



Diabetes Prevention Program **Group Lifestyle Balance™**  
**Leader Guides**



## **DIABETES PREVENTION PROGRAM GROUP LIFESTYLE BALANCE™**

A Modification of the Diabetes Prevention Program's  
Lifestyle Change Program

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# Session 1 Leader Guide:

## Welcome to the Diabetes Prevention Program - Group Lifestyle Balance™

### Objectives

In this session, the participants will:

- Meet the lifestyle coach and other group leader(s).
- Learn about session meeting dates, times, locations, ways to stay in contact.
- Be given the Diabetes Prevention Program - Group Lifestyle Balance™ (GLB) notebook and handouts for Session 1.
- Discuss guidelines for being a good group participant.
- Discuss their initial thoughts about joining GLB.
- Learn about the research that supports the Diabetes Prevention Program (DPP).
- Review conditions that increase risk for diabetes, pre-diabetes, and the metabolic syndrome.
- Receive an overview of GLB.
- Learn the two main GLB goals and why they are important.
- Determine their 7% weight loss goal.
- Review session topics and the scheduled frequency of contact for the program.
- Discuss key aspects of the lifestyle coach-participant working relationship. Sign the lifestyle coach-participant behavioral agreement.
- Begin to record their weight and be assigned self-monitoring of weight.
- Learn the reason for and basic principles of self-monitoring.
- Learn the importance of measuring foods.

### To Do Before the Session:

- Access the most recent version of the session handouts from the Diabetes Prevention Support Center (DPSC) website. <https://www.diabetesprevention.pitt.edu/>
  - Log into the GLB Providers Portal to review additional program implementation resources: <https://www.diabetesprevention.pitt.edu/my/login.aspx>
  - Decide how you will instruct participants to self-monitor. Examples include the GLB Keeping Track books or other written or digital food and activity tracking options.
  - If providing Food and Activity books, 2 books per participant, for Weeks 1 and 2.
  - Prepare participant notebooks (insert the Session 1 materials).
- Please note: A one-year GLB session schedule is provided on Page 15 of the Session 1 participant handout. This is meant to be a guide, with the understanding that there will be variation due to holidays, staff schedules, etc. If applying for CDC recognition ([https://nccd.cdc.gov/DDT\\_DPRP/applicationForm.aspx](https://nccd.cdc.gov/DDT_DPRP/applicationForm.aspx)), the first 16 sessions must be offered within the first 6 months. The first 16 sessions should be delivered in the order listed; however, the last 6 sessions may be used interchangeably. We generally suggest that at least the first 12 sessions be delivered weekly, and then transition to biweekly and monthly as is feasible in your program setting.

**To Do Before the Session (continued):**

- Sign the lifestyle coach-participant agreement if you are not doing so during the session.
- Determine how participants will contact the lifestyle coach/program organizer for absences and other concerns. Print contact information on the cover page.
- Have a set of measuring cups and spoons, a liquid measuring cup, a ruler, and (optional) a food scale that weighs in ounces (for display).
- Be prepared with information on where one can buy inexpensive measuring tools.
- Make a plan for participants who do not have access to a bathroom scale at home.
- Invite family members to attend with the participant (if appropriate in your setting).
- Determine how the lifestyle coach will document attendance and weight at the scale. Options include using the **Weekly Record** (pages 21-22 in the Session 1 handout; one for each participant), the **Group Lifestyle Balance Leader's Log** (GLB Providers Portal), or another preferred method. Keep all records secure/confidential.
- Have paper towels or wipes available for covering/cleaning the base of the scale (as needed).
- It is helpful to print a GLB Meeting Schedule with dates of each session.
- If lifestyle coaches are delivering the program in community locations, determine secure storage methods for scale and other materials (e.g., locked file cabinet).
- Determine a protocol for managing absences. Decide whether and how you will conduct make-up sessions in your program. There are an increasing number of options, simply be clear and consistent about your expectations and procedures. Examples include: mail or email the session material, create a website access, conduct a make-up session by phone or other digital means. You may wish to provide session material ahead of time to participants who inform you of planned absences.
- **If your program requires health care provider approval to participate, determine appropriate procedures for your participants and setting.**

**Available in the GLB Providers Portal:**

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- GLB Keeping Track books for self-monitoring (PDF for self-printing and assembly and ordering information for professional printing)
- **Group Lifestyle Balance Leader's Log**
- GLB Health Care Provider Approval to Participate template
- Group session meeting schedule template
- **Electronic Tools for Self-Monitoring** handout

### **General Session Procedures:**

- As participants arrive, weigh each person privately. This may occur in the classroom, but scale display and participant weight record should not be visible to others.
- Maintain safety of participants as they step on and off the scale. Make sure weighing area is accessible and chairs are available for those needing extra assistance.
- Participants should remove shoes before weighing.
- Distribute participant notebooks with weekly session material.
- Ask participants to keep the **Weekly Record** (pages 21-22 in the Session 1 handout) at the front of participant notebook for easy access and self-monitoring of weight.
- It is advisable to weigh latecomers following the meeting.
- Conduct group session. Aim to start and end on time. Expected session length is about one hour. You may want to allow more time for the initial session.
- GLB sessions are meant to be highly interactive. Balance session content with prompts for group discussion. Ask if there are any questions, following each section.

### **General introductions**

*[The first step is to introduce yourself and ask participants to introduce themselves. Also welcome any family members or other support people present as appropriate.]*

Hello. I'm delighted to meet you. My name is [ ]. Welcome to the Diabetes Prevention Program - Group Lifestyle Balance, or GLB.

*[Briefly describe your background and qualifications for leading the group. Introduce any other group leaders. Describe your roles.]*

GLB is directly adapted from a large clinical research study called the Diabetes Prevention Program, which we will discuss further in a few minutes. The GLB is designed to help you make lifestyle changes and to lose weight through healthy eating and being more physically active. These lifestyle changes have been shown to help reduce risk factors for diabetes and heart disease. This program is called "Group Lifestyle Balance" because we'll be helping you reach a healthy balance between what you eat and how active you are.

Now I'd like to ask each of you to introduce yourselves.

*[Provide a few brief questions for each participant in the group to answer, such as to give their name and state something about themselves. Or use another brief ice breaker.]*

Before we move on to the session material for today, let's go over some housekeeping details.

Consider discussing these points to inform and manage participant expectations:

- Access to building, meeting room, parking, bathrooms, and other details.
- Weekly weigh-in routine typically includes weighing by the lifestyle coach before each meeting, recording the weight on the **Weekly Record**.
- Review procedures for the weigh-in. Emphasize privacy of weight records.
- Time does not permit extensive coaching at the scale. Participants may address personal concerns after class or at another scheduled time.
- Latecomers will be weighed after class.
- Class time is about one hour.

### **Introduce the participant notebook**

The notebook I've given you will be used throughout the program. It's yours to keep. At every session I'll give you some handouts to put into the notebook, and we'll go over them together.

Feel free to write notes or questions on the handouts, and take the notebook home. Just be sure to bring it with you to every session.

Please write your name on page 1. Here you will see my name and contact information. *[Another option is for you to write your name and contact information on the board. Ask participants to write it on their handout.]*

It's very important that we stay in touch.

I'm looking forward to working with all of you to make our time together a success. How we work together as a group will be very important.

*[Use this opportunity to talk about whether or how you will conduct make-up sessions in your program.]*

### **Session 1:**

### **Welcome to the Diabetes Prevention Program: Group Lifestyle Balance™ (page 3)**

*[Review **Be a Good Group Member** on page 3. Ask the participants if they have other suggestions.]*

*[Encourage attendance. Mention that many studies show that greater session attendance is related to greater program success. Group members are a great source of support, encouragement, and helpful suggestions. Some people tell us that learning in a group is fun and rewarding.]*

## Remember Your Purpose (page 4)

I'm sure all of you have certain expectations and maybe even hesitations about joining this program.

Let's talk about your initial thoughts about being here.

*[Based on group size, budget 10-15 minutes to discuss the three questions on page 4. Ask the questions one at a time. Encourage participants to share thoughts and ideas (and jot them down) during group discussion.]*

- What do you think about being in GLB?
- Why did you join?
- What do you hope to achieve by taking part?
- How will healthy eating and being active help you or others?

## The Diabetes Prevention Program (page 5)

An important study showed that making these lifestyle changes and keeping them up over time can **prevent diabetes** in people like you who are at risk of diabetes. The study was called "**The Diabetes Prevention Program.**" Information about this study is found on page 5.

The Diabetes Prevention Program (or DPP) was conducted at 27 health centers around the country. The DPP was funded by the National Institutes of Health.

**More than 3,000 adults took part in the DPP.** All were at high risk for type 2 diabetes. This means that they had a condition known as "pre-diabetes". People with pre-diabetes are at increased risk for developing diabetes.

*[Review the definition of pre-diabetes.]*

*[Review information about the study participants and the three groups.]*

**The DPP was a great success.** The volunteers were followed for about 3 years.

*[Review the results of the DPP. Emphasize that losing weight and being active have been shown to lower the chances of getting type 2 diabetes.]*

The original DPP participants continue to be followed in what is called the DPP Outcomes Study. There continue to be positive benefits of modest weight loss and physical activity for many years.

As a result of the DPP, many national, state, and local groups have begun programs like this one to help people lose weight and be more active. Now there are programs based on the DPP all over the world, including GLB. *[Feel free to name some of the places that you think would resonate with your group.]*

### The DPP and the Metabolic Syndrome (page 6)

**The DPP also showed that losing weight and being active can reduce the risk of what's called “metabolic syndrome.”** Someone with metabolic syndrome has three or more of the risk factors listed on page 6. *[Review the list of risk factors.]*

One of every four American adults has metabolic syndrome. *[Review the list of health risks associated with metabolic syndrome.]*

**The DPP lifestyle program reduced the risk of metabolic syndrome by 41%.** GLB is designed to help you make lifestyle changes to both prevent diabetes and prevent or treat the metabolic syndrome.

### Group Lifestyle Balance™ Goals (page 7)

This program is called “Lifestyle Balance” because we will help you reach a healthy balance between two parts of your lifestyle:

1. What you eat, and
2. How physically active you are.

The GLB goals are the same as the DPP lifestyle goals. Your goals will be to:

1. Lose weight through healthy eating, and
2. Be more physically active.

*[Emphasize that many studies have shown that these goals are safe, can be reached, and kept up over time.]*

The GLB goals are listed on page 7:

1. **Lose 7% of your weight**

*[Review the information in the Goal 1 text box. Emphasize that they will lose weight at a pace that is safe and do-able; about 1-2 pounds per week.]*

*[Use the following to help participants find their goal weight.]*

Turn to page 8, “**Group Lifestyle Balance™ Goal Weights**”.

Find your starting weight in the first column of the boxes on pages 8-12.

Next, read across the row. The second column shows the number of pounds you will need to lose to reach the goal. The third column shows your goal weight.

**Write your pounds to lose in the text box on page 7 where it says “Pounds to lose”. Also write your goal weight where it says “Goal weight (7% loss)”.**

**Please take out your “Weekly Record”. Write your 7% goal weight on the line provided at the top of the page.**

*[Note: The next time you weigh participants, check the goal they have written down to make sure it is correct.]*

Many people reach the 7% weight loss goal by about 4-6 months from starting the program.

To help you reach your weight goal, we will give you a goal for calories and fat grams. This will get you started. I'll explain more about these goals in the next session.

## **2. Do at least 150 minutes of physical activity each week.**

The second main goal of GLB is to **do 150 minutes of physical activity each week** (this would be like taking a brisk walk for 30 minutes on five days of the week).

*[Review the information in the Goal 2 text box. Emphasize that they will reach their activity goal at a pace that is safe and do-able.]*

**We will help you to reach these goals by making gradual, healthy, and reasonable changes in your eating and activity behaviors.**

We'll go over each of these goals in detail, and exactly what they mean for you, as we go along in GLB. You may also have your own personal goals you want to reach, but we encourage you to start with the GLB goals because they have been shown to work with many people. I will do everything I can to help you reach your eating, activity, and weight goals.

Some participants will have their own personal goals and want to lose less or more weight than 7%. Some may already be very active; others may wish to do less than 150 minutes of activity each week. Briefly address their concerns. Here are some examples of ways to address individual concerns:

- If the participant *wants to lose less weight or be less active* than the program goal: “We’ll work toward this goal slowly, one step at a time. It’s a safe and reasonable goal for you, and I’m very confident that you can do it with our support.”
- If the participant *wants to lose more weight or be more active* than the program goal: “Let’s work toward this goal first. When you reach this goal, we’ll talk about going further.”

## How Reaching the Group Lifestyle Balance™ Goals Can Help You (page 13)

The GLB goals are **safe and can be reached**.

There is nothing extreme. For example, “Being active” doesn’t mean you need to be a marathon runner, although you can if you want to and you train for it. We will help you gradually increase your general level of activity and build a more active lifestyle in a way that works for you.

*[Review the information on page 13. Additional topics are listed below.]*

1. **May prevent diabetes and the metabolic syndrome.**

The Diabetes Prevention Program proved this to be true for many people. It showed that losing weight and staying active can prevent diabetes. Moderate weight loss and physical activity improve the body's use of insulin (the hormone that regulates the amount of sugar in your blood).

2. **Will help you be healthier, look better, and feel better**

Many of you may have health problems like high blood pressure or high blood cholesterol. Research has shown that losing weight and/or being active has many health benefits. *[Review the list. Ask participants to identify which are the most important to them. Discuss.]*

3. **Will set a good example for your family, friends, and community.**

Many of us live in a family or a culture with high-calorie eating and inactivity. You will face a challenge as you work at doing things differently. But you will also set a good example of what it’s like to live a healthier lifestyle, which can be inspiring and encouraging to everyone around you.

**Changing your eating and activity behaviors takes work.** It takes dedication, hanging in there, and doing what needs to be done every step of the way.

**We are here to help.** I will do everything **I** can to help all of you reach and stick with your eating, activity, and weight goals. I am confident that **you can do it!**

Your fellow group members will also be a great source of support, encouragement, and helpful suggestions.

## Group Lifestyle Balance™ Program Design (page 14)

GLB has been carefully designed. It is based on many research studies of the best ways to help people change. **GLB is NOT a diet; it is a lifestyle change program.**

In this program you will learn:

- **Facts about healthy eating and being active.** We will give you the most up-to-date and accurate information.  
But knowing the facts, or what to change, isn't enough. You also need to know **how to change.** So you will also learn:
- **What makes it hard for you to eat healthy and be active.**
- And learn **how to change these things so they work *for you***, not against you.  
For example, you'll learn how to:  
*[Review the information in the text box.]*

I will also give you the **long-term support** you need to stick with the changes you make. I will be your **“lifestyle coach.”**

### Group Lifestyle Balance Sessions (page 15)

Page 15 shows you the topics for **Sessions 1 through 22.** *[If it is appropriate for your setting, tell participants they are welcome to invite a family member or friend to any or all of the sessions.]*

### We Will Work Together as a TEAM (page 16)

It is very important that we work together throughout the program as a **team.** Let's review how we will work together as a team.

*[Review “We will count on you to”. Additional information to include:]*

- **Attend the sessions.** *[Ask that participants let you know the week before if they are going to be absent the next week. Also explain how you want participants to contact you if they will miss a meeting. For example, phone call, text message, or email.]*
- **Keep track of your eating and activity 7 days a week.** I'll talk with you more about this in a few minutes. **Be honest.** Don't try to “please” me. I will count on you to write down what you are really eating, and how active you really are, not what you think I want to hear or what would make me happy.
- **Keep track of your weight at home.** You will be weighed at each group meeting. By weighing yourself at home, you will be able to see the pattern of your weight from day to day and see how your changes in eating and activity affect your weight.

- **Try your very best to tackle these changes now**, while you have support from your coach and the group. Then you will be ready to practice for longer periods on your own when we meet less often later in the year....and to continue these healthier eating and activity behaviors for a lifetime.
- **Let me know if you have any problems.** Ask questions when you don't understand something. I am here to help and I need to know when you're having any difficulties. There's no such thing as a "stupid" question--it's *smart* to speak up when you have a question.

*[Note: Some participants, because of their cultural heritage or personal history, may consider it rude to ask questions or to bring up difficulties. Be sensitive to the values and norms of your group. Express your acceptance and appreciation when they voice their questions and concerns.]*

- **Stay willing and open to change. Always “hang in there.”** To change your weight and health, you must change your eating and activity behaviors. Through trial and error, you will find what works best for you. If you run into problems, I will count on you to hang in there and give it your best until we solve the problems together. This is a "can do" program.

*[Review “You can count on us to” and include the following:]*

- **Present accurate facts about healthy eating, physical activity, and weight loss.** GLB is evidence-based and strives to present current research in a way that helps you understand it more clearly. However, we understand that the amount of information can be overwhelming at times. Sometimes studies contradict each other. **We will aim to “keep it simple”.**
- **Answer your questions.** It's important that you feel free to ask me any questions you have, and I will get the answers for you. Please remember that the program staff members are all appropriately trained, and our job is to help you in any way we can.
- **Be honest.** We will both need to "say it like it is." I will count on you to be honest about how you are doing. And you can count on me to listen and encourage you and the group to solve problems together.
- **Believe you can reach your eating, activity and weight management goals.** We all need someone to believe in us when we are making changes for the better. I know you can do it, and when you get discouraged, I will be here to believe in you. Noticing what you're doing **well** is one of my most important jobs. I will encourage you and build you up and appreciate your efforts.
- **Always “hang in there” for you.** The entire GLB staff will **support and help you** throughout the program. As you make lifestyle changes, there may be times when you struggle to stay focused on your goals. This is when it is **most**

important to keep in touch with me and to attend group meetings so that we can work together to keep on track. Your fellow group members can also help to support and encourage your lifestyle change efforts.

Is there anything else you'd like me to do to help you? *[Explain whether or not you will be able to respond to these requests and suggest other sources that might be able to address their needs if you and the program will not be able to so.]*

I hope we will work together in the ways we just discussed.

Please sign the agreement if you agree to this kind of team approach.

*[Give participants time to sign the behavioral agreement. If you did not sign the agreement before class, walk around the room and sign the page for each participant.]*

### **Getting Started Losing Weight (page 17)**

Now let's move on to the next **part of this session: Getting Started Losing Weight**. Turn to page 17.

Before you start to make changes in your eating and activity behaviors, it is important for you to know what you are doing right now. The first step toward change is to be aware.

*[Review information on page 17. Include the following:]*

#### **Be aware of how much you weigh**

- It is important for you to get in the habit of weighing yourself at home. Regular self-weighing has been shown to be a very important behavior in weight management. Please weigh yourself at home at least once a week. Daily may be even better.
- Expect to see about a 1-2 pound weight loss per week. Of course, most people don't lose the same amount of weight each week. Many people lose weight faster at first and then the rate levels off. We won't pay as much attention to each weight but rather to the pattern over time.
- Always weigh yourself on the same scale because your weight can vary from one scale to another.
- And weigh yourself at the same time of day, because that can make a difference too.
- What time of day would be best for you?

