. Do I need to record my steps on a daily basis?

By recording your steps every day, it allows you to see if you are meeting your goals for physical activity. It also allows you to figure out how to meet your daily goal. For instance, if you look at your step counter at 3 in the afternoon and you haven't taken many steps, it will encourage you to build more activity into the rest of your day.

7. If I have been inactive for a week due to an illness, will I be able to pick up where I left off with my activity?

It is probably best for you to slowly ease back into your routine as soon as you feel able. Listen to your body. Don't overdo it, but get back to doing some activity as soon as possible.

8. Why is it important to reward yourself?

Rewarding yourself is important because it keeps you motivated. Research has shown that people who reward themselves are much more successful in reaching their goals. Rewards help make healthy changes more fun.

9. What if I don't want to track everything every day?

Start simple. Pick the thing that you most want to work on, and record that. For example, just track fruits and vegetables.



10. Are some fruits and vegetables more nutritious than others?

While some fruits and vegetables contain more vitamins and minerals than others, they are all good for you. A good tip to pick out the ones with the most nutritional value is to choose the ones that are dark green or dark orange. Eat a variety of colors of fruits and vegetables.

11. Is it true that fresh fruits and vegetables are more nutritious than the frozen or canned kind?

No! The modern technology of freezing and canning does an excellent job of preserving the vitamin and mineral content. Plus, it is often cheaper and faster to choose the frozen and canned kind versus fresh fruit. Fresh fruit and vegetables may spoil before you can use them.

12. What is the difference between organic versus conventionally grown fruits and vegetables?

First, there is no nutritional difference between the two. The data from the USDA reports that only 1 percent of fruits and vegetables have pesticide residues, and this can be washed off by water.

13. I have a hard time resisting the “special deals” that fast food restaurants and grocery stores offer.

Restaurants and grocery stores spend lots of time and money on advertising and packaging. They offer us two for one, buy the second at half price, add fries for a few pennies, etc. They are in the business of selling food items. They use bright colors, fancy packaging and catchy phrases to grab our attention. They know that many of our choices are based on how the look or sound of something “feels” rather than if we really want or need it, or if it truly is a good bargain. Stick to a list, and look for bargains for things that you really need.

14. How do they calculate the percentages on food labels?

It's calculated by taking the amount of the nutrient in a food divided by the total daily amount recommended for a 2,000-calorie diet. This is multiplied by 100 to get a percentage.



15. When I look at a food label, there are so many different types of fat. Which fat is okay?

Polyunsaturated and monounsaturated fats (olive, canola, sunflower, corn, soybean oils) decrease blood cholesterol levels. Saturated fats (found in animal products such as butter, cheese, whole milk, ice cream, cream, and fatty meats and in some vegetable oils – coconut, palm, and palm kernel oils) and trans fats (found in fried foods, commercial baked goods such as donuts, cookies, crackers, processed foods, and margarines) increase blood cholesterol levels and should be limited.

16. When I eat fat-free foods like bagels or pretzels, does it matter how much I eat?

Yes! Fat-free does not mean calorie-free. Portion size is always important, so you can make sure you eat a balanced diet, including a variety of healthful foods.

17. What are trans fats, and why are they now required on food labels?

Trans fat are made through a process of hydrogenation, where liquid oils are turned into a solid. They help increase shelf life and flavor stability. They are found in vegetable shortenings, margarines, baked goods, crackers, snack foods, and many other foods. They are being put on food labels, because studies have found that trans fat contribute to increased “bad” cholesterol and decreased “good” cholesterol, therefore increasing the risk of heart disease.

18. What types of fat are the healthiest?

Monounsaturated and polyunsaturated fatty acids may reduce the risk of coronary heart disease. They are much better for you than saturated fat.

19. What is the proper amount of fat and saturated fat in one’s diet?

The Institute of Medicine recommends that total fat intake be 20 percent to 35 percent of total calories. The American Heart Association also recommends that no more than 7 percent of total calories come from saturated fat and no more than 1 percent of total calories come from trans fat.



Frequently Asked Questions for Session 4

1. I just can't get started on making any of the changes we talk about in class.

It's easy to feel willing or even excited to try something new when you are sitting in a session with other women with the same needs and goals. Be as clear as possible about what changes you are going to work on. Shorten the time from when you leave the session to when you work on your goals. Practice one of those changes as soon after the session as you can. The more time that passes without working on your goals, the easier it is to let your plan slide and do nothing. Maybe your goals are too big and make you feel overwhelmed. Break down your goal into more “bite-size” pieces. Perhaps you can partner with someone in the group. Make an appointment to call and check on one another's progress. Picture how you will look and feel in a year or five years when you have made many changes in your health habits. Think about what will happen if you continue to do nothing about improving your health.

2. Most of the people in my family are overweight but healthy. Is losing weight really important?

The most important thing is whether you are eating healthy and getting regular physical activity. If you are doing all you can to make healthy choices, then you will reduce your risk for disease even if you don't lose weight. However, even if you don't currently have heart disease or diabetes, your risk for developing these diseases is higher if you gain weight. Also, extra weight is hard on your joints, and losing just a few pounds can make it easier for you to do your daily activities.

3. I really want to lose weight, but I can't seem to do it on my own. What options are available?

Many communities have weight loss support groups such as Overeater's Anonymous, TOPS, or low-cost programs through hospitals and churches. If you can't find anything that fits your needs, recruit



a couple of friends and start your own program. The WISEWOMAN materials give you everything you need to get started.

4. I know several people who have lost a lot of weight on high protein diets. Are these safe?

High protein diets are very popular right now, but we don't know the long-term effects of these diets. Also, most people do not stay on any type of extreme diet for a long time and gain the weight back when they go off. Until we know more, it is best to follow a reduced-calorie eating plan that includes a variety of healthy foods that you enjoy... that way, you can stick with it for a lifetime.

5. What is the difference between a slip and a relapse?

A slip is a minor setback, where you go back to old habits for a short period of time. A relapse is reverting back to old habits for a longer period of time. Both, when identified, can be overcome.

6. I can't stop beating myself up when I go back to old habits.

First of all, forgive yourself. Setbacks are to be expected from time to time. Make a list of all the successes you experienced before the setback. Figure out what happened that caused you to go back to your old habits. Learn from your mistakes. Think of ways to recognize when the setback is happening or about to happen so you can stop it. Then, immediately do something to get back on track. The key is to not give in and give up.

7. How can I prevent a relapse if I have an injury and am not able to exercise?

Being ill or suffering from an injury are major causes of relapse. It is important to recognize that you are making a choice to have a lifestyle change and that exercising is not the only part of that. This would be a great time to concentrate on healthy eating. Also look for other ways to exercise if your doctor says it is okay. For example, if you have a hurt arm, you could walk.



8. How can I control my health risks if certain diseases run in my family?

Recognize that all the lifestyle changes you have learned and practiced in this program will have a positive affect on almost every health risk. Healthy eating, regular exercise, managing your weight, and controlling stress are powerful tools for improving your chances of being affected by a risk that runs in your family. Learn as much as you can about your family health history. Talk to your doctor about other things you can do to manage your health risks including: screening tests, regular checkups and medication.

9. I have to cook for my family. They will be unhappy if I change the way I cook.

Many recipes can be made healthier by simple changes. For example, try 2% milk in a recipe that uses whole milk. The next time you make the recipe use 1/2% milk. The third time use fat-free or skim milk. Give your family time to get used to a different taste by making changes a little at a time. Simply adding fruits and vegetables can make a meal healthier.