If a participant doesn't have a scale and cannot afford to buy one, speak with him/her privately about the fact that self-weighing (outside of the program) is an important behavior for long-term weight management. Discuss options (at a friend's house, community center, gym) or make other provisions.

## **Be aware of what you eat and drink.**

The goal in GLB is to help you find and follow a healthy eating pattern that works for you.

Please be open-minded and willing to change. By using, experimenting with, and applying information you learn in GLB, you will learn to make healthier food choices and find ways to eat fewer calories.

Keep your eye on the prize of reducing your risk of heart disease, diabetes, and other health problems by losing weight, eating a healthier diet, and being more active.

To help you be aware of your food intake, you will keep track of everything you eat and drink every day. This is the **MOST IMPORTANT** part of changing your eating habits/behaviors. This is called “self-monitoring”. Research demonstrates that self-monitoring is a key behavior for weight management. This is something you’re going to do throughout the program to help you be successful in reaching and maintaining your goals.

The first step is to **record everything you eat and drink.**

*[Explain your program’s preferred option for self-monitoring and sharing of the weekly record.]*

You may choose to write down everything using a Food and Activity book or use a digital tracking option. *[Optional: Distribute the **Electronic Tools for Self-Monitoring** handout.]*

### **Keeping track of what you eat will help you and I see:**

- What foods you eat
- How much you eat
- When and where you eat, and
- How your eating habits change over time.

Your Food and Activity records will be the very basis for our working together. You and I will be the only ones to see them, so **spelling is NOT important.**

You can make up **abbreviations** or use your own shorthand if that makes it easier and faster for you to keep track, just so we both know what you mean.

*[Note: The use of abbreviations may also help those participants who have difficulty spelling feel less self-conscious.]*

### **What IS important is to:**

- **Be honest.** That means to record **what you really eat**, not just what you think will please me or yourself.

- Also, **be accurate**. It's best to record what you eat as soon as possible after you eat it, because it's easy to forget. For example, count the number of slices of cheese you eat and record the kind of cheese. Measure portions and read labels.
- And **be complete. Include everything**. The butter on the toast, the cream in the coffee, and the mayonnaise on the sandwich.

It may seem hard to record all of your foods, especially at first. And it does take some time. But it's worth its weight in gold.

**Being aware of what you are eating is the first step toward changing your eating habits/behaviors.**

Research shows that **people who self-monitor lose more weight than those who don't.**

**If using a Food and Activity book, distribute one to each participant.**

Ask participants to open the book and notice where they should record the day of the week and date at the top left side of the page. Explain that the Calorie Goal and Fat Gram goal should be left blank for the first week; the focus this week is on getting into the practice of writing things down. The section for Physical Activity does not need to be completed this week either.

Explain that the left and right side is to be used for 1 day. There is space to record 7 days in each book. Explain that they should record the time of day every time they eat. Then measure and write down what they eat and drink.

Encourage participants to record food and drinks while they are eating or as soon as possible afterward; this leads to much greater awareness and accuracy than trying to “think back”. Ask participants to draw an X through the pages for the first day and explain that they should start recording tomorrow morning and continue for the next 6 days. A new book is started on the morning of every group meeting, and they will turn in the old book for feedback.

Next, ask them to turn to the back page of the book and write their name and today's date next to “Start Date” on the bottom of the page. For this first week, the only information that needs to be recorded is weight. Draw a line through the “Day 1”. Participants will start recording tomorrow, Day 2. Indicate the weight column on the back, and ask participants to circle the day(s) on which they plan to weigh themselves. More information about self-monitoring will be provided next week.

**Distribute a second Food and Activity book to each participant.** Giving out two books initially will ensure that no days of recording are missed.

Because a new book is started on the morning of every group meeting, a second book is provided.

Ask participants to write their name and next week's date next to “Start Date” on the back of the second book.

## Practice Keeping Track (page 18)

**Let's practice self-monitoring.** Page 18 is a “practice page.”

The columns to record calories and fat grams should be left blank for this week. You also don't need to record physical activity. *[Some participants are already physically active. They may choose to record their minutes of activity.]*

Let's talk about **what you should record**.

Think about what you ate earlier today, and write down some of those foods and beverages.

- In the first column, write down the time you ate the meal or snack.
- In the second column, record the amount (as best you can remember). In the third column, write down the item's name and a description. For example, baked chicken breast or 2% milk. Skip the columns for calories and fat grams for now—we will be discussing that in more detail next week.

**Portion size is very, very important. Even a small difference in portion size can mean a big difference in calories.**

Starting this week, please measure everything you eat and drink, using measuring cups and spoons, a liquid measuring cup, and a ruler. *[Show measuring cups, measuring spoons, ruler, and food scale (optional).]*

A food scale that weighs in ounces may be helpful, but is not required. At the next session we'll go over measuring in more detail. Over time, you will become better and better at accurately estimating how much you are eating, and you'll only need to measure now and then. But for now, it's very important to measure everything.

Use a set of measuring cups for things like cereal, measuring spoons for things like salad dressing, and a liquid measuring cup for milk, juice, etc. If you have a food scale, it is used for weighing meats and cheese. The ruler is for measuring things like bagels, pizza, pieces of pie, and cookies. *[If participants don't have measuring cups and spoons, provide information on where to purchase inexpensive measuring tools.]*

Emphasize the importance of using them to learn portion sizes and portion control for foods they eat frequently at home.

**Participants should leave this session aware that:**

1. Their efforts to be honest and complete about their eating habits are more important than picture-perfect Food and Activity records, and
2. Self-monitoring a very important learning tool that everyone is expected to work on during the course of the program.

Participants should never be made to feel that they are unwelcome at group meetings because they did not self-monitor. They should never be asked to leave the program because they do not self-monitor.

**To Do (page 19)**

Each session ends with a list of activities for you to do during the coming week. They are designed to help you put into practice what you learned in the group meeting. This will help you build the skills you need to make positive changes in your eating and activity behaviors. It will not be collected and graded, but we will discuss it at our next group meeting. This process of learning, doing, and sharing your experience with the group is part of what helps you to succeed in Group Lifestyle Balance.

*[Review information on page 19. Include the following:]*

- Keep track of your weight.
  - Please let me know if you don't have a bathroom scale.
- Record everything you eat and drink every day.
  - Measure and record everything you eat and drink.
  - Do this every day, as soon as possible after you eat.
  - Keep your Food and Activity record with you during the day so you can record right away.
  - The goal for this week is for you to get used to self-monitoring and to become aware of your eating patterns.
- Start thinking about physical activity. Most participants choose walking but think about other activities you might like to do.
- Talk with your health care provider. It is important that s/he know that you will be making healthy lifestyle changes in your eating, activity, and weight. *[If your program requires health care provider approval to participate, explain your program's policy and procedures.]*
- Bring the completed Food and Activity record to next week's session. I will collect, review, and write comments. It will be returned to you the following week.

## Resources (pages 20-25)

Page 20 lists 3 additional resources to include in this session.

You have already used pages 21-22, **Weekly Record**. For easy access, you might want to keep this handout in the front of your notebook. You will use this to record your weight at each of our group meetings. For this first week, please record today's date and your weight, if you haven't done so already. You may leave the "activity minutes" and "steps" columns blank. We will discuss tracking physical activity in an upcoming session. However, if you track your minutes and steps, feel free to record it here.

Many people enjoy tracking their weight loss progress on a graph. A sample graph is on page 23. Pages 24-25 have a graph for you to use, if desired.

If time permits, show the group how to mark their starting weight and goal weight on the graph on page 24 and to draw a line between the two. Explain that the line shows what a perfectly steady and gradual weight loss might look like for them. Qualify this by saying something like:

- Of course, most people's weight varies from week to week, and yours will probably do that, too, sometimes above this line, sometimes below it. Many people lose weight faster at first and then the rate levels off. We won't pay as much attention to each weight but rather to the pattern over time.
- Stay under this line as much as possible and reach your 7% goal weight by about 4-6 months (weeks 16-20). Maintaining your weight loss will be very important which is why we will teach you not only how to lose weight, but also how to keep it off!

*[Thank the participants for attending. Announce the time and place for the next session. Ask them to bring their GLB notebook to each session.]*

After the session:

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.

# Session 2 Leader Guide: Be a Calorie Detective

## Objectives

In this session, the participants will:

- Review self-monitoring skills, and learn in more detail how to measure and record foods and beverages.
- Determine their calorie and fat gram goals.
- Practice finding foods in the Calorie and Fat Counter and figuring out the number of calories and fat grams in foods and beverages.
- Practice finding information on the Nutrition Facts label.
- Review the importance of measuring foods.
- Learn to calculate running calorie and fat gram totals for the day.
- Learn the three ways to eat fewer calories.
- Discuss how making small changes in their food choices can make a big difference in their daily calorie intake.
- Make a plan to eat fewer calories.

## To Do Before the Session:

- If providing Food and Activity books; one per participant.
- If providing a Calorie and Fat Counter; one per participant.
- Have measuring cups and spoons, liquid measuring cup, ruler, and food scale (optional) for display.
- Prepare Session 2 handout for participant notebook. Determine your preferred procedure for distribution (i.e. at the scale, in the classroom, etc.).
- Have food models or actual foods for measuring demonstration.
- (Optional): Have visuals to show graphically the fat content of common high fat foods. Relate to foods that you know the participants eat often. Useful visuals are teaspoons of fat on small plates or test tubes containing measured amounts of shortening.
- Log into the GLB Providers Portal to review additional program implementation resources: <https://www.diabetesprevention.pitt.edu/my/login.aspx>

## Additional resources:

- 2015 Dietary Guidelines for Americans <https://health.gov/dietaryguidelines/2015/>
- Changes to the Nutrition Facts Label <https://www.fda.gov/Food/GuidanceRegulation/GuidanceDocumentsRegulatoryInformation/LabelingNutrition/ucm385663.htm>
- Menu and Vending Machines Labeling Requirements <https://www.fda.gov/food/ingredientpackaginglabeling/labelingnutrition/ucm217762.htm>

**Available in the GLB Providers Portal:**

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**
- **The Secret to Serving Size is in Your Hand** handout
- **Portion Control: Size Matters** handout
- **Electronic Tools for Self-Monitoring** handout
- **Find the Calories and Fat Grams in a Recipe** handout
- Ordering information for Calorie and Fat Counter (**Calorie King®**)

**General Session Procedures:**

- Weigh each person privately. This may occur in the classroom, but scale display and participant weight record should not be visible to others.
- Record each participant's weight.
- Ask the participant to update his or her own **Weekly Record**. (Optional) Participants may also graph their weight.
- Check to make sure that the participant has correctly calculated his or her 7% weight loss goal and written it on his or her **Weekly Record**.
- Document each participant's 7% weight goal in the lifestyle coach's records.
- Maintain safety of participants as they step on and off the scale. Make sure weighing area is accessible and chairs are available for those needing extra assistance.
- If the participant has lost weight, express positive comments, but not excessively. Emphasize that s/he must already be making behavior changes.
- If the participant has not lost weight, be encouraging. Emphasize that little by little as s/he makes behavior changes, it will show up on the scale.
- Ask if the participant weighed himself or herself at home. Mention that home weights and weights taken at the session may differ because scales differ, but the trend in weight change over time should be the same.
- Collect completed Food and Activity records. If providing Food and Activity records, distribute blank ones.

**Group Sharing Time (allow at least 5 minutes)**

*[Every class should begin with a discussion of the previous week and a review of the "To Do" home assignment. Use an optimistic approach. Strive for a positive and supportive atmosphere.]*

In our last session you were introduced to Group Lifestyle Balance™. You learned that keeping track of everything you eat and drink will help you be aware of your food intake.

Let's take a few minutes to talk about your experience with self-monitoring this past week.

- Were you able to record anything about your eating?
- What did you learn by self-monitoring? What difficulties did you have?
- What are your thoughts about weighing yourself during the week?
- Did you start a new Food and Activity record this morning?

*[Praise all efforts to self-monitor. Be positive and nonjudgmental. Encourage group discussion.]*

*[Emphasize the importance of recording every day, even if they felt they had a "bad day". It will help them stay aware and learn about their eating behaviors.]*

Remind participants that you will review any Food and Activity record they provide. Indicate that you will not be grading them but rather encouraging and supporting their efforts at lifestyle change. Records will be returned at the next group meeting. Suggest that they keep them for future reference.

Make clear that the Food and Activity records are for their benefit. However, they should never feel unwelcome at a meeting or that they would be asked to leave the program for not completing a Food and Activity record.

## **Session 2: Be a Calorie Detective (page 1)**

As we discussed last week, we will help you build healthy eating habits that will help you lose weight and improve health.

Healthy eating involves three key strategies: eating fewer calories, less fat, and less unhealthy fat. *[Review page 1 and include the following information:]*

Review the example on page 1 (a lot of calories in the higher-fat cheese curls versus fewer calories in more than twice the amount of lower-fat popcorn).

You may use other examples that are relevant to the participants' eating patterns.

Optional: Use food models of fat, fat in a test tube, or shortening measured onto a plate to show the amount of fat in 2 cups of cheese curls and 5 cups of 94% fat-free popcorn.

In addition, reduced/low or sugar-free foods may still contain calories as well.

Today we will talk about how to find the calorie information for the foods and beverages you consume.

**Eating less unhealthy fat.** In addition to eating less fat overall as a way to eat fewer calories, you will learn how to replace unhealthy types of fat with healthier choices. This is very important for your health. We will talk more about how to choose healthier types of fat in future lessons.

In our last session we discussed that one of the goals in GLB is to lose 7% of your weight. You know your 7% weight loss goal. Now we're going to talk about how to do this in a way that is slow, safe, and doable. First, let's talk about how many calories you should eat each day in order to lose weight.

### Group Lifestyle Balance™ Calorie and Fat Gram Goals (page 2)

To help with losing weight and improving health, you are asked to try to stay as close as possible to a certain calorie and fat gram goal. The fat and calorie goals are based on body size and the number of calories needed to lose weight.

*[Review directions for finding calorie and fat gram goals.]*

**Note: The following explanation is for only those participants who express interest in how their calorie goal has been calculated. Do not give this text to participants.**

*Question:* How did you determine the number of calories I should be eating to lose weight?

*Answer:* The number of calories you need for weight loss depends on many factors, including your weight, how active you are, how old you are, and so on. But we can make a good guess and then see how the scale responds.

*[Review the information in the text box, "About your calorie and fat gram goals". Include the following:]*

- We don't expect you to reach your calorie and fat gram goals right away or be able to stay as close as possible to them every day. For now, just try to **get as close to your goals as you can**. During the next few sessions, we will teach you to make healthier food choices and how to plan and prepare lower calorie meals and snacks so that it is easier for you to reach your goals. Over time we'll work together so that you can consistently stay as close as possible to your calorie and fat goals.
- Staying within your calorie and fat gram goals should help you lose about 1-2 pounds per week. This is an average but the actual amount of weight lost will vary from week to week. Most people do not lose the same amount of weight each week. People often lose weight faster at first and then the rate levels off.
- Eating less fat is one way to reduce the number of calories you eat. The type of fat is very important and will be discussed in upcoming group meetings.

*[The GLB fat gram goal is in line with the Institute of Medicine recommendation of 20-35% of total calories per day from fat.]*

- We recommend that you don't go below 1200 calories per day in order to get enough food for health and good nutrition. Eating too few calories is not something you can stick with for a lifetime. Remember that GLB is NOT a diet; it is a lifestyle change program where the goal is for you to create a healthy eating pattern that you can stick with for a lifetime.

You can think of your calorie and fat goals as a budget because you need to stay as close as possible to these goals every day. Be consistent. This will help you establish eating behaviors that will help with losing weight and improving health.

### **How and Why to Measure Foods (page 3)**

Measuring foods is very important. *[Review "If you measure food at home, you will" and include the following:]*

- Measuring will help you know the calories you eat and drink. This will give you a clear picture of what you are doing well and what changes you want to make. Even a small difference in portion size can mean a big difference in calories and fat grams.
- We live in a world of extremely large portions such as triple hamburgers, 64-ounce soft-drinks, and massive tubs of popcorn, marketed and sold as one serving. This is called "portion distortion". Measuring will help you see what a moderate portion looks like.
- We certainly don't expect you to measure food items when you are at parties and other social events. If you regularly measure foods at home, you will get better at judging food amounts just by looking.

**Most people are surprised when they begin to measure foods.** Our eyes can play tricks on us.

Show the participants the food models for common foods (or actual foods). Suggest a 3-ounce hamburger patty, a bowl of cereal, a serving of rice, one Tablespoon of peanut butter, or other foods that your participants frequently consume.

Review the instructions for how to complete the table on page 3.

Either hold up each food model or ask the participants to come up to the display and briefly guess the amounts, and return to their seats and guess the amount of calories and fat grams. Tell participants the actual amounts of each food.

Then tell everyone the actual calories and grams of fat for each food.

Note: If you are short on time, focus only on having the participants guess the portion size and then tell them the actual amount. Omit looking up calories and fat grams.

**Please continue to measure everything you eat and drink, using measuring cups and spoons, a liquid measuring cup, and a ruler. You may use a food scale that weighs in ounces, but that is optional.**

Let me go over some details about how to use the measuring tools. You may be doing these things already.

*[Review the information in the text box at the bottom of page 3. Include the following information:]*

### **Measuring cups**

- For solid foods: Leveling can make a big difference. A heaping measuring cup or spoon that hasn't been leveled will add calories which will really add up with all foods throughout the day.

*[Discuss or demonstrate how to level measuring cups and/or measuring spoons.]*

- For liquids: Use a liquid measuring cup for items such as milk, juice, or soup. Pour the liquid in the cup then read the line at eye level while the cup is resting on a flat surface (such as the kitchen counter). If you read it from above, your eyes can fool you.

*[Optional: Demonstrate measuring liquids and reading the amount at eye level while the cup is resting on a flat surface. Use any liquid. Water is fine.]*

**Measuring spoons** are used to measure both solids (such as sugar) and liquids (such as salad dressing, oil, honey). Fill and level off.

**Measuring/Estimating Meat and Cheese:** You may either estimate the portion size or use a food scale.

- To estimate portion sizes of meat:
  - Three ounces of cooked meat is about the size of a deck of cards or your palm, minus the fingers.
  - A 3-4 ounce serving of a thin type of fish is about the size of a checkbook.
- If you use a food scale:
  - Buying a food scale is not required. But if you use a food scale, it is important to **weigh meats after they are cooked**. They lose about a quarter of their weight in cooking. So, 4 ounces of raw meat weighs about 3 ounces when it's cooked.
  - When you weigh cheese, you'll notice that one slice might look like another but not weigh the same. For prepackaged slices, you can check the label for the weight and nutrition information.

*[Optional: Additional measuring handouts available in the GLB Provider Portal may be used, if appropriate for your group.]*

We have talked about the importance of carefully measuring all foods and drinks. The next step is finding and recording the calories and grams of fat for each. This will give you a more accurate idea of the total number of calories you're taking in each day.

### **Keep Track of the Calories and Fat You Eat Every Day (page 4)**

The best way to learn how many calories and fat grams are in food is to **keep track of the number of calories and amount of fat you eat every day**.

*[You will need to adapt the following section depending on the participants' literacy level, willingness to self-monitor, and comprehension of the self-monitoring process.]*

*[Review information in the first text box. Include the following information:]*

The first step is to:

1. **Record everything you eat and drink.** You may use a Food and Activity book or a digital tracking option of your choice.
  - You had an opportunity to practice this first step by measuring and recording everything you ate and drank last week.
  - As we mentioned last week, this is something we're going to do throughout the program. It is the **most important part of changing your eating behavior**.

**Keeping track of what you eat will help you and me see, in black and white:**

- What foods you eat
- How much you eat

- When and where you eat, and
- How your eating behaviors (habits, patterns) change over time

We discussed at the beginning of today's session how much you learned about yourself and your eating behaviors during your first week of self-monitoring. Each week you record, you will continue to become aware of your eating behaviors and see how you are making healthy changes.

Your self-monitoring records will be the very basis for our working together. Each week you will turn in the Food and Activity records you completed the night before. I will review it and write comments. I will return the Food and Activity record to you next week. If you want to use a digital tracking tool, please talk with me about how you will share your record with me.

Remember that only you and I will see them, so spelling is not important. You can make up abbreviations or use your own shorthand if that makes it easier and faster for you to keep track, just so we both know what you mean.

**What is important is to:**

- **Be honest.** Record what you really eat and drink, not just what you think will please me or yourself.
- **Be accurate.** It's best to record what you eat as soon as possible after you eat it, because it's easy to forget. Measure portions and read labels.
- **Be complete.** Include everything. Butter on toast, sugar and/or cream in coffee, and the mayonnaise on the sandwich.

It may seem hard to record all of your foods, especially at first. It does take some time. But it is worth its weight in gold. Being aware of what you are eating is the first step toward changing your eating behaviors. Remember that research shows that people who self-monitor lose more weight than those who don't.

You had practice this past week with this first step in recording. What's new this week is step two. *[Review information in the second text box. Include the following information:]*

**2. Figure out how many calories and fat grams are in every food and drink and record it.** To do this, you will need to:

- Measure the amount of food and beverages you consume.
- There are three places to look for the serving size, calorie and fat gram information.
  - Food labels have a Nutrition Facts label.
  - You could use a Calorie and Fat Counter or digital option. We'll talk more about these in a minute.
  - A third place to find calorie information is on menus, menu boards and displays. Federal regulations require that places that sell prepared foods and have 20 or more locations are required to post the calorie content of food on their menus, menu boards, and displays. This

applies to restaurants, supermarkets that sell prepared foods, convenience stores, bakeries, coffee shops, and movie theaters. Have you noticed calories on menus and menu boards? We will talk more about healthy eating away from home in a future lesson.

And the third step:

**3. Add up the calories and fat grams you eat and drink during the day.**

*[Review information in the third text box. Include the following information:]*

If you are using the GLB Keeping Track book, please transfer the total calories and fat grams to the back page at the end of each day.

**Eat a Packaged Food? Read the Nutrition Facts Label (page 5)**

One place you will find the calorie and fat information for foods and drinks is on the Nutrition Facts label on packaged food.

*[The Nutrition Facts label pictured on page 5 shows the format the U.S. Food and Drug Administration requires manufacturers to use.]*

Let's talk about the three important pieces of information to find on the label.  
*[Review page 5.]*

Be sure the participants are able to locate the three most important pieces of information; the serving size, the calories per serving, and the total fat grams per serving. The most common error is using the "% Daily Value" from fat rather than the grams of "Total Fat".

Be sure that the participants understand that the serving size on a label may be very different from what most of us consider a serving. Also explain that many packages look like one serving but may contain more than one serving. Stress the importance of reading the label.

Use the calorie and fat gram information from the label if you can. Even if this item is listed in the Calorie and Fat Counter, the calories and fat grams on the label are more accurate.

The Nutrition Facts label includes additional useful information that we will discuss in upcoming group meetings.

**When You Use the Calorie and Fat Counter (page 6)**

Another place to find calorie and fat gram information is by using a Calorie and Fat Counter. There are many books and digital options available.

Page 6 lists some things to keep in mind **when you use the Calorie and Fat Gram Counter**. [Review page 6. Include the following information:]

If you make a **recipe**, there are websites available that will make it easy to calculate the calories and fat grams in your favorite recipes.

[Optional: Distribute the handout, **Find the Calories and Fat Grams in a Recipe** for participants to use at home.]

The bottom line for now is to **just get started and do your best**. If you run into any problems, I'll help you with them at the next session.

### Know Where Your Calories and Fat Grams Come From (page 7)

**Many people aren't aware of the calories and fat they eat.**

Here's an example. [Review the fast-food meal example.] That is a lot of calories in one meal. It also has a lot of fat, a total of 22 ½ teaspoons or about 1 entire stick of butter.

**What kinds of foods do you eat that are high in calories and fat?**

Ask participants to share their answers. They may want to jot down their personal list of foods high in calories and fat.

Make some general points about the food groups or types of food that tend to be high in calories, such as:

- Meats (contain both fat that you can see and fat that you can't see)
- Dairy foods (whole milk, regular cheese, ice cream) (**Many fat-free and low-fat flavored yogurts are high in calories because they contain a lot of sugar.**)
- Snacks (such as potato chips)
- Butter, margarine (Many people add fat to foods to flavor them.)
- Gravy, mayonnaise
- Baked goods (such as cookies, cake, muffins) (**Many fat-free and low fat baked goods are high in calories because they contain a lot of sugar.**)
- Fat added in cooking (oil, lard, shortening) such as deep-fat frying (fried chicken, French fries, doughnuts)
- Beverages (sweet tea, **soft drinks, sweetened coffee beverages, fruit drinks**)

Keep in mind that the purpose of this list is **not** to give the participants detailed information about where calories and fat are found in foods. Rather, the purpose is to begin to show them that many different foods that they eat are high calories and to provide a rationale for self-monitoring. The facts about where calories are found in foods should come later as a byproduct of their own discovery through self-monitoring.

These are the kinds of foods you will have to be aware of as you become a “calorie detective.” They are also the kind of foods that are widely available and they may even be traditional foods in your family or culture. Once you know where the calories and fat in your diet come from, you can learn to make better choices.

### Three Ways to Eat Fewer Calories (page 8)

There are no “forbidden foods” in GLB. To help you stay within your calorie and fat gram goals, while still including your favorite foods, let’s talk about the three ways to eat fewer calories. *[Review the three ways and include the following information:]*

In the coming months, you’ll discover a number of ways to eat fewer calories by using these three strategies.

Let’s make a plan to eat fewer calories right now. *[Review Make a plan to eat fewer calories.]*

- Look at your list of high calorie foods on page 7.
- Select 3 foods and write them in the box on the bottom of page 8. Please select foods that you eat often (not, for example, birthday cake that you eat only rarely).
- Decide which of the three ways to eat fewer calories you are willing to use for each. Make sure it is specific, realistic, and something you will do.

For example: Sweet Tea (or any sugar-sweetened beverage). *Ask the group to provide a suggestion for each of the three ways to eat fewer calories.*

- Less often: Drink sweet tea only with dinner on Saturday and Sunday.
- Smaller amount: Measure and drink just 1 cup rather than unlimited amounts.
- Lower-calorie food: Try tea without sugar. Or drink water with lemon instead.

*[Explain that there are many options so encourage participants to choose what they think will work best for them and to be open-minded as they experiment with ways to eat fewer calories.]*

You will make your own food choices to reach your calorie and fat gram goals. There are no “good” or “bad” foods, just as there are no “forbidden foods” in GLB. Using the three ways to eat fewer calories will help you make small changes that will make a big difference in the calories you are eating.

Through trial and error you will find what works best for you. Ask family members, friends, and group members for suggestions and ideas.

Changing the way we eat is a gradual process and it will take time. I don't expect you to be perfect. This program is about making progress toward your goals; not perfection.

Lifestyle change is an ongoing process. During the coming months you will learn many different ways to help you make healthier food choices and eat fewer calories. For now, focus on being the best calorie detective you can be, looking for calories everywhere. And just do your best to **come as close to your calorie and fat gram goals as you can.**

### Practice Keeping Track (page 9)

Let's practice Keeping Track. If providing a Calorie and Fat Counter, distribute one to each participant at this time.

*[Optional: Provide participants who are interested in using a digital self-monitoring tool with the **Electronic Tools for Self-Monitoring** handout found in the GLB Providers Portal.]*

Either ask for a volunteer to report what s/he ate and drank for breakfast today or describe a simple breakfast meal. Write this menu on the board and ask participants to write it on **page 9**). In the first column, write down the time the meal was eaten. In the second column, record the amount and write down the item's name and a description. Skip the columns for calories and fat grams for now.

Give the participants time to record the foods. Taking one food at a time, ask the group to find each item in the Calorie and Fat Counter and to state the page number on which it is found. Make sure all participants can find the food and beverages in the Calorie and Fat Counter. Next, calculate the calories and fat grams in the amount eaten.

Address any areas of difficulty the group may have.

Some participants may find calculations difficult and confusing. Assure everyone that you will continue to help them with this in the upcoming sessions and that the **important thing for now is to begin finding foods in the Calorie and Fat Counter and getting an idea of the number of calories and amount of fat in different foods and in various serving sizes.**

If both high and low calorie foods with portion sizes that require some calculation were not included in the sample meal, give examples for the participants to find in the Calorie and Fat Counter and calculate calories and fat grams.

Ask the participants to add up the total calories and the total fat grams eaten during this meal. Write the calorie and fat gram totals on the practice page and label it "subtotal". Encourage participants to keep a running subtotal after each meal and snack.

A running total is like a subtotal or running balance in a checkbook. The purpose of keeping a running total is so you know just how many calories and fat grams you've eaten as you go through your day.

You can use this subtotal to plan what foods you choose for the rest of the day in order to stay on track with your goals. This is like using a budget to manage how much money you spend. For example, "What should I have for lunch? Well, I've eaten X calories and X grams of fat so far today. My daily calorie goal is X and my fat gram goal is X grams. So, I'd better eat less than X calories and X grams of fat for dinner to stay within my goals for the day." This is like using a budget to manage how much money you spend. Continue to add calories and fat grams after each meal and snack and record it.

You have the choice of using the Food and Activity books or using a digital tracking option. If you choose to use a digital food and activity tracking option, please talk with me so we can make a plan for how you will share your weekly record with me. [*Discuss your program's preferred tracking option(s).*]

### **Practice Keeping Track (page 10)**

**If using the GLB Keeping Track book, the final step of self-monitoring is to transfer the total calories and fat grams for each day to the back page.**

[*Review page 10.*]

This will help us both to see at a glance how you've done during the entire week.

At the end of the week, you may want to add the daily calorie and fat totals to get a weekly total and divide it by seven to get your daily average calorie and fat intake. Looking at your weekly average calorie intake will help you see that one day of going a bit over your calorie goal will not ruin the entire week. But staying within your calorie goal only on Monday – Wednesday and then overeating on Thursday-Sunday will make it difficult to change your eating behaviors and lose weight.

Participants should leave this session aware that:

- We are more interested in their efforts to be honest and complete about their eating habits than to present us with picture-perfect self-monitoring records, and
- We consider self-monitoring a very important tool and expect everyone to self-monitor.

## To Do (page 11)

Turn to page 11 and let's focus now on what you can do between now and the next session.

*[Review the first two check boxes.]*

As you did last week:

- Please continue to keep track of your weight and record it. This is a very important behavior for both losing weight and keeping it off.
- Please continue to keep track of what you eat and drink. Measure all foods and beverages and record them.

Notice the “New things to practice” section. These are designed to help you apply what you learned in today’s group meeting. This will help you develop and practice skills you need to make positive changes in your eating behaviors. *[Review each item.]*

*[Announce that each week you will collect their completed Food and Activity record, review it and make comments and suggestions, and return it the following week. Explain that this is an important way for you to communicate with each person individually and for you to help them be successful in their efforts to create a healthier lifestyle.]*

*[Encourage participants to talk with their health care provider about GLB and the changes they will be making in their eating, activity, and weight.]*

*[If your program requires health care provider approval to participate, explain your program’s policy and procedures.]*

*[Announce the day, time, and place for the next session. Ask them to bring their GLB notebook to each session.]*

### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program’s protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental. Comment on the mechanics of recording, not the nutritional value of their diet.
  - Praise all efforts to self-monitor, no matter how small, and any level of accuracy or completeness (e.g., descriptions of foods, methods of food preparation, additions to foods at table, or details about portion size).
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 3 Leader Guide:

## Healthy Eating

### Objectives

In this session, the participants will:

- Discuss how eating fewer calories fits into the overall context of a healthy eating pattern.
- Explain MyPlate as a model of healthy eating, including an emphasis on plant foods and lower calorie choices.
- Review the recommendations of MyPlate and the 2015-2020 Dietary Guidelines for Americans.
- Practice comparing a meal to the recommendations of MyPlate.
- Discuss the types of fat and how to replace unhealthy fats with healthy ones while staying within the recommended calorie and fat gram goal.
- Discuss how and why to limit saturated fat, trans fat, sodium, and added sugars.
- Discuss factors to consider when planning healthy meals.
- Learn the importance of including vegetables, fruits, and whole grains in a healthy eating pattern.
- Find a personal pattern of meals and snacks.
- Discuss how following a healthy eating pattern can improve weight, health, and reduce the risk of chronic disease.
- Discuss ways to make a shift to healthier food choices.

### To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 3 handout for participant notebook.
- (Optional): Have visuals to show graphically the fat content of common high fat foods. Relate to foods that you know the participants eat often. Useful visuals are teaspoons of fat on small plates or test tubes containing measured amounts of shortening.
- Make a plan for the MyPlate Makeover activity (Session handout, page 9). You can use the sample menu provided (Leader Guide, page 13) or create another example that includes foods typically eaten by your participants.
- (Optional): Poster or slide of MyPlate.
- (Optional): 9-inch plate for display.
- (Optional): MyPlate materials are available in Spanish and many other languages.

### Additional resources:

- The Academy of Nutrition and Dietetics website also has information on ways to “Be Budget Friendly”.  
<http://www.eatright.org/resource/food/planning-and-prep/eat-right-on-a-budget/eat-right-affordably>
- **Good and Cheap** cookbook, Leanne Brown. <http://www.leannebrown.com/cookbooks>

**Available in the GLB Providers Portal:**

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

**General Session Procedures:**

- Weigh each person privately. This may occur in the classroom, but scale display and participant weight record should not be visible to others.
- Record each participant's weight.
- Ask the participant to update his or her own **Weekly Record**. (Optional) Participants may also graph their weight.
- Make sure that the participant has selected the correct calorie and fat gram goal and written it on his/her **Weekly Record**.
- Write each participant's calorie and fat gram goals in the lifestyle coach's records.
- Maintain safety of participants as they step on and off the scale. Make sure weighing area is accessible and chairs are available for those needing extra assistance.
- If the participant has lost weight, express positive comments, but not excessively. Emphasize that s/he must already be making behavior changes.
- If the participant has not lost weight, be encouraging. Emphasize that little by little as s/he makes behavior changes, it will show up on the scale.
- Ask if the participant weighed himself or herself at home. Mention that home weights and weights taken at the session may differ because scales differ, but the trend in weight change over time should be the same.
- Collect completed Food and Activity records. If providing Food and Activity records, distribute blank ones and those with your comments.

**You will continue with these general session procedures for the remainder of the program.**

## Group Sharing Time (allow at least 5 minutes)

In our last session, you learned how to “Be a Calorie Detective” by reading food labels, using a Calorie Counter, and looking at menus/menu boards and displays. You saw how using these tools would help you stay within your calorie and fat gram goals in order to lose weight. We also talked about **three ways to eat fewer calories** and you made a plan for the high calorie foods you eat.

Let’s take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- What did you learn by self-monitoring? What difficulties did you have?
- Were you surprised by the number of calories and amount of fat in some foods?
- How was your experience with using a Calorie and Fat Counter?
- Did you find the necessary information on the Nutrition Facts labels?
- Did you see nutrition information listed on any menu/menu boards in restaurants? Grocery stores? Other places that sell prepared foods?
- Did you keep a running total of calories and fat grams?
- Did you total your calories and fat grams for the week and find the daily average? What did you learn?
- Did you follow your plan to eat fewer calories?
- Did you try any new food products (e.g.: whole wheat pasta, brown rice)?
- How close did you come to your calorie and fat gram goal?
- What changes did you make in your eating in order to come as close as you can to your calorie goal? What change did you make in your eating pattern this past week that you are most proud of?

*[Address and discuss barriers. Problem-solve barriers with the group.]*

*[Praise all efforts to self-monitor. Be positive and nonjudgmental. Encourage group discussion.]*

## Healthy Eating (page 1)

In the last session, we talked quite a bit about eating fewer calories. Staying close to your calorie goal is key to losing weight. Today we're going to talk about some of the *other* parts of healthy eating.

[Review page 1 and include the following information:]

**Some of the other parts of healthy eating include:**

**The way you eat:**

- **When you eat**
  - **Plan ahead for healthy meals and snacks.** Make a grocery list based on your plan and take it with you when you shop.
  - **A regular pattern of meals or snacks is important.** Spread your calories through the day in a pattern that fits your lifestyle and eating preferences. There is not one “right way” to divide calories through the day. Some people do best with 3 meals per day; others with 3 meals plus 1 or 2 healthy snacks. Find what works best for you. If you have been eating 3 meals per day without snacks but find you get overly hungry and then overeat at meals, consider adding a healthy snack. On the other hand, if you “graze” all day and lose track of the calories you’re eating, consider eating more structured meals and snacks. Be open-minded and experiment to find what works best for you.
- **How you eat**
  - **Eat slowly.**
    - You will digest your food better if you take small bites and chew your food well.
    - It also can provide a sense of self-control.
    - Enjoy the company who may be present while you’re eating.
  - **Don't worry about cleaning your plate.** The greatest waste of food is to eat more than you want or need.

**Another part of healthy eating is *what you eat overall*.**

- GLB emphasizes healthy food choices so you will lose weight *and* improve your health.
- One way to describe a healthy meal is in terms of food groups, in which foods are placed that have a similar amount and type of nutrients important to health. The United States Department of Agriculture (USDA) developed MyPlate as the model for healthy meals. MyPlate is a **general guide to healthy eating** that's based on the latest findings about nutrition and health.

## MyPlate (page 2)

Have you heard of MyPlate? Have you seen this model pictured on page 2?

*[Tailor the following discussion based on what the participants already know about MyPlate as you review the information on pages 2-4. The intent is to give participants a general overview of MyPlate, not an in-depth, detailed description. Participants interested in additional or more detailed information should be encouraged to visit the MyPlate website listed on the bottom of pages 2 and 4.]*

Pages 2-4 of your handout give information about MyPlate.

Page 2 shows the design of MyPlate. *[Review the information on page 2. Include the following information:]*

Foods are placed into one of 5 food groups based on what nutrients they contain. These 5 groups are Vegetables, Fruits, Grains, Protein, and Dairy. *[Explain the format of the plate model, the different sections, and foods that belong in each.]*

Notice that half the plate should be filled with fruits and vegetables. If this would be done at each meal, people would easily reach the recommended 5-9 servings of produce each day.

MyPlate illustrates that you should be eating a mostly plant-based diet. A generation ago, many families built their meals around meat: the "meat and potatoes" eating style. Now we know that most Americans eat too much unhealthy saturated fat and much of it comes from big servings of meat. A healthy diet does include high protein foods. But the foundation of a healthy eating pattern is not meat, but rather vegetables, fruit, and grains (especially whole grains).

The 2015-2020 Dietary Guidelines recommend that we include foods from all groups of MyPlate to create a healthy eating pattern. The Guidelines also give recommendations about what to limit. Throughout GLB, we will continue to focus on sharing nutrition information and helping you create a healthy eating pattern that works for you. Something you can stick with for a lifetime.

The 2015 Dietary Guidelines focus on the entire diet as a whole rather than looking at a single nutrient or food. They report that *under-consumed* food groups include Vegetables, Fruits, Whole grains, and Dairy; *over-consumed* nutrients include saturated fat, sodium, refined grains, and added sugars.

The healthy eating pattern recommended in GLB is in line with the 2015 Dietary Guidelines.

*[Participants with a 1200 or 1500 calorie goal may feel that trying to fit a food from each MyPlate group in one meal could be difficult. Explain the option of splitting the food into one meal + one snack. For example: Protein, Grain, and Vegetable (chicken, brown rice, green beans) for a meal and save Dairy and Fruit (vanilla yogurt + banana) for a snack.]*

### **Healthy Food Choices from MyPlate (page 3)**

Although there are no “forbidden foods” in GLB, page 3 gives more information about the foods in each group of MyPlate and suggestions for the healthiest choices. This page may give you some ideas of how to make some shifts to healthier food and beverage choices.

*[Quickly review page 3. Again, the purpose is to give a general explanation of MyPlate. Participants who are interested in more information about foods in each group, portion sizes, etc. should be encouraged to visit the MyPlate website.]*

*[Participants may ask about plant-based beverages such as almond, cashew, or coconut milk. To help them determine if they wish to use these products, convey the following information; they are not considered as a serving from the Dairy group because they are much lower in protein than cow’s milk or soymilk.]*

### **Choose MyPlate (page 4)**

Page 4 provides additional information about MyPlate. *[Encourage participants to read this page again at home. Point out the website address, [www.choosemyplate.gov](http://www.choosemyplate.gov), as a source of additional information. Discuss the following information with your group:]*

Tip #2 reminds us to make half our plate fruits and vegetables. Eat a variety of different colored fruits and vegetables. The major health organizations recommend that we move toward a more plant-based diet. The goal is to eat about 5-9 servings of fruits/vegetables per day.

Tip #9 recommends drinking water instead of sugary drinks. This may be a way to cut calories that will work for you.

Another consideration is the size of the dinner plates you use at home. Plate sizes in the United States have increased over the years, as has the incidence of overweight and obesity. Measure the diameter of the dinner plates you use at home. Try using a 9-inch plate. This will help manage portion sizes while making it look like you are eating a satisfying amount of food. *[Optional: Show participants a 9-inch plate.]*

Participants may ask your advice about using sugar substitutes. All sugar substitutes have been approved by the Food and Drug Administration, are safe for human consumption, and are on the GRAS list (Generally Recognized as Safe), just as all other ingredients added to food in the United States

Research does not support the general recommendation to either consume or to avoid sugar substitutes. Thus, using foods and drinks that contain these sweeteners is a personal choice. Some people use them as a way to help stay within their calorie goals; others may choose to not include them.

GLB does not encourage nor discourage the use of sugar substitutes, but asks participants to decide for themselves if they want to use them or not.

### Choose Healthy Fats (page 5)

MyPlate does not include a separate section for “Fat”. The MyPlate website does have information on healthy types of fat to include in your healthy eating pattern in the section labeled “Oils”.

Let’s talk about **both the amount of fat and the type of fat** to include in a healthy eating pattern.

In Session 2 we discussed that one way to eat fewer calories is to eat less fat. Eating less fat overall can help stay within your calories goals so you lose weight. Remember that the goal of GLB is NOT to eat as little fat as possible. Some fat is needed for health. To include the correct **amount of fat** in a healthy eating pattern, stay within your fat gram goal.

In addition to being aware of the total **amount of fat** in your diet, it is important to use the **healthier types of fats** to improve your health. *[Review page 5 about the importance of and reasons for replacing unhealthy fats with healthy ones.]*

**Please remember that all fats contain 9 calories per gram, so it is important to carefully watch portion sizes so you stay within your calorie and fat gram goals.**

We will continue to talk about making healthier food choices, including fats, throughout GLB. In fact, a future lesson is totally devoted to Heart Health. If you want more information, visit the “Oils” section on the MyPlate website.

*[Note: Based on the latest scientific evidence, the 2015 Dietary Guidelines do not include the previous recommendation to limit cholesterol intake to less than 300mg/day. Many foods that contain cholesterol are also high in saturated fat, so limiting saturated fat may also limit cholesterol intake.]*

*[Participants may ask for a definition of “triglycerides”. Explain that this is a type of fat found in the blood. Blood levels of triglycerides can be managed by exercising regularly, losing weight, and eating a diet that is low in unhealthy types of fat (saturated and trans fats), alcohol, and sugary foods and drinks.]*

*[In June 2015, the Food and Drug Administration gave food manufacturers three years (until 2018) to eliminate partially hydrogenated oils from their food products. This is the main source of trans fat in the American diet.]*

## **Healthy Eating for a Healthy Body (pages 6-8)**

The GLB goal is for you to improve both your weight and your health.

The first step continues to be to focus on ways to eat fewer calories in order to reach and maintain your weight loss goals.

The next step is to help you focus on making healthy food choices to improve your overall health. Creating a healthy eating pattern that you can follow for a lifetime will improve your health and reduce your risk of certain diseases. You may need to experiment to find the healthy eating pattern that works best for you. Again, there are no “forbidden foods”, but you may need to “**replace**”, “**limit**” or “**eat more of**” certain types of foods.

Let’s look at all the ways that a healthy eating pattern, along with being physically active, can improve your health and reduce the risk of many diseases now and in the future.

*[Review page 6. Include the following information:]*

### **To help keep blood glucose stable and hunger in check:**

#### **Build a regular pattern of healthy eating:**

As we discussed, you will find a healthy eating pattern that works best for you. This includes discovering if you want 3 meals per day or 3 meals with one or two healthy snacks. Try to eat at about the same times every day and avoid skipping meals and snacks. This usually causes a person to get overly hungry which can lead to overeating. Use MyPlate to plan healthy meals.

The GLB message is to **limit and replace highly processed foods** with those that are as close to nature as possible.

- An example of “eat as close to nature as possible” would be a baked potato vs. French Fries vs. potato chips. Another example would be an apple versus applesauce versus apple pie. Clearly the baked potato or apple are the best

choices because they are lower in calories, fat and sodium because they are very close to nature.

- **Note: Minimally** processed foods can be healthy and convenient. For example, bags of frozen vegetables, pre-washed salad greens, chicken that has pre-cut into boneless/skinless breasts, canned tuna.

Several times on pages 6-8 participants are asked to write down “**A change I can make**”. These should be shifts to healthier food and beverage choices that the participant is willing to make. For example, trying whole grains, eating protein at each meal, shifting to healthier snacks, and drinking a beverage with no-added sugar.

As you review each section, ask participants to share their responses, if they are comfortable doing so.

GBL follows the recommendations from:

- The Institute of Medicine. It recommends 45-65% of total calories should come from carbohydrates in a healthy eating pattern.
- The 2015 Dietary Guidelines and MyPlate. Both recommend the intake of carbohydrates from vegetables, fruits, whole grains, dairy, and legumes.

Some participants may think that “all carbs are bad”.

The GLB messages are that we look at the entire diet as a whole, no food is “demonized” (not even sugar), there are no forbidden foods, and our emphasis is on choosing healthier carbohydrates.

### **Choose healthier carbohydrates (pages 6 & 7):**

A healthy diet includes carbohydrate.

- Just as you have been encouraged to choose healthier types of fat, there are healthier carbohydrates you should choose to include in your healthy eating pattern.
- Healthy carbohydrates come from fruits, vegetables, whole grains, beans and peas, and low-fat or fat-free dairy foods. These foods provide many healthful nutrients your body needs.

You are not being asked to monitor your carbohydrate intake, just calories and grams of fat, which was done in DPP.

The 2015 Dietary Guidelines recommend that we consume less than 10% of calories per day from added sugar. This does NOT include sugar that is naturally present in fruit, vegetables, and milk.

- The reason is that foods and beverages with added sugars contribute calories, but no healthful nutrients. Evidence suggests that eating patterns with less added sugars are associated with a reduced risk of cardiovascular disease, obesity, type 2 diabetes, and some types of cancers in adults.
- This does NOT mean that every food must contain less than 10% of calories from added sugars; look at the entire day's intake of added sugars. The suggestions listed here will help you reduce the added sugars in your meals and snacks.

**Fiber:** The amount of fiber in a food is listed on the Nutrition Facts label in both grams of fiber and %Daily Value. The %Daily Value is based on 28 grams of fiber per day.

Note that at least half of your daily fluid intake should be water. There is no set guideline for how much water people should drink each day. How many of you have heard that we're all supposed to drink 8 cups of fluid per day? That isn't supported by research. Fluid requirements vary among individuals based on age, sex, activity level, medications, environment (temperature/humidity), and what you're eating that day. Instead, the goal is to drink enough water so you have light colored urine. Urine that is very dark yellow can be a sign that you are dehydrated. People often experience hunger when dehydrated and eat even though their body is really just lacking fluid, not food. Staying well-hydrated may help you stay within your calorie goals.

**To help reduce your risk of heart disease:**

*[Review page 7. Include the following:]*

Healthy unsaturated oils should replace solid fats.

*[Participants may ask about using coconut oil. The current recommendation, based on the available scientific evidence, is that coconut oil is considered a solid fat (high in saturated fat) and should be limited. There is ongoing research to determine if the saturated fat found in plant foods (e.g. coconut oil) has the same negative effects as solid fats from animal foods.]*

A healthy eating pattern limits saturated and trans fat. The 2015 Dietary Guidelines recommends that less than 10% of daily calories should come from saturated fat. This recommendation is based on scientific evidence that replacing saturated fat with unsaturated fat is linked to a reduced risk of cardiovascular disease.

Participants may have questions about Omega 3 fatty acids. Explain that they are a type of unsaturated fat that is found mostly in fish and other sources listed on page 5.

**Emphasize that fish should be prepared using low-fat cooking methods, not deep-fried.**

Be sure to remind participants that they should consult their health care provider before beginning any kind of supplement.

We will be discussing fats again in future lessons. Participants who are interested in learning more about omega-3 fatty acids may access the American Heart Association website.

*[Review page 8. Include the following:]*

**To help manage your blood pressure:**

Most Americans get 50% more sodium than recommended.

As sodium intake goes up, so does blood pressure. This relationship between sodium intake and blood pressure is well documented. Diets high in sodium are also associated with heart disease.

*[Participants may have already been told by their health care providers to reduce sodium intake due to prehypertension or hypertension.]*

We have covered a lot of information today about healthy eating. Don't let all the details overwhelm you. Throughout GLB, we will continue to talk about healthy eating and how to create a healthy eating pattern than works for you.

The goal of GLB is to eat fewer calories, but healthier calories as well. Keep making shifts to healthier food and beverage choices. These small changes will lead to improvements in your weight and health. Focus on progress, not perfection.

Some participants express concern that healthy eating is too expensive. Acknowledge any concerns participants may raise. Use the opportunity to problem-solve with the group. The following points may help address concerns:

- Grains: Sugared cereals are usually more expensive than unsweetened. Reduced fat crackers are typically the same price as the full-fat crackers. Bagels are usually cheaper than donuts. You pay more for convenience. For example, instant oatmeal packaged in individual servings is about twice the price per ounce than buying a box of quick oats that you measure yourself.
- Vegetables: Buy fresh produce in season. Take advantage of local farmers markets. Use canned and frozen vegetables without sauces or cheese. Buying organic produce usually increases the cost. Buying prewashed or precut vegetables adds to the cost. Consider growing a garden!
- Fruit: Buy fresh produce in season. Take advantage of local farmers markets. Use canned or frozen fruit without added sugar or packed in its own juice. Watch the packaging: frozen orange juice that requires reconstituting with water is less expensive per ounce than the cartons that are ready to drink. Juice packaged in a single serving container is more expensive, yet.
- Dairy: Whole milk is usually more expensive than skim milk. Low fat or fat free cottage cheese is the same price as the full-fat.
- Protein: Leaner cuts of meat can be more expensive than the higher fat cuts. Remember that you will probably be eating a smaller portion size than you did before you started the program. Consider adding some meatless meals. Legumes (beans and peas) are an inexpensive source of protein and fiber.
- Remind participants that they will be eating less food overall than they did before they started the program.
- They will be saving money by buying less (or none) of the expensive “junk foods” like candy, chips, etc.
- To save money, plan meals ahead of time, make a shopping list, watch the ads for sales, clip coupons for healthy foods, and try store brands.
  - A cookbook designed for cooking on a limited income (including the SNAP budget of about \$4 per day) is **Good and Cheap** by Leanne Brown. The recipes are healthy and very simple. <http://www.leannebrown.com/cookbooks>
  - The Academy of Nutrition and Dietetics website also has information on ways to “Be Budget Friendly”.

<http://www.eatright.org/resource/food/planning-and-prep/eat-right-on-a-budget/eat-right-affordably>

## MyPlate Makeover (page 9)

Let's practice using MyPlate. Turn to page 9.

Write a sample dinner menu on the board. It is suggested that the menu include a very large serving of meat, small serving of vegetable, and dessert without a serving from Fruit or Dairy groups.

Example: 8 ounce steak, 1 cup rice, ½ cup green beans, 8 ounce glass of wine, chocolate cake.

Or come up with a menu that includes foods typically eaten by your participants.

Draw MyPlate on the board or flipchart. Encourage group participation during this activity.

Look at the first item on the menu. In which food group of MyPlate does this food belong? *[Write the name of the food in the correct section of the plate.]*

Let's look at the next item on the menu. In which food group does this belong? *[Write the name of the food in the correct section of the plate. Repeat for each food and beverage on the menu.]*

Now let's do a "Meal makeover" by comparing this meal with the recommendations of MyPlate.

- Is there a food in each section of the plate?
- Is there a food high in protein? Is the Protein portion size about 3 ounces? Is it a low-fat protein choice?
- Is the food from the Grain group a whole grain?
- Are fruits/vegetables included?
- Are there a variety of colors of fruits and vegetables?
- Do fruits and vegetables make up half the plate?
- Is the Dairy item low-fat or fat-free?
- How were the foods prepared? (Discuss low-fat versus high-fat cooking methods.)
- Overall, are the food choices low or high in calories?

*[If your menu includes alcohol, explain that if you choose to drink alcohol, do so in moderation. Moderation is defined as no more than 1 drink per day for women and no more than 2 drinks per day for men. Consider one serving to be one can (12 fluid ounces) of beer (150 calories), one glass (5 fluid ounces) of dry wine (115 calories), or 1.5 fluid ounces (one "shot") of liquor (105 calories). Alcoholic beverages are high in calories. Mixers, such as tonic or a regular soft drink, add more calories.]*

What changes could be made to this meal to better follow the recommendations of MyPlate? (For example: more vegetables, smaller portion of meat, add fruit and/or dairy, etc.)

The 2015 Dietary Guidelines recommend eating less added sugar, salt, and saturated fat. Does this meal follow the recommendations? What could be done to eat less total fat and limit unhealthy fat? Less salt? Less added sugars?

*[Emphasize the importance of reading Nutrition Fact labels, menus and menu boards and using the Calorie Counter. Discuss if this meal would be easy or difficult to fit into the calorie and fat gram goals for the day.]*

For weight loss, it is important to stay within your calorie and fat gram goals. To improve your health while you are losing weight, it is important to make the healthiest food choices possible within your calorie and fat gram goals.

MyPlate will help you to include many healthful nutrients in your meals while staying within your goals. MyPlate will help you eat healthy, balanced meals, include more plant foods, and practice portion control.

Choose a healthy eating style that meets your nutrition and calorie goals.

Healthy eating is important. Don't forget about physical activity. Regular physical activity is one of the most important things you can do to improve your health. We will talk more about physical activity in our next group meeting.

## **To Do (page 10)**

Turn to page 10 and let's focus now on what you can do between now and the next session.

*[Review the first two check boxes.]*

As you did last week:

- Please continue to keep track of your weight and record it. This is a very important behavior for both losing weight and keeping it off.
- Please continue to measure and record everything you eat and drink every day. Self-monitoring is also a very important behavior.

Notice the "New things to practice" section. These are designed to help you apply what you learned in today's group meeting. This will help you develop and practice skills you need to make positive changes in your eating behaviors. *[Review each item.]*

Use MyPlate as a model for healthy meals. Try it at least once this week.

Next week we'll begin to talk in detail about the GLB activity goal. For this coming week, please be aware of your physical activity. Write down the activities you do.

*[Encourage participants to talk with their health care provider about GLB and the changes they will be making in their eating, activity, and weight.]*

*[If your program requires health care provider approval to participate, explain your program's policy and procedures.]*

*[Announce that each week you will collect their completed Food and Activity records, review it and make comments and suggestions, and return it the following week. Explain that this is an important way for you to communicate with each person individually and for you to help them be successful in their efforts to create a healthier lifestyle. Encourage participant to save for future reference the Food and Activity records that you return to them.]*

### Resources (pages 11-14)

The two extra handouts provide a lot of useful information. I encourage you to read them at home and to try some of the suggestions. You can give us your feedback at the next group meeting.

Page 12: **Build a Better Recipe.** This is for those of you who do a great deal of cooking from recipes. It has some helpful information to help you make recipes lower in calories.

Pages 13-14: **Making Healthier Food Choices.** These pages give additional suggestions for making healthier food choices. Let me point out two sections that might be particularly useful:

- On page 14, the fifth box in “Ways to lower the calories, total fat, and saturated fat in meats” gives directions for how to rinse cooked ground beef. Have any of you ever tried this? Most of us are used to cooking ground beef and draining off the fat, but rinsing it removes even more fat. Usually we add the cooked ground beef to things like spaghetti sauce, chili, tacos, etc., so you won't notice any change in flavor.
- In the box, “Avoid frying foods” there is an easy recipe for how to oven roast vegetables. Have any of you tried this?

*[Announce the day, time, and place for the next session. Ask them to bring their GLB notebook to each session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program’s protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments.

Be positive and nonjudgmental.

- Praise all efforts to self-monitor, no matter how small, and any level of accuracy or completeness (e.g., descriptions of foods, methods of food preparation, additions to foods at table, or details about portion size).
- Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: recording calorie and fat gram information, getting close to the recommended calorie and fat gram goals, and use of the “Three Ways to Eat Fewer Calories”. Praise all efforts to change eating behaviors.
- Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 4 Leader Guide:

## Move Those Muscles

### Objectives

In this session, the participants will:

- Receive the Group Lifestyle Balance™ physical activity goal.
- Discuss the differences between planned and spontaneous/unstructured activity.
- Understand the need to obtain the approval of their health care provider before beginning this program (if required by your program).
- Recognize safety issues related to physical activity and when to stop exercising.
- Identify the many benefits of an active lifestyle.
- Consider time spent sitting and ways to sit less.
- Discuss the recommended gradual progression of this physical activity program.
- Identify other types of moderately intense aerobic activities equivalent to brisk walking that the participants may enjoy.
- Understand the importance of planning ahead for an active week.
- Learn different ways to find the time to be active.
- Understand techniques for safe exercising and stretching to prevent injury including warm up and cool down, staying in control and balance, and avoiding bouncing and holding one's breath.
- Review information on safe stretches to do at home, proper footwear, what to do for a musculoskeletal injury and how to prepare for exercising in hot/cold weather.
- Develop an activity plan for the next session.

### To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 4 handout for participant notebook.
- (Optional) Collect information about local walking trails (with maps/addresses), parks, fitness centers, pools, and dance classes, etc. to distribute to your participants.
- (Optional) Make a plan for supervised activity sessions for your group if your organization is able to do so. This would require a modification to the letter to the health care provider.

**If required by your program, make sure all participants have their physician's approval prior to beginning the activity portion of the program**

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

## Group Sharing Time (allow at least 5 minutes)

In the last session, we talked about healthy eating and the importance of planning ahead for healthy meals and snacks. We discussed MyPlate and how it can be used as a guide to building a healthy eating style. We also talked about how to making shifts to healthier food and beverage choices can promote health and prevent disease now and in the future.

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well: What problems did you have? What could you do differently?
- What did you learn by self-monitoring? What did you learn about your overall eating pattern? What did you learn about your food choices?
- Were you surprised by the amount of calories and fat in some foods?
- Did you try to eat at regular meal times? How did it work for you?
- Did you experiment with a new eating pattern? Some people do best with 3 meals; other with 3 meals plus snacks. Have you found the pattern that works best for you?
- Were you aware of how long it takes you to eat a meal? Did you try any strategies to help you eat slowly so meals last about 20 minutes?
- Did you make any changes to better match the recommendations of the MyPlate model? How did it work for you?
- Did you make any changes to eat a healthier eating pattern?
- What changes did you make to “replace”, “limit”, or “include” certain foods in order to meet your calorie, fat, and health goals?
- Did you complete any of the “change I can make” you identified to help you shift to healthier food and beverage choices? How did it go?
- Did you rinse cooked ground beef? If so, please give us your feedback.
- Did anyone try the roasted vegetable recipe? If so, please give us your feedback.
- What problems did you have? How did you solve them?
- What change did you make in your eating pattern this past week that you are most proud of?
- How close did you come to your calorie and fat gram goal?
- Were you able to do something active this past week? What did you do? How did that go?

*[Address and discuss barriers. Problem-solve barriers with the group.]*

*[Praise all efforts to self-monitor and to change eating behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

Note: The Leader's Guide for this session is written as if the participants have been relatively sedentary before this time. Use your judgment to adapt your presentation of the session for those participants who are already significantly active.

## Session 4: Move Those Muscles (pages 1-2)

So far, you've focused on losing weight through healthy eating. Starting with this session, we will also begin to focus on the other key part of Group Lifestyle Balance™: achieving and maintaining an active lifestyle.

*[Review the information on the top of page 1. Include the following information:]*

### **What tasks do you do now that require less physical movement than years ago?**

*[Sample answers: There weren't elevators in every building. Cars were harder to come by as many people could not afford them. Many more people would walk to wherever they needed to go. They had no phone or only one phone and so they ran up or down the stairs to answer it.]*

In general, our grandparents performed more movement and physical activity in their typical day than we do now. Activity was a big part of life in past generations. By contrast, most of us now have so many conveniences that our lives are almost guaranteed to be inactive unless we **consciously add movement and activity to our day.**

The overall goal of the activity portion of GLB is to help you find ways to add movement to your daily routine in ways that can be counted (planned) and as well as in ways that would be difficult to count (spontaneous/unstructured). At the end of the day it is the sum of the planned and spontaneous (or unstructured) physical activity that is important.

Let's talk about these two ways to Move Those Muscles: *[Review information in the box on page 1 and include the following:]*

#### **1. Planned Activity.**

This physical activity goal is in line with the recommendations of the major health organizations including the Surgeon General, The American College of Sports Medicine, and the Centers for Disease Control.

#### **2. Spontaneous or Unstructured Activity** consists of activity choices that we make during the day that are too brief to keep track of, but can make a difference in your total activity level.

*[Ask participants to think back and answer the questions listed at the top of page 2. Ask participants to share their answers, if they are comfortable doing so.]*

Now please think about your thoughts and feelings about what it is like to be active or inactive.

*[Review and discuss the 4 questions in the box on page 2. Ask participants to share their answers, if they are comfortable doing so. Encourage discussions about what they might have to give up to be more active. These are all important points to consider.]*

## What a Bargain: The Many Benefits of an Active Lifestyle (page 3)

I want to be sure you understand why keeping up with your planned physical activity program is so very important.

Physical activity is one of the biggest “bargains” you can get. It has many rewards, some of which are listed on page 3.

*[Review page 3. Include the following information:]*

Many people report that they simply **feel good** when they're more active, and they really miss it if they've been active for a while and then stop or miss a few days.

**Help you lose weight and keep it off.** Research has shown that both diet and physical activity are important to lose weight and keep it off. Diet is the more important of the two for weight loss, whereas physical activity is a relatively more important predictor of successful weight maintenance. A good balance of the two is needed for a healthy lifestyle.

To summarize, physical activity may help you lose weight, be more fit, and feel better in general.

These are some of the many benefits of an active lifestyle. It's the gift that keeps giving.

Which of the benefits of physical activity listed on page 3 are the most important to you? *[Note: Ask participants to share their responses with the group, if they are comfortable doing so). Encourage a group discussion about the many important health benefits of physical activity.]*

Can you see why physical activity is one of the biggest “bargains” you can get?

## What You Can Expect from the GLB Physical Activity Program (page 4)

What can you expect from the physical activity program in GLB?

Please be assured that you can succeed with this program. There are several keys to success: *[Refer to graphic on bottom of page 4 as you review the 6 key reasons this program can and will work. Include the following information:]*

- **Realistic starting point:** It does not matter about your current activity level. We will start at the beginning with you, wherever that may be, no matter how inactive, and help you to increase your activity level slowly, steadily, and safely.

- **Keep track:** Just like we asked that you keep track of your food intake, we will now ask you to track your physical activity. This is very important in helping you understand and improve upon your physical activity behavior.
- **Plan ahead:** Making plans to include activity in your week is also very important in reaching your activity goal.
- **Progression:** We'll talk more about progression in a few minutes.
- **SAFETY:** One of the most important keys to success is making sure that you are safe while being physically active. It is important to keep your health care provider informed about your progress in the program and changes you have made in activity, eating, and weight as he or she is very interested in your health and well-being. *[If required by your program, explain the physician's approval from and discuss the policy/procedures for your program.]*

**There are some important issues to consider regarding your safety:**

- As your GLB coach, I am not able to provide medical advice. I am NOT your health care provider and GLB does NOT replace your regular appointments with your health care provider.
- In all cases of illness, pain, or medication adjustment, you need to go to your health care provider.
- If you get sick, put your activity on hold until you are well again and your health care provider has given you the OK to start exercising again.
- If you feel pain (not muscle aches but pain), especially new pain, stop doing what you are doing and have it checked out by your health care provider.

**Your Physical Activity Goal: Planned Activity (page 5)**

Let's talk about the first way to Move Those Muscles and add movement back into your daily routine by developing a planned physical activity program that will work for you.

*[Review the information on page 5. Include the following information:]*

As discussed in Session 1, the Group Lifestyle Balance™ activity goal is to **reach and maintain a minimum of 2-1/2 hours (that's 150 minutes) of physical activity each week.**

*[Review the 5 bullet points that describe the GLB physical activity goal. Include the following:]*

- Choose forms of physical activity that are of moderate intensity, like brisk walking. You will not be asked to do anything extreme.
- This may sound like a lot right now, but you will work up to this goal slowly. For example, you might start by walking 10 minutes a day on 6 days a week and slowly build up to 25 minutes on 6 days a week. Starting slowly and spreading it out over the week is important so you don't get hurt and so you enjoy yourself.

- **Pick activities you LIKE.** The goal is for you to develop a lifelong habit of being active, so choose activities that you enjoy and ones that are also appropriate and feasible for you and your lifestyle.

A good example of this is when you encourage “active” family time. *[Ask participants to give name some examples of what they have done or could do with the family that is active such as a walking/hiking, biking, bowling, going to the pool, or playing miniature golf.]*

The bottom line is that in GLB you will be designing your own personal physical activity plan that will work for you.

For participants who want more information: Over time we will increase your Group Lifestyle Balance™ activity goal to 2-1/2 hours (150 minutes) of brisk activity per week. This goal is very similar to the national physical activity recommendations for adults. The Surgeon General’s Report on Physical Activity and Health recommends that American adults participate in moderately intense physical activity, such as brisk walking, for 30 minutes on most or all days of the week which is quite similar to the Group Lifestyle Balance™ physical activity goal.

Some participants may have their own personal goals. Some may already be very active. Some may wish to do less than 150 minutes of activity each week. Briefly address their concerns. Here are some examples of ways to address individual concerns:

- If the participant *wants to be less active* than the GLB goal: “We’ll work toward this goal slowly, one step at a time. It’s a safe and reasonable goal for you, and I’m very confident that you can do it.”
- If the participant *wants to be more active* than the program goal: “Let’s work toward this goal first. When you reach this goal, we’ll talk about going further.”

*[Discuss the final question. Encourage group discussion.]*

(Optional) In the Diabetes Prevention Program, supervised activity sessions were provided several times a week. These sessions were found to be helpful to many participants in reaching their activity goal. Offer them, if possible, at your location. If you are able to offer group activity sessions at your location, make certain that the activity sessions are appropriate for all. Announce this to your group and be sure to encourage all to participant. Describe the sessions and distribute a schedule and map as needed.

(Optional) Another helpful tip is to provide your participants with maps and addresses of walking trails, parks, fitness centers, pools, dance classes, etc., in your area. Distribute this information to your group.

## Physical Activity Progression: Where should I start? (page 6)

As you know, the activity goal in this program is a minimum of 150 minutes per week. You will work up to this goal *slowly* to prevent injury and to establish a routine.

Let's talk about where you should start. *[Review information at the top of page 6. Make sure participants understand their activity goal for this coming week.]*

The box on page 6 shows an example of how to gradually and safely increase your minutes of physical activity. *[Review "How to progress" information outlined in the box. Make it clear to participants that the goal of the program is to build "time over intensity". This means that, until participants are regularly performing 150 minutes of moderate intensity activity, they should work on building up the **time**, before increasing the **intensity** of the sessions. For safety reasons, we do not recommend doing high intensity bouts of activity when beginning an activity program.]*

**Types of Aerobic Activities** *[Review the information and include the following:]*

Aerobic activities are the types of activity recommended in this program.

Most people choose to do **brisk walking**. It's easy to do and good for you. All you need is a good pair of shoes, and it can be done almost anywhere. (By "brisk" walking, we mean more than a stroll. **Walk fast enough to breathe heavier than usual and to note that you are working hard, but not so fast that you can't carry on a conversation or that you have trouble breathing.**)

Page 6 lists many other kinds of activity that are good, too. **What other activities might you like to do?** Circle the activities that you are interested in trying.

Discuss activities participants enjoy and **check whether these activities are similar to brisk walking**. Make the point that **how hard an activity is performed will have a big impact on whether it is similar to brisk walking** (e.g., the difference between swimming laps and simply moving slowly in the water).

It is very important to plan activities you LIKE. After all, the point is to make physical activity a regular part of your lifestyle, and that will never happen unless you enjoy the activities you do.

Please note that resistance training is not considered an aerobic activity but is highly recommended. This will be discussed in an upcoming session.

## Plan for an Active Week (page 7)

Last week you were asked to be more aware of your physical activity. You were also asked to write down any physical activities you did during the week.

What is new this week is for you to start recording your minutes of physical activity. To help you reach your goal for physical activity each week, it is important to make a plan for a more active week. That will help you find time to be active.

Here are two different ways to plan your activity.

1. **Set aside one block of time for planned activity on most days.** Make being active a predictable part of your daily routine, like taking a shower may be a predictable part of your morning. Think of **when** you'll be active; not **if** you'll be active today.

If possible, use an example that is particularly relevant to the participants' lifestyles. For example, people who work in office jobs may want to experiment with holding group meetings where everyone stands for a period of time. Or, they may try conducting a meeting with just a few people while "walking and talking".

Some people can't find one big block of time in a day to be active. Either their schedules vary a lot from day to day, or they're so busy that there isn't a 20-30 minute period that's free on most days. For some people, this might be the case during certain seasons of the year, for example, during the fall when after-school schedules begin to get hectic for their kids. In these situations, it's usually easier to use a different approach.

So, another way to plan your activity is to split up the time into bouts of exercise that last at least 10 minutes.

2. **Set aside 2-3 smaller, blocks of time during the day to be active. These should last 10 minutes or longer.** For example, you might be able to take a 10-15 minute break every day at lunchtime and go for a brisk walk. Then later, take another 10-15 minute walk right after dinner. If you can figure out a third 10-15 bout somewhere in your day, you will have accumulated 30-45 minutes of activity throughout your day. Remember to write this activity and the minutes you were active in your Food and Activity Record.

Your **goal for between now and the next session** will be to get a total of at least **60 minutes of activity** per week. Think about your typical day. **When can you set aside 15 to 20 minutes to do an activity you like?** Are you a morning person? Or would you enjoy getting out for a walk during lunch? How about after dinner? *[Those who did more than 60 minutes of activity last week are asked to do the same amount of activity this week.]*

*[Give participants time to complete the chart on page 7.]*

Whether you are able to perform activity in one longer block of time or split it up into several times throughout the day, remember to record the activity in your Food and Activity record. Please record both the type of activity and the minutes you were active.

To stay healthy, you'll want to make being active a part of your regular routine so that you can establish it as a habit for a lifetime. Granted, being active takes time out of your day, but it is time well spent. Commit to finding the **time to be active**.

In contrast to planned activity, "**spontaneous or unstructured activity**" involves **making last minute, spontaneous, short-duration activity choices throughout the day**. It's hard to record this kind of activity, so **we aren't asking you to record it in your Food and Activity record**. But it's an important way to add movement in your day and it does make a difference.

An example of an **inactive choice** is when you shop, park your car as close as you can to the entrance to the store. An example of an **active choice** is to walk up the stairs rather than taking the elevator. This may only take a few minutes to do and would be annoying to keep track of, but every minute of activity has an impact on your overall health and adds up to a "more active you."

### **The Smart Way to be Active: Keep It Safe (pages 8-9)**

**Being active is usually quite safe. Injury due to a moderate activity program like the one recommended in GLB is not common.** The best approach is prevention. Practice safe activity techniques that will help keep you safe and prevent injuries when being active.

**5 key ways to keep it safe when being active:** *[Review pages 8-9. Include the following information:]*

1. WARM-UP and COOL-DOWN before each activity session.
2. Be sure to KEEP IN CONTROL. Maintain stability.
3. Be sure to KEEP BALANCED. Work both sides of the body equally.
4. Remember to BREATHE. Do not hold your breath.
5. STRETCH. We'll talk more about stretching exercises as we review the handout.

*[Review "Important Message from Your Coach" in the box on page 9. Include the following information:]*

**No Pain IS Gain: Always listen to your body. If you have sharp or intense pain during a particular movement, stop doing it.**

Refer participants to the information in the “Resources” section: **Stretches and warm-up activities (pages 14-17), footwear information (page 18), handling an injury (page 19) and exercising in the heat and cold (pages 20-21).** On pages 22-23 is a chart that can be used to track minutes of activity each week for a year. That is optional, but many participants enjoy doing it.

Demonstrate a few of the stretches if possible. Refer to page 15, exercise 2 (Waist Bends) as an example in which the individual has introduced control to their movement. Again, **it’s very important not to intimidate the participants or make them worry that being active is unsafe. These are precautionary measures to reduce injuries.**

**And please remember, GLB is not taking over any medical care of the participant. If a participant complains about any medical problem whatsoever, including injuries, the participant should be directed to his/her health care provider.**

### **When to stop exercising (page 10)**

Although being *physically active is usually* very safe, there are some times when you should stop exercising. Let’s review some of these times:

*[Review the information on page 10. Include the following information:]*

All of these signs and symptoms are important because they could be signs of something serious like a heart attack and should never be ignored.

Remember that all cases of chest pain and/or discomfort should be brought to the attention of your health care provider as soon as possible, especially if they come on with new activity or increased exertion.

Even if your symptoms go away, it is important to let your health care provider know about the incident as soon as possible.

### **Your Physical Activity Goal: Spontaneous/Unstructured Activity (page 11)**

Now let’s talk about the second way to Move Those Muscles and add movement back into your daily routine by adding more spontaneous/unstructured activity.

Ask participants to name some examples of ways to add spontaneous/unstructured activity to their day. Encourage group discussion.

Examples include:

- Park your car further away from work or from the entrance to a shopping mall and grocery store.
- Get off the bus one stop early and walk the rest of the way.
- Walk down the hall to talk with a coworker instead of calling or emailing.
- Walk to a nearby store rather than driving.
- Do yard work rather than hiring someone else to do it.
- Take the stairs rather than an elevator.
- Go for a 2-minute walk during TV commercials (especially food commercials!).
- Do stretching exercises while watching TV.

*[Review page 11. Include the following information:]*

**Decrease the time you spend sitting.** There is increasing evidence that it's important not only to be active, but to shorten and break up periods of sitting.

The first important step is to be aware of how much time you spend sitting each day. Then you can start to find ways to sit less during the day and to break up long bouts of sitting. This will help to add more movement to your day and may benefit your health.

Many people say that they have no time to take a walk but yet, they make time to watch several hours of television in the evening. **Try cutting down some of your TV time and take a walk instead.**

At first, you may not see walking as a way to relax after a long day. But when you get used to it, you'll discover that walking is a great way to relax and unwind, and you may feel much more rested and refreshed than you would have had you spent that time sitting in front of the TV.

Look at the question at the bottom of the page. Can you think of some ways you could make an active choice or to decrease the time you spend sitting? *[Examples: Be active while you watch TV. Ride an exercise bike or walk on a treadmill. Encourage participants to share examples to list a few activities they are willing to try.]*

## **To Do (page 12)**

Turn to page 12 and let's focus on **what you can do between now and the next session.**

*[Review page 12 and include the following information. If required by your program, explain the physician's approval from and discuss the policy/procedures for your program.]*

Ask participants to fill in the “Be active for \_\_\_ minutes” with “60 minutes” or the greater amount in the case they are already doing more than 60 minutes of activity.

For example, you could do 12 minutes of activity on 5 different days of the week. We'll gradually increase this over the coming months until you're up to 150 minutes per week.

- **Include a friend or family member if you would like.** Some people like to be active alone and enjoy this time to do something special for themselves. But many people find it helpful to be active with someone else. Is there anyone you would like to invite to walk with you?
- **Plan activities you LIKE to do. Follow your Activity Plan on page 7.** Warm up, cool down, and follow the guidelines for safe stretching. And **ALWAYS PRACTICE SAFE EXERCISE HABITS.**

If using the GLB Food and Activity book, show participants where they should record physical activity. Record the time of day they were active, the type of activity, and the number of minutes they were active.

You may also record the distance in miles that you are walking, if you want to do so.

Use one line for each time you're active, even if it's the same kind of activity. For example, if you take a walk at 8:00 in the morning and another one at 7:00 in the evening, write both down separately.

It's also important to **record only the amount of time you were actually *doing* the activity.** Don't include the time when you may have been taking a short break.

- For example: You walked for 10 minutes, then you ran into a friend and stopped to talk for 5 minutes, then walked 10 more minutes. How many minutes of activity should you record? *[Answer is 20 minutes of walking, not 25.]*
- Another example: If you were in the pool for 60 minutes but only swam laps for 10 of those minutes, how many minutes of activity should you record? *[Answer is 10 minutes of swimming.]*

Let's look at a few examples and discuss how you would record this activity:

- Strolling around the mall for an hour while shopping with a friend. *[Answer is 0 due to low intensity. However, it is a great choice for increasing overall movement rather than choosing a sitting activity.]*
- Doing light household chores (dust, vacuum, wash dishes) for 20 minutes. *[Answer is 0 since light intensity. Again, this is a great option for increasing overall movement rather than choosing a sitting activity.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor, change eating behaviors, and add activity.
  - Highlight any positive changes made that relate to the session topic of the week before the records were collected: using MyPlate recommendations, making shifts in food choices in order to use healthy fats and more fiber and less saturated fats, trans fat, sodium, and added sugars.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 4 Leader Guide:

## Move Those Muscles

### Objectives

In this session, the participants will:

- Receive the Group Lifestyle Balance™ physical activity goal.
- Discuss the differences between planned and spontaneous/unstructured activity.
- Understand the need to obtain the approval of their health care provider before beginning this program (if required by your program).
- Recognize safety issues related to physical activity and when to stop exercising.
- Identify the many benefits of an active lifestyle.
- Consider time spent sitting and ways to sit less.
- Discuss the recommended gradual progression of this physical activity program.
- Identify other types of moderately intense aerobic activities equivalent to brisk walking that the participants may enjoy.
- Understand the importance of planning ahead for an active week.
- Learn different ways to find the time to be active.
- Understand techniques for safe exercising and stretching to prevent injury including warm up and cool down, staying in control and balance, and avoiding bouncing and holding one's breath.
- Review information on safe stretches to do at home, proper footwear, what to do for a musculoskeletal injury and how to prepare for exercising in hot/cold weather.
- Develop an activity plan for the next session.

### To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 4 handout for participant notebook.
- (Optional) Collect information about local walking trails (with maps/addresses), parks, fitness centers, pools, and dance classes, etc. to distribute to your participants.
- (Optional) Make a plan for supervised activity sessions for your group if your organization is able to do so. This would require a modification to the letter to the health care provider.

**If required by your program, make sure all participants have their physician's approval prior to beginning the activity portion of the program**

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

## Group Sharing Time (allow at least 5 minutes)

In the last session, we talked about healthy eating and the importance of planning ahead for healthy meals and snacks. We discussed MyPlate and how it can be used as a guide to building a healthy eating style. We also talked about how making shifts to healthier food and beverage choices can promote health and prevent disease now and in the future.

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well: What problems did you have? What could you do differently?
- What did you learn by self-monitoring? What did you learn about your overall eating pattern? What did you learn about your food choices?
- Were you surprised by the amount of calories and fat in some foods?
- Did you try to eat at regular meal times? How did it work for you?
- Did you experiment with a new eating pattern? Some people do best with 3 meals; other with 3 meals plus snacks. Have you found the pattern that works best for you?
- Were you aware of how long it takes you to eat a meal? Did you try any strategies to help you eat slowly so meals last about 20 minutes?
- Did you make any changes to better match the recommendations of the MyPlate model? How did it work for you?
- Did you make any changes to eat a healthier eating pattern?
- What changes did you make to “replace”, “limit”, or “include” certain foods in order to meet your calorie, fat, and health goals?
- Did you complete any of the “change I can make” you identified to help you shift to healthier food and beverage choices? How did it go?
- Did you rinse cooked ground beef? If so, please give us your feedback.
- Did anyone try the roasted vegetable recipe? If so, please give us your feedback.
- What problems did you have? How did you solve them?
- What change did you make in your eating pattern this past week that you are most proud of?
- How close did you come to your calorie and fat gram goal?
- Were you able to do something active this past week? What did you do? How did that go?

*[Address and discuss barriers. Problem-solve barriers with the group.]*

*[Praise all efforts to self-monitor and to change eating behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

Note: The Leader's Guide for this session is written as if the participants have been relatively sedentary before this time. Use your judgment to adapt your presentation of the session for those participants who are already significantly active.

## Session 4: Move Those Muscles (page 1)

So far, you've focused on losing weight through healthy eating. Starting with this session, we will also begin to focus on the other key part of Group Lifestyle Balance™: achieving and maintaining an active lifestyle.

*[Review the information on the top of page 1. Include the following information:]*

### **What tasks do you do now that require less physical movement than years ago?**

*[Sample answers: There weren't elevators in every building. Cars were harder to come by as many people could not afford them. Many more people would walk to wherever they needed to go. They had no phone or only one phone and so they ran up or down the stairs to answer it.]*

In general, our grandparents performed more movement and physical activity in their typical day than we do now. Activity was a big part of life in past generations. By contrast, most of us now have so many conveniences that our lives are almost guaranteed to be inactive unless we **consciously add movement and activity to our day**.

The overall goal of the activity portion of GLB is to help you find ways to add movement to your daily routine in ways that can be counted (planned) and as well as in ways that would be difficult to count (spontaneous/unstructured). At the end of the day it is the sum of the planned and spontaneous (or unstructured) physical activity that is important.

Let's talk about these two ways to Move Those Muscles: *[Review information in the box on page 1 and include the following:]*

#### **1. Planned Activity.**

This physical activity goal is in line with the recommendations of the major health organizations including the Surgeon General, The American College of Sports Medicine, and the Centers for Disease Control.

#### **2. Spontaneous or Unstructured Activity** consists of activity choices that we make during the day that are too brief to keep track of, but can make a difference in your total activity level.

## What a Bargain: The Many Benefits of an Active Lifestyle (page 2)

I want to be sure you understand why keeping up with your planned physical activity program is so very important.

Physical activity is one of the biggest “bargains” you can get. It has many rewards, some of which are listed on page 2.

*[Review page 2. Include the following information:]*

Many people report that they simply **feel good** when they're more active, and they really miss it if they've been active for a while and then stop or miss a few days.

**Help you lose weight and keep it off.** Research has shown that both diet and physical activity are important to lose weight and keep it off. Diet is the more important of the two for weight loss, whereas physical activity is a relatively more important predictor of successful weight maintenance. A good balance of the two is needed for a healthy lifestyle.

To summarize, physical activity may help you lose weight, be more fit, and feel better in general.

These are some of the many benefits of an active lifestyle. It's the gift that keeps giving.

Which of the benefits of physical activity listed on page 2 are the most important to you? *[Note: Ask participants to share their responses with the group, if they are comfortable doing so). Encourage a group discussion about the many important health benefits of physical activity.]*

Can you see why physical activity is one of the biggest “bargains” you can get?

### **Your Physical Activity Goal: Planned Activity (page 3)**

Let's talk about the first way to Move Those Muscles and add movement back into your daily routine by developing a planned physical activity program that will work for you.

*[Review the information on page 3. Include the following information:]*

As discussed in Session 1, the Group Lifestyle Balance™ activity goal is to **reach and maintain a minimum of 2-1/2 hours (that's 150 minutes) of physical activity each week.**

*[Review the 5 bullet points that describe the GLB physical activity goal. Include the following:]*

- Choose forms of physical activity that are of moderate intensity, like brisk walking. You will not be asked to do anything extreme.
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A good example of this is when you encourage “active” family time. *[Ask participants to give name some examples of what they have done or could do with the family that is active such as a walking/hiking, biking, bowling, going to the pool, or playing miniature golf.]*

The bottom line is that in GLB you will be designing your own personal physical activity plan that will work for you.

For participants who want more information: Over time we will increase your Group Lifestyle Balance™ activity goal to 2-1/2 hours (150 minutes) of brisk activity per week. This goal is very similar to the national physical activity recommendations for adults. The Surgeon General’s Report on Physical Activity and Health recommends that American adults participate in moderately intense physical activity, such as brisk walking, for 30 minutes on most or all days of the week which is quite similar to the Group Lifestyle Balance™ physical activity goal.

Some participants may have their own personal goals. Some may already be very active. Some may wish to do less than 150 minutes of activity each week. Briefly address their concerns. Here are some examples of ways to address individual concerns:

- If the participant *wants to be less active* than the GLB goal: “We’ll work toward this goal slowly, one step at a time. It’s a safe and reasonable goal for you, and I’m very confident that you can do it.”
- If the participant *wants to be more active* than the program goal: “Let’s work toward this goal first. When you reach this goal, we’ll talk about going further.”

Before you design your personal physical activity plan, think about your thoughts and feelings about what it is like to be active or inactive.

*[Review and discuss the 4 questions in the box at the bottom of page 3. Ask participants to share their answers, if they are comfortable doing so. Encourage discussions about what they might have to give up to be more active. These are all important points to consider.]*

*[Discuss the final question. Encourage group discussion about their reasons for wanting to be more active and what it means to them.]*

(Optional) In the Diabetes Prevention Program, supervised activity sessions were provided several times a week. These sessions were found to be helpful to many participants in reaching their activity goal. Offer them, if possible, at your location. If you are able to offer group activity sessions at your location, make certain that the activity sessions are appropriate for all. Announce this to your group and be sure to encourage all to participate. Describe the sessions and distribute a schedule and map as needed.

(Optional) Another helpful tip is to provide your participants with maps and addresses of walking trails, parks, fitness centers, pools, dance classes, etc., in your area. Distribute this information to your group.

### **Your Physical Activity Goal: Spontaneous/Unstructured Activity (page 4)**

Now let's talk about the second way to Move Those Muscles and add movement back into your daily routine by adding more spontaneous/unstructured activity.

Ask participants to name some examples of ways to add spontaneous/unstructured activity to their day. Encourage group discussion.

Examples include:

- Park your car further away from work or from the entrance to a shopping mall and grocery store.
- Get off the bus one stop early and walk the rest of the way.
- Walk down the hall to talk with a coworker instead of calling or emailing.
- Walk to a nearby store rather than driving.
- Do yard work rather than hiring someone else to do it.
- Take the stairs rather than an elevator.
- Go for a 2-minute walk during TV commercials (especially food commercials!).
- Do stretching exercises while watching TV.

*[Review page 4. Include the following information:]*

**Decrease the time you spend sitting.** There is increasing evidence that it's important not only to be active, but to shorten and break up periods of sitting.

The first important step is to be aware of how much time you spend sitting each day. Then you can start to find ways to sit less during the day and to break up long bouts of sitting. This will help to add more movement to your day and may benefit your health.

Many people say that they have no time to take a walk but yet, they make time to watch several hours of television in the evening. **Try cutting down some of your TV time and take a walk instead.**

At first, you may not see walking as a way to relax after a long day. But when you get used to it, you'll discover that walking is a great way to relax and unwind, and you may feel much more rested and refreshed than you would have had you spent that time sitting in front of the TV.

Look at the question at the bottom of the page. Can you think of some ways you could make an active choice or to decrease the time you spend sitting? *[Examples: Be active while you watch TV. Ride an exercise bike or walk on a treadmill. Encourage participants to share examples to list a few activities they are willing to try.]*

### **What You Can Expect from the GLB Physical Activity Program (page 5)**

What can you expect from the physical activity program in GLB?

Please be assured that you can succeed with this program. There are several keys to success: *[Refer to graphic on bottom of page 5 as you review the 5 key reasons this program can and will work. Include the following information:]*

- **Realistic starting point:** It does not matter about your current activity level. We will start at the beginning with you, wherever that may be, no matter how inactive, and help you to increase your activity level slowly, steadily, and safely.
- **Keep track:** Just like we asked that you keep track of your food intake, we will now ask you to track your physical activity. This is very important in helping you understand and improve upon your physical activity behavior.
- **Plan ahead:** Making plans to include activity in your week is also very important in reaching your activity goal.
- **Progression:** We'll talk more about progression in a few minutes.
- **SAFETY:** One of the most important keys to success is making sure that you are safe while being physically active. It is important to keep your health care provider informed about your progress in the program and changes you have made in activity, eating, and weight as he or she is very interested in your health and well-being. *[If required by your program, explain the physician's approval from and discuss the policy/procedures for your program.]*

#### **There are some important issues to consider regarding your safety:**

- As your GLB coach, I am not able to provide medical advice. I am NOT your health care provider and GLB does NOT replace your regular appointments with your health care provider.
- In all cases of illness, pain, or medication adjustment, you need to go to your health care provider.
- If you get sick, put your activity on hold until you are well again and your health care provider has given you the OK to start exercising again.
- If you feel pain (not muscle aches but pain), especially new pain, stop doing what you are doing and have it checked out by your health care provider.

## Physical Activity Progression: Where should I start? (page 6)

As you know, the activity goal in this program is a minimum of 150 minutes per week. You will work up to this goal *slowly* to prevent injury and to establish a routine.

Let's talk about where you should start. *[Review information at the top of page 6. Make sure participants understand their activity goal for this coming week.]*

The box on page 6 shows an example of how to gradually and safely increase your minutes of physical activity. *[Review "How to progress" information outlined in the box. Make it clear to participants that the goal of the program is to build "time over intensity". This means that, until participants are regularly performing 150 minutes of moderate intensity activity, they should work on building up the **time**, before increasing the **intensity** of the sessions. For safety reasons, we do not recommend doing high intensity bouts of activity when beginning an activity program.]*

**Types of Aerobic Activities** *[Review the information and include the following:]*

Aerobic activities are the types of activity recommended in this program.

Most people choose to do **brisk walking**. It's easy to do and good for you. All you need is a good pair of shoes, and it can be done almost anywhere. (By "brisk" walking, we mean more than a stroll. **Walk fast enough to breathe heavier than usual and to note that you are working hard, but not so fast that you can't carry on a conversation or that you have trouble breathing.**)

Page 6 lists many other kinds of activity that are good, too. **What other activities might you like to do?** Circle the activities that you are interested in trying.

Discuss activities participants enjoy and **check whether these activities are similar to brisk walking**. Make the point that **how hard an activity is performed will have a big impact on whether it is similar to brisk walking** (e.g., the difference between swimming laps and simply moving slowly in the water).

Please note that resistance training is not considered an aerobic activity but is highly recommended. This will be discussed in an upcoming session.

It is very important to plan activities you LIKE. After all, the point is to make physical activity a regular part of your lifestyle, and that will never happen unless you enjoy the activities you do.

## Plan for an Active Week (page 7)

Last week you were asked to be more aware of your physical activity. You were also asked to write down any physical activities you did during the week.

What is new this week is for you to start recording your minutes of physical activity. To help you reach your goal for physical activity each week, it is important to make a plan for a more active week. That will help you find time to be active.

Here are two different ways to plan your activity.

1. **Set aside one block of time for planned activity on most days.** Make being active a predictable part of your daily routine, like taking a shower may be a predictable part of your morning. Think of **when** you'll be active; not **if** you'll be active today.

If possible, use an example that is particularly relevant to the participants' lifestyles. For example, people who work in office jobs may want to experiment with holding group meetings where everyone stands for a period of time. Or, they may try conducting a meeting with just a few people while "walking and talking".

Some people can't find one big block of time in a day to be active. Either their schedules vary a lot from day to day, or they're so busy that there isn't a 20-30 minute period that's free on most days. For some people, this might be the case during certain seasons of the year, for example, during the fall when after-school schedules begin to get hectic for their kids. In these situations, it's usually easier to use a different approach.

So, another way to plan your activity is to split up the time into bouts of exercise that last at least 10 minutes.

2. **Set aside 2-3 smaller, blocks of time during the day to be active. These should last 10 minutes or longer.** For example, you might be able to take a 10-15 minute break every day at lunchtime and go for a brisk walk. Then later, take another 10-15 minute walk right after dinner. If you can figure out a third 10-15 bout somewhere in your day, you will have accumulated 30-45 minutes of activity throughout your day. Remember to write this activity and the minutes you were active in your Food and Activity Record.

Your **goal for between now and the next session** will be to get a total of at least **60 minutes of activity** per week. Think about your typical day. **When can you set aside 15 to 20 minutes to do an activity you like?** Are you a morning person? Or would you enjoy getting out for a walk during lunch? How about after dinner? *[Those who did more than 60 minutes of activity last week are asked to do the same amount of activity this week.]*

*[Give participants time to complete the chart on page 7.]*

Whether you are able to perform activity in one longer block of time or split it up into several times throughout the day, remember to record the activity in your Food and Activity record. Please record both the type of activity and the minutes you were active.

To stay healthy, you'll want to make being active a part of your regular routine so that you can establish it as a habit for a lifetime. Granted, being active takes time out of your day, but it is time well spent. Commit to finding the **time to be active**.

In contrast to planned activity, "**spontaneous or unstructured activity**" involves **making last minute, spontaneous, short-duration activity choices throughout the day**. It's hard to record this kind of activity, so **we aren't asking you to record it in your Food and Activity record**. But it's an important way to add movement in your day and it does make a difference.

An example of an **inactive choice** is when you shop, park your car as close as you can to the entrance to the store. An example of an **active choice** is to walk up the stairs rather than taking the elevator. This may only take a few minutes to do and would be annoying to keep track of, but every minute of activity has an impact on your overall health and adds up to a "more active you."

### **The Smart Way to be Active: Keep It Safe (pages 8-9)**

**Being active is usually quite safe. Injury due to a moderate activity program like the one recommended in GLB is not common.** The best approach is prevention. Practice safe activity techniques that will help keep you safe and prevent injuries when being active.

**5 key ways to keep it safe when being active:** *[Review pages 8-9. Include the following information:]*

1. WARM-UP and COOL-DOWN before each activity session.
2. Be sure to KEEP IN CONTROL. Maintain stability.
3. Be sure to KEEP BALANCED. Work both sides of the body equally.
4. Remember to BREATHE. Do not hold your breath.
5. STRETCH. We'll talk more about stretching exercises as we review the handout.

*[Review "Important Message from Your Coach" in the box on page 9. Include the following information:]*

**No Pain IS Gain: Always listen to your body. If you have sharp or intense pain during a particular movement, stop doing it.**

Refer participants to the information in the “Resources” section: **Stretches and warm-up activities (pages 13-16), footwear information (page 17), handling an injury (page 18) and exercising in the heat and cold (pages 19-20).** On pages 21-22 is a chart that can be used to track minutes of activity each week for a year. That is optional, but many participants enjoy doing it.

Demonstrate a few of the stretches if possible. Refer to page 14, exercise 2 (Waist Bends) as an example in which the individual has introduced control to their movement. Again, **it’s very important not to intimidate the participants or make them worry that being active is unsafe. These are precautionary measures to reduce injuries.**

**And please remember, GLB is not taking over any medical care of the participant. If a participant complains about any medical problem whatsoever, including injuries, the participant should be directed to his/her health care provider.**

### **When to stop exercising (page 10)**

Although being *physically active is usually* very safe, there are some times when you should stop exercising. Let’s review some of these times:

*[Review the information on page 10. Include the following information:]*

All of these signs and symptoms are important because they could be signs of something serious like a heart attack and should never be ignored.

Remember that all cases of chest pain and/or discomfort should be brought to the attention of your health care provider as soon as possible, especially if they come on with new activity or increased exertion.

Even if your symptoms go away, it is important to let your health care provider know about the incident as soon as possible.

### **To Do (page 11)**

Turn to page 11 and let’s focus on **what you can do between now and the next session.**

*[Review page 11 and include the following information. If required by your program, explain the physician’s approval from and discuss the policy/procedures for your program.]*

Ask participants to fill in the “Be active for \_\_\_ minutes” with “60 minutes” or the greater amount in the case they are already doing more than 60 minutes of activity.

For example, you could do 12 minutes of activity on 5 different days of the week. We'll gradually increase this over the coming months until you're up to 150 minutes per week.

- **Include a friend or family member if you would like.** Some people like to be active alone and enjoy this time to do something special for themselves. But many people find it helpful to be active with someone else. Is there anyone you would like to invite to walk with you?
- **Plan activities you LIKE to do. Follow your Activity Plan on page 7.** Warm up, cool down, and follow the guidelines for safe stretching. And ALWAYS PRACTICE SAFE EXERCISE HABITS.

If using the GLB Food and Activity book, show participants where they should record physical activity. Record the time of day they were active, the type of activity, and the number of minutes they were active.

You may also record the distance in miles that you are walking, if you want to do so.

Use one line for each time you're active, even if it's the same kind of activity. For example, if you take a walk at 8:00 in the morning and another one at 7:00 in the evening, write both down separately.

It's also important to **record only the amount of time you were actually *doing* the activity.** Don't include the time when you may have been taking a short break.

- For example: You walked for 10 minutes, then you ran into a friend and stopped to talk for 5 minutes, then walked 10 more minutes. How many minutes of activity should you record? *[Answer is 20 minutes of walking, not 25.]*
- Another example: If you were in the pool for 60 minutes but only swam laps for 10 of those minutes, how many minutes of activity should you record? *[Answer is 10 minutes of swimming.]*

Let's look at a few examples and discuss how you would record this activity:

- Strolling around the mall for an hour while shopping with a friend. *[Answer is 0 due to low intensity. However, it is a great choice for increasing overall movement rather than choosing a sitting activity.]*
- Doing light household chores (dust, vacuum, wash dishes) for 20 minutes. *[Answer is 0 since light intensity. Again, this is a great option for increasing overall movement rather than choosing a sitting activity.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments.

Be positive and nonjudgmental.

- Praise all efforts to self-monitor, change eating behaviors, and add activity.
- Highlight any positive changes made that relate to the session topic of the week before the records were collected: using MyPlate recommendations, making shifts in food choices in order to use healthy fats and more fiber and less saturated fats, trans fat, sodium, and added sugars.
- Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 5 Leader Guide: Tip the Calorie Balance

## Objectives

In this session, the participants will:

- Discuss how “calories in” (eating) and “calories out” (being active) are related in terms of calorie balance.
- Review the sources of calories and the calorie value (energy value) of each.
- Discuss how calorie balance relates to weight loss.
- Discuss how healthy eating and being active work together to tip the balance.
- Review their progress so far in terms of changes made to be more active, changes in their eating pattern, and change in weight.
- Discuss additional ways to tip the calorie balance.
- Discuss the purpose and benefits of using the GLB Healthy Menu Ideas or other healthy eating patterns.
- Make a plan to further tip the balance if weight loss is less than expected.
- Develop an activity plan for the upcoming week.

## To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 5 handout for participant notebook.
- Optional: Revise the GLB Healthy Menu Ideas ahead of time if needed to tailor to ethnic or regional eating preferences.
- Optional: Make Lentils Ole and bring to class for participants to taste test.

## Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

## Group Sharing Time (allow at least 5 minutes)

In the last session, we talked about being active. We talked about the two ways to add movement into your day by doing both planned and spontaneous/unstructured activity.

*[You may want to spend a few minutes reviewing the two ways to add movement. One option is to ask participants to define each and explain the differences between them.]*

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Were you able to follow the plan you made to reach your goal for minutes of planned activity during the week? How did it go? What did you learn?
- Were you able to make the active lifestyle choices to increase spontaneous/unstructured activity and to decrease the time you spent sitting? How did it go? What did you learn?
- Did anyone use the “How am I Doing?” Tracking Activity: Year-at-a Glance graph found on page 21 of the Session 4 handout? You can record your activity minutes every week. You can use the graph to see at a glance your progress over time and how you are doing compared to your activity goals. *[Answer any questions about how to use the graph.]*
- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- What did you learn by self-monitoring? What did you learn about your overall eating pattern? What did you learn about your food choices?
- What change did you make in your eating pattern this past week that you are most proud of?
- How close did you come to your calorie and fat gram goal?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## **Session 5: Tip the Calorie Balance (page 1)**

Everything we've covered so far fits together. It fits together because of what's called the "calorie balance." That's what we'll talk about today.

We've said many times that Group Lifestyle Balance involves **two lifestyle changes**:

1. Healthy eating and
2. Being physically active.

Both of these changes are important. They may prevent diabetes and lower your risk of other diseases. They are also important because they're **both related to weight loss** due to what is called "**calorie balance**."

Calorie balance is the balance between the calories (or energy) you take in by eating and drinking and the calories (or energy) you use by being physically active.

First, let's talk about "calories in".

*[Review the information on page 1 and include the following information.]*

Calories are a unit of measure. We use pounds as the unit of measure for body weight, feet and inches as the unit of measure for height, and miles as the unit of measure to

determine the distance between places. Calories are used to measure the energy value of foods and drinks.

Calories in food come from **fat, carbohydrates (starches, sugar), protein, or alcohol**. Other ingredients in food, like vitamins, minerals, water, and fiber, don't have calories. For example, green leafy vegetables are mostly water, vitamins, minerals, and fiber--so they have very few calories.

The **number of calories in any food you eat depends on what's in that food.** [*Refer to the box on page 1.*]

**Fat is the most concentrated in calories, with 9 calories per gram.** That's more than twice the number of calories in starches, sugars, or proteins, and even more than alcohol. So, foods that are high in fat are high in calories. Eating less fat is one way to eat fewer calories.

Now let's talk about "calories out".

[*Review the information in this section and include the following information:*]

Your body burns calories even while at rest for just staying alive. You also burn calories during physical activity.

Calorie balance is important for weight management. So be aware of what you eat and drink (calories in) and how active you are (calories out).

### **Calorie Balance: Calories In and Calories Out (page 2)**

Your **weight** is determined by the **balance of calories in from what you eat and drink and calories out from moving more (both planned and spontaneous activity).**

Let's look at four ways the calorie balance can work. [*Refer participants to the 4 diagrams on page 2. Include the following information:*]

1. Your weight can **stay about the same**. In this case, "calories in" from food equal "calories out" from activity. Food and activity are at about the same level on both sides of the scale.
2. Second, you can **gain weight**. In this case, "calories in" from food are higher than "calories out" from activity. Either calories have increased or activity has decreased or both. The balance has tipped this way [*indicate direction of balance*].
3. Third, you can **lose weight**. "Calories in" from food are less than "calories out" from activity. You've eaten fewer calories or you've done more activity, or both. The best way to lose weight is to do **both** at the same time to **tip the balance** this way [*indicate direction*].

4. And finally, you can reach a **new balance at a new lower, healthier weight.** **During the GLB program,** you will create a healthier lifestyle with new eating and activity behaviors that keep your “calories in” and “calories out” in balance. We will work together to help you **make the changes part of your lifestyle, so you will keep the weight off.** This is what happens when you lose weight and keep it off. You've reached a new balance at a lower weight.

The important things to **remember are** that:

- **Eating and physical activity work together** to determine how much you weigh.
- To lose weight, it's **best to eat fewer calories *and* be more active.** That way, you are changing both sides of the energy balance at once.

**TIPPING the balance will help you lose weight and improve your health.**

### Healthy Eating and Being Active Work Together (page 3)

*[Review page 3 and include the following information:]*

#### **How much does it take to tip the balance?**

The number of calories you need to eat, or the amount of activity you need to do, varies from person to person.

In DPP the participants “tipped the balance” by finding ways to eat about 500 fewer calories per day than they had been. This resulted in a weight loss of about 1 pound per week. *[Refer to the box at the bottom of the page. Emphasize that research shows that this varies from person to person, so is only a rough estimate.]*

Your GLB calorie and fat gram goals were set up to help you “tip the balance” enough to create a **slow, steady weight loss (about 1 to 2 pounds or so a week. No one loses the same exact amount of weight each week.). This the best way to lose weight.**

Quick losses of large amounts of weight can mean that muscle is being lost, which is not healthy. Quick weight loss can be difficult to maintain because it often involves very restricted eating and/or excessive amounts of exercise that can't be sustained for a lifetime. GLB aims to help you make changes in your eating and activity behaviors that you can stick with long term.

Be careful not to fall into the “because I exercised” trap and think that you can overeat and still lose weight.

To summarize how healthy eating and being active work together:

- Body weight is a balance between “calories in” and “calories out”.

- Even though there are hundreds of diet books, infomercials, and ads on the internet, there is no “magic bullet” to weight loss. Research shows that all the weight loss programs recommend a way to eat fewer calories.
- For losing weight and improving health, the best way to tip the balance is to change both eating **and** activity.
- Following your GLB calorie goal will lead to about a 1-2 pound weight loss per week. Be consistent. Aim to get close to your calorie goal each day.
- Eat at least 1200 calories per day to have a healthy, well-balanced diet. It is very hard to get all the healthful nutrients you need each day if you’re eating less than 1200 calories. Also, a very low calorie level is difficult to maintain. It can also cause you to be overly hungry which can lead to overeating.

### Changes You Have Made So Far (page 4)

In GLB we will sometimes pause and give you a chance to think about the changes you have made so far in your eating and activity behaviors. This allows you to celebrate the positive lifestyle changes you have made. It also allows you to think about your focus for the upcoming month. You have been working on creating a healthier lifestyle for about a month, so today is a good time to evaluate your progress.

Let’s take a minute now to review some of the **changes you've made so far** on both sides of the balance.

First, **what changes have you made to be more active?** We've talked about increasing both structured/planned activity, the kind you've been recording, and spontaneous/unstructured activity, like taking the stairs instead of an elevator, that add more total movement to your day.

*[Give the participants some time to briefly record on page 4 some of the changes they’ve made. Ask volunteers to share. Praise and encourage the maintenance of these changes.]*

Now let’s talk about the **changes have you in your eating pattern.** Think about changes you have made to eat fewer calories and to make healthier food choices.

*[Again, have participants briefly record some of the changes they’ve made. Ask volunteers to share. Praise and encourage the maintenance of these changes.]*

**Lifestyle change is a process. The purpose is to look at progress toward reaching your goals. No one is looking for perfection.**

**Have these changes tipped the calorie balance?**

The scale reflects the changes you are making in your eating and activity behaviors.

Let’s look at how the scale has responded.

- In Session 1 you found your 7% weight loss goal. [*Ask participants to refer to their **Weekly Record** and record this goal weight in the box on page 4.*]
- At the **start of GLB, you weighed ...** [*Ask participants to refer to their **Weekly Record** and record their starting weight.*]
- **Your weight today is...** [*Ask participants to record their current weight.*]
- Change in weight so far. [*Ask participants to record their weight change during the past month in GLB.*]

*[Emphasize that it's important for the participants to focus on their accomplishments so far, no matter how small.]*

Ask participants to check one of the three boxes on page 4.

Encourage attendance at group meetings, even if they have a time when they are struggling. This is when they most need to group support, suggestions, and encouragement.

Express your confidence in the participants' future success.

### **New Ways to Tip the Balance (pages 5-6)**

You've looked at the changes in your eating and activity behaviors and how these changes were reflected on the scale.

Let's talk about some new ways to "tip the balance".

*[Review information on page 5. Encourage discussion by asking participants to give feedback on any of the suggestions they have tried such as a local exercise class they enjoyed or their favorite website for low-calorie recipes.]*

#### **Be Aware of Liquid Calories:**

In Session 3 we discussed the 2015 Dietary Guidelines recommendation to consume less added sugar. One way to decrease sugar intake is to follow the guideline of MyPlate and to drink water instead of sugary drinks.

Have you been experimenting with drinking more water? Have you noticed a difference in how you feel? Water does not have any magical weight loss properties. But it can help with weight loss because people often mistake their body's thirst signal as a hunger signal and overeat. Staying well hydrated can help prevent this from happening.

*[After reviewing the information, ask participants to share ways they have reduced the calories they are drinking. Encourage a discussion about limiting sugar-sweetened beverages, alcohol, and/or coffee drinks.]*

Note: Caffeine was not mentioned in the 2010 Dietary Guidelines but it was included in the 2015 guidelines. Cautions were given about mixing alcohol and caffeine, high-caffeine energy drinks, and mixing energy drinks with alcoholic beverages.

Some people find it useful to follow an eating pattern for meals and snacks. These can help to eliminate decisions regarding food choices and simplify the self-monitoring process.

Page 6 lists a variety of healthy eating patterns that you may find useful.

The USDA provides a general healthy eating pattern as well as ones that are specific to Mediterranean-Style and Vegetarian eating.

The MyPlate website offers a general eating pattern but also allows you to create a personalized plan.

The GLB Healthy Menu Ideas are on pages 9-11. *[Ask participants to turn to page 9. Review the benefits of using these menu ideas and suggestions for how to spread calories throughout the day.]*

The GLB Healthy Menu Ideas include 4 sample menus for breakfast, lunch, and dinner.

To help you put together your own meals and to make it easier to self-monitor, there are lists of suggested foods for each meal on pages 12-16. A list of snack ideas is on page 17.

A shopping list and a recipe are included as well on page 18.

*[Optional: Taste test Lentils Ole. The recipe is on page 19.]*

For those of you who do not want this much structure, I encourage you to look at the menu ideas and to find one or two meals or snacks that you are willing to try. You can share your feedback with the group next week.

Of the ways to further tip the balance that we just discussed, what one or two of these strategies can you see yourself doing? Write them on the bottom of page 6. *[Ask participants to share their answers with the group, if they feel comfortable doing so. Encourage group discussion.]*

Are there any additional strategies we haven't discussed that you are using to help tip the balance? *[Encourage group discussion.]*  
*[Summarize the key messages of this lesson by reviewing the information in the text box.]*

## **To Do (page 7)**

Turn to page 7 and let's focus on what you can do between now and the next session.  
*[Review information on page 7]*

As you have been doing:

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- Please continue to **keep track** of your weight and record it.
- Also continue to measure and record everything you eat and drink every day. Come as close as you can to your calorie and fat gram goals.

Let's look at the "new things to practice".

Make a change in eating or activity to "tip the balance". Look at the suggestions on pages 5 and 6 and decide what you are willing to try.

One choice may be to lower your calorie goals. You may be eating more calories and fat than you realize, or your goals may simply be too high for you. Everyone is different. The way to know whether your goals are right for you is whether or not you are losing 1-2 pounds per week on average. Lower your calorie goal by 300 calories per day. Refer back to Session 2, page 2 for the calorie and fat gram goals used in Group Lifestyle Balance (1200 calories/33 grams of fat; 1500 calories/42 grams of fat; 1800 calories/50 grams of fat; 2000 calories/55 grams of fat). It is important that you do NOT go below 1200 calories per day.

Or you may choose to follow one of the healthy eating patterns listed on page 6 in today's handout, try a new exercise class, or experiment with ways to limit your liquid calories.

Whatever change you make to "tip the balance", write it down. You can give the group feedback about your efforts at the next meeting.

Let's talk about your activity goal for this coming week.

The suggested activity goal for last week was 60 minutes.

- If you reached 60 minutes, try adding 30 minutes this week. Your new activity goal of **90 minutes**. *[Note: This is the standard GLB exercise progression. Many participants will be able to comply. However, flexibility is included based on health or other barriers to exercise.]*
- If you were active for less than 60 minutes last week, that's okay. Start at your current activity level and try adding 30 minutes more this week.
- If you were already doing more than 60 minutes of activity, great work. Keep it up.

*[Note: You should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

As before, make a plan to be active this week. Remember how important it is to make a plan for activity...it doesn't just happen.

*[Give participants time to complete the chart on page 7.]*

**Make active lifestyle choices throughout the day.** As we've discussed, every minute of movement is helpful. Standing uses more calories than sitting; walking uses more calories than standing; and so on. So, keep moving as much as you can.

What are some of the active choices you plan to make? Jot them down on the bottom of page 7.

For the rest of the program, we'll keep working together to bring you closer to your goals for healthy eating, being active, and losing weight. **We'll keep trying to tip the calorie balance and see how the scales respond.** Over time, you'll reach a new balance at your goal weight and then we'll work together to help you maintain that weight.

### Resources (pages 8-19)

*[Participants were directed to these pages when discussing page 6. Encourage participants to read these pages at home.]*

*[Announce the day, time, and place for the next session.]*

#### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: recording minutes of physical activity, being active on several days, and coming close to their calorie, fat gram, and activity goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 6 Leader Guide:

## Take Charge of What's Around You

### Objectives

In this session, the participants will:

- Learn about common food and activity cues and ways to change them to make it more likely that they will reach their lifestyle goals.
- Mentally search their homes, work places, and food shopping places, looking for problem food cues and discussing ways to change them.
- Learn ways to add positive cues for activity and limit cues for inactivity.

### To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; with comments.
- Prepare Session 6 handout for participant notebook.

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

### Group Sharing Time (allow at least 5 minutes)

In the last session, you learned that your weight is, in part, the result of the balance between “calories in” from what you eat and drink and “calories out” from moving more. We talked about how the best way to “tip the balance” for weight loss is to eat and drink less and be more physically active.

Let’s take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- What change did you make in your eating pattern this past week that you are most proud of?
- How close did you come to your calorie and fat gram goal?
- Were you able to follow your plan to reach your goal for minutes of planned activity during the week? How did it go? What did you learn? Were you able to

- make active lifestyle choices to increase spontaneous/unstructured activity and to decrease the time you spent sitting? How did it go? What did you learn?
- Did you try something new in order to “tip the balance”? How did it go? What did you learn?
  - Did you try a meal or snack from the GLB Meal Plans? If so, please share your feedback with the group.
  - Did anyone look at any of the websites for additional meal plans? If so, please share you feedback with the group.

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## **Session 6: Take Charge of What’s Around You (page 1)**

*[Do not distribute the Session 6 handout yet.]*

Today we're going to talk about how to **take charge of what's around you**, or **how to make what's around you support your GLB goals** to lose weight by eating healthfully and being more active.

First, we'll talk about cues for eating, and later, go on to activity cues.

- **What "cues" you (or makes you want) to eat?** *[Optional: Write responses on the board.] Be sure to note when “hunger” is mentioned.* Of course, one reason we eat is because of **hunger** and learning how to respond to hunger cues in a healthy way is one of the goals of the program. But what about those times when you have an “appetite” or desire to eat without physically being hungry?
- You might eat because of **what you're thinking or feeling**. For example, you might eat some ice cream because you feel lonely, bored, or happy.
- You might eat because of **what other people say and do**. You might eat chips at a party because a friend offers them to you.
- Or you might eat because of **the sight or smell of food**.
- **Certain activities that make you think about food** (like watching TV or reading magazines). This is what we'll focus on today. In later meetings, we'll talk about eating in response to thoughts, feelings, or what other people say and do.

*[Distribute the Session 6 handout. Review page 1 and include the following information:]*

Look at the “cues” listed on page 1. How does our list compare?

When people list their food cues, hunger is often mentioned last. *[Point out where “hunger” is on the list the group generated.]* The goal is to have hunger move to the top of the list, as shown on page 1. We will help you notice and respond more to the cues that come from your body and less to those from the environment. That is what it means to “take charge of what’s around you”.

Please look at the box for some examples.

- The **sight of food** is one of the most powerful food cues. For example, you may see a carton of ice cream in the freezer and soon you'll be eating ice cream, even though you're not hungry.
- The **activity of watching TV** is also a powerful food cue for many people. You may turn on the TV and find yourself eating potato chips, even though you're not hungry.
- Another example is **eating popcorn at the movies**. Do you eat popcorn when you go to the movies?

If not, probe for another example that is relevant for the participants, such as eating hot dogs or nachos at a sporting event or buying cookies after passing a bakery. Use the example in the discussions that follow.

Why do you eat popcorn in that situation? Do you think it's because you're hungry? Most likely, it's because eating popcorn at the movies is a **habit** for you.

**When you respond to a food cue in the same way over and over again, you build a habit.** The food cue becomes paired with the way you respond, and your response becomes more and more automatic.

Let's say that since childhood, you've gone to the movies many, many times, and you've eaten many boxes of popcorn there. Now you find yourself eating popcorn whenever you go to the movies, even though you're not hungry. You responded to the cue (going to the movies) in the same way (buying popcorn), over and over again. Buying popcorn became a habit. And since it's a habit, it may be hard for you to sit through a movie and not have popcorn.

Food cues and eating habits are not harmful by themselves. But they can be a problem if they get in the way of your efforts to eat fewer calories. Food cues may also lead you to make unhealthy food choices or eat when you're not physically hungry.

### **How can you change problem food cues and habits?**

1. One of the best things you can do is to **stay away from the food cue. Or keep it out of sight.** For example, you may not be willing to stop going to the movies, but you can stay away from the concession stand. If you keep going to the movies and don't let yourself have popcorn, slowly you will stop thinking about popcorn. The connection between the movies and the popcorn will have been broken.

2. Or you can **build a new, healthier habit. Practice responding to the cue in a healthier way.** An excellent way to support yourself as you do this is to **add a cue that helps you lead a healthier life.** For example, you might take a package of sugar-free gum with you when you go to the movies. When you enter the theater, take out a piece of gum. After a while, you will connect going to the movies with chewing gum.

It's important to remember that **it takes time to break an old habit or build a new one.**

Change doesn't happen overnight. If you wanted to stop eating popcorn at the movies, you would need to see a lot of movies without popcorn. Eventually, you will enjoy the movie and forget about the popcorn.

Note: Some participants may need more examples to grasp the idea that cues in the environment make them want to eat certain things, or that they can learn to manage these cues. Find some ways to show your participants that there are many food cues around all the time and that this phenomenon is so common that we are usually unaware of how powerful it is.

**These ideas are powerful, and they work. Also, they're nothing new.** People use them every day. Some examples:

- Food companies deliver samples of new breakfast cereals right to your door by mail. They know that if they can get the food into your house, you'll eat it and be more likely to buy it.
- Food stores put new products on the shelves that are the easiest to see and reach. They also put out samples to taste.

For generations, mothers have put leftovers in the front of the refrigerator so their children are more likely to eat them.

In this session, we want to help you learn to make changes in what's around you to encourage healthy eating and being more active.

### **Common Problem Food Cues (page 2)**

*[Note: A few common food cues are listed at the top of page 2. Do not turn to this yet.]*

Let's talk about **some of the problem food cues in your life and some ways you can change them.**

Let's start with **where you live.** Imagine that we've just opened the front door. A film crew is recording what's in the room. Which room would it be? Do you see any actual food in the room? Do you see anything else that might make you think about eating, like

a TV or a comfortable chair? What is a change you could make to stay away from that cue or to build a new, healthier habit?

**Move from room to room** ("Are there other rooms that are a problem for you?"), asking for cues and discussing possible ways to either stay away from the cue or to build a new, healthier habit. If the participants have no response, ask them to refer to their previous Food and Activity records and/or turn page 2 of the handout to the list of common problem food cues and ask if one or two of the examples apply to them (possible solutions are given below). Use just a few examples, and make sure they are relevant to your group. Food cues will come up at future sessions and can be addressed in detail at that time.

*[Review the "At home" section. Include the following information if not already discussed in your group.]*

### **Living Room**

Cue: *TV (or computer, telephone).*

Solution(s): One way to break the connection between eating and the TV is to make it a rule for yourself not to eat in front of the TV (or while on the computer or phone).

Keep an exercise bike, exercise mat, or other equipment nearby.

Keep a pack of sugar-free gum nearby. Allow yourself only calorie-free beverages, not food.

Cue: *Candy dishes (for serving candy, chips, and nuts) on an end table.*

Solution(s): Don't buy candy, chips, or nuts. If you do buy these foods, store them out of sight.

### **Kitchen**

Cue: *High-calorie foods, especially those that are ready to eat (in the freezer (e.g., ice cream), refrigerator (e.g., cheese, lunch meats, pie), kitchen cupboards (e.g., cookies, chips), or on counter tops (e.g., cookie jar, food packages).*

Solution(s): Stop bringing these foods into your home altogether. Store them out of sight, in a brown bag or other opaque container.

Make them hard to reach. Store on highest shelf or in the basement.

Keep healthy food choices easy to reach, in sight, and ready to eat.

Examples: Fresh fruits, raw vegetables (already washed and prepared), pretzels, low-fat popcorn.

Limit high-calorie choices to those that require preparation.

Cue: *Foods you are cooking or leftovers, on the stove or counter.*

Solution(s): Make it a rule not to eat while cooking. Taste foods only once, then drink water or take a breath mint immediately.  
Ask someone else to taste the food.  
Rinse off any utensils used in food preparation immediately after each use.  
Put leftovers away **before** meals.  
Ask someone else to put the leftovers away.  
Put leftovers in individual serving containers right away, and freeze them for future meals.

### **Dinner Table**

Cue: *Serving dishes on table.*

Solution: Serve foods from the kitchen.  
Store food only in the kitchen. Put packages away immediately after use.

Cue: *Large dinner plates (or large glasses, bowls, serving spoons and forks).*

Solution(s): Serve yourself small portions using a smaller plate or bowl. Or ask someone who is supportive to do so. Spread the food attractively over the plate.

Cue: *Leftovers on plates.*

Solution(s): Remove your plate from the table as soon as you're finished.  
Don't eat the food that your children leave on their plates.

Let's do the same thing with when you are **away from home**. Are there any things you encounter while commuting, in public areas, or at your workplace that have become paired with eating high calorie foods? What can you do to change these problem food cues? [Review the "Away from home" section. Include the following information. Encourage group discussion.]

Cue: *Bakeries, coffee shops, food restaurants on your commute.*

Solution(s): Take a different way.  
Make it a rule not to eat in the car.

Cue: *High-calorie foods in public areas (doughnuts, pastries or candy in the cafeteria or in vending machines).*

Solution(s): Stay away from those areas.  
Bring a low-calorie snack to share with others.  
See if there's a way to keep these foods out of sight (other people may appreciate it, too).

Cue: *Vending machines.*

Solution(s): Stay away from the vending machines.  
Bring a low-calorie snack from home. Or buy juice or pretzels, if available in the machine. Ask a friend to go get them for you, so you won't be tempted by the other foods.

Cue: *High-calorie foods always in view in the workplace.*

Solution(s): Don't bring high-calorie foods to work. Keep low-calorie snacks like apples, raw carrots, pretzels, low-fat popcorn, or calorie-free beverages on hand instead.  
Make it a rule not to eat at your desk.

Please turn to page 2 of your handout. At the top of the page you'll see common problem food cues we just discussed.

Please take a minute think of your problem food cue(s). Write it on the line.

Look at the "Tips" box. It lists four strategies to manage food cues to help you take charge of your eating environment. The important things to **remember**, whether you are at home or away from home are:

*[Review the information in the box on page 2. Include the following information:]*

- **Limit your eating to one place.** Where do you eat most of your meals at home? Limit all eating to this place. When you are hungry, go to this place to eat. This will help you to distinguish between hunger and other cues to eat.

At work, a particular table in the cafeteria or kitchen area may be a good choice. Do not eat at your desk or computer. This is an open invitation to become distracted from eating.

- **When you eat, limit other activities.** The rule is simple: No TV, driving, or talking on the phone while you are eating. Focus on enjoying the meal. In the future, these other activities will not cue you to eat.

Finally, let's take the film crew to **where you shop for food**. Walk around the store as you usually do. What do you see that's a problem for you?

The grocery store can be a "high risk" situation because of the sheer number of cues. Your shopping habits are directly linked to the foods that end up in your home (and in your stomach). But you do have some control and you can learn to become a healthier shopper. Let's look at the "Shopping Tips" that are listed at the bottom of the page.

*[Review information and include the following information:]*

- **Become an expert on where you shop.** Know the best places (including farmers markets) that fit your budget, routine, and healthy eating goals.
- **Plan meals and make a shopping list ahead of time.** Make it a rule not to buy anything that's not on the list.
- **Don't go shopping when you're hungry.** Have a low-calorie meal or snack first.
- **Avoid sections in the store that are tempting** to you, if possible. For example, walk down a different aisle to avoid the bakery.
- **Buying in bulk:** Some people make individual serving packets as soon as they get home. What are some ideas for portion control?
- **Ask the grocery store manager to order healthy foods** that you want to buy. You are the customer and it is their business to please you.
- **Don't be a slave to coupons.** Only use the coupons that are for healthy foods, paper products, and cleaning/laundry supplies.

### Common Activity Cues (page 3)

Now let's turn to cues for **moving and sitting**. For most people, there are many things around them that lead to being inactive. For example, after dinner, you may automatically sit down in front of the TV. This is because the end of dinner and TV have been paired together many times in the past. But remember, you do have a choice. You could just as easily choose to take a 15- minute walk after dinner.

If you have been inactive, you probably have many cues around you that are associated with inactivity and few that would cue you to be active. To be active regularly, it's important to add positive activity cues to your life. Over time, the cues will become paired with being active, and you will develop new activity habits that will become more and more automatic.

1. **What are some positive activity cues that you could add to your life?** Let's pick up our imaginary film crew again, and start with **where you live**. What could you add to the living room that would prompt you to be active?

Move from **room to room**. Mention a few examples from the handout and add some that are particularly relevant to the participants.

#### **In the living room or bedroom:**

- Keep exercise shoes, bag, and equipment in sight, not in the closet.
- Keep home exercise videos handy (training apps, channels, DVDs).
- Hang an activity calendar and graph of your activity in a visible place.
- Keep a stationary bicycle or exercise mat in front of the TV. Now TV will become a cue for moving not sitting.

- Hang a photo or poster of people being active or of outdoor scenes in a visible place.
- Subscribe to a health or exercise magazine. Keep it in a visible place.
- Put a note on the TV reminding you that a half hour of TV time could be used for a walk instead.

**In the kitchen:**

- Post motivational photos, outdoor scenes, or reminders to be active on the refrigerator.

**In the bathroom:**

- Post a reminder on the mirror to be active.

**In the garage:**

- Keep the car in the garage. Maybe you'll choose to walk to the neighbor's house, rather than get the car out to drive short distances.
- Keep exercise shoes, bag, and equipment on the front seat of your car.
- Keep a bicycle in working condition. Store it along with a helmet in a visible place and ready to ride.

We've talked about some ideas of how to add positive cues for activity at home. What are some positive cues for activity that you could add to your work place?

Let's pick up our imaginary film crew again. *[Encourage group discussion. Examples include:]*

- Put your walking shoes in a visible place in your office.
- Put a note on your office door or computer reminding yourself to take a walk during your lunch break before eating.
- Set an alarm on your watch or other device to remind you to take a walk.
- Make a regular, daily appointment with yourself to be active. Put it in your calendar. Keep your appointments with yourself--they are as important as your other appointments.

Look at the positive cues listed on page 3. *[Review and include the following information:]*

- Set up a **regular "activity date" to be active with a friend or family member.** When she or he arrives at 7:00 for a walk, you'll probably go even if you don't feel very energetic.

What are some other ideas?

**2. Manage your cues for being inactive.** Another approach is to remove the cues for being inactive. *[Review and include the following information:]*

- **Limit TV watching.** Keep the TV behind closed doors in a cabinet. Or get rid of your TV. Or be active while you watch TV (for example, ride an exercise bike or

get up and move during commercials.). What are some things that you do during TV commercials in order to break up long periods of sitting?

- **Don't pile things at the bottom of the stairs that need to go upstairs.** They remind you to keep leaving more things there, rather than climbing the stairs. Take separate trips upstairs instead.

What are some other ideas?

3. **Learn to use feelings of being low on energy, sluggish, or stressed as cues for being active.** People often become inactive in response to feeling tired or stressed. Experiment with being active instead. For example, go for a walk instead of laying on the couch and watching TV. Try it this week and see how it goes. If you continue to choose to be active in response to these feelings, you will build a new habit.

In summary:

- It takes time to break old habits and build new, healthier ones, but it can be done.
- Be patient with yourself and keep experimenting with ways to take charge of what's around you.
- One of the most important steps you can take is to get rid of problem cues and add new ones that will help create an environment that will support healthy eating and being active.
- **You can make food and activity cues work FOR you, not against you. That's what it means to "take charge".**

### To Do (pages 4-5)

Turn to page 4 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight and eating. Come as close as you can to your calorie and fat gram goals.

To help you practice what you learned today, focus on ways to make food and activity cues work for you, not against you.

First, **get rid of one problem food cue** in your life. Let's make a plan for that. (*Ask the participants the questions on page 4 and have them fill in the blanks*).

Also, **add one positive cue for being more active.** (*Ask the participants the questions on and have them fill in the blanks*).

There is a section on page 5 where you can write how things went with your plan for food and activity cues. You can share your experience/give feedback on this next week.

Let's talk about your activity goal for this coming week.

- If your goal for last week was 90 minutes, your goal is to add 30 minutes for a new activity goal of **120 minutes**. *[Note: This is the standard GLB exercise progression. Many participants will be able to comply. However, flexibility is included based on health or other barriers to exercise.]*
- If you were active for less than 90 minutes last week, that's okay. Start at your current activity level and try adding 30 minutes more this week.
- If you were already doing more than 90 minutes of activity, great work. Keep it up.

*[Note: You should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

As before, make a plan to be active this week. Remember how important it is to make a plan for activity...it doesn't just happen.

*[Give participants time to complete the chart on page 5.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments.  
Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: any changes in eating and activity to help to "tip the balance", experimenting with use of all or part of meal plans, recording minutes of physical activity, being active on several days, and coming close to their calorie, fat gram, and activity goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 7 Leader Guide: Problem Solving

## Objectives

In this session, the participants will:

- Learn the five steps to problem solving.
- Practice the steps using a problem the participants are experiencing now with eating less fat/calories or being more active.

## To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 7 handout for participant notebook.

## Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

## Group Sharing Time (allow at least 5 minutes)

In the last session, you learned how managing food and activity cues can help you to “take charge of what’s around you”. This will help to support your efforts to make healthy food choices and be physically active.

- Were you able to get rid of one problem food cue? Please share your experience.
- Were you able to add one positive cue for being more active? Please share your experience.
- Did taking charge of your food and activity cues help you create an environment that supported healthy eating and being active?
- Are there additional food and activity cues you would like to focus on this coming week?

Let’s take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well: What problems did you have? What could you do differently?
- How close did you come to your calorie and fat gram goal?

- What change did you make in your eating pattern this past week that you are most proud of?
- Were you able to follow your plan to reach your goal for minutes of planned activity during the week? How did it go? What did you learn? Were you able to make the active lifestyle choices to increase spontaneous/unstructured activity and to decrease the time you spent sitting? How did it go? What did you learn?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

### **Session 7: The 5 Steps to Problem Solving (pages 1-3)**

In the first six sessions of GLB, you learned *how* to eat healthy and be more active. Healthy eating and being active will help you lose weight, prevent diabetes, and be healthier in general.

But healthy eating and being more active means changing your habits, and making the changes a permanent part of your lifestyle. Many things can get in the way of changing habits. That's what we'll focus on in the next several sessions. We will discuss:

- Negative thoughts,
- Slips and your reactions to slips (a slip is when you don't follow your eating or activity plan),
- Stress, and
- What people say and do (or "social cues").

All of these things can get in the way of healthy eating and being more active.

What are some examples of things that get in the way for you?

Name several problems that the participants have already discussed at earlier meetings if possible, e.g., you wanted to go out for a walk, but it was too cold or you wanted to eat fewer calories and make healthy food choices, but your family/roommates wanted you to buy potato chips.

It's inevitable that problems like these will come up.

**But problems can be solved.** Today we're going to talk about the *process* of problem solving. This is the process that we will be working on together throughout the program. In fact, we have been working the problem-solving process to some extent already. Each time you discuss with each other the ways you have handled challenges and brainstormed solutions, this is problem-solving. Now we will talk about the steps to problem-solving in more detail.

[Distribute Session 7 handout. Review the information and include the following:]

### **The five steps to problem solving:**

1. The first step is to **describe the problem in detail, as a chain of actions.**

For example, instead of defining the problem as "I eat more calories than I should," be specific about the kinds of foods you eat that are high in calories - maybe high-calories desserts and candy. Be specific about when you eat them, and describe these situations in detail. For example, you may eat high-calorie desserts when you go to your mother's house and she offers them to you.

Also, **look at what led up to the problem.** Many problems involve a chain of actions: one action leads to another and then another and eventually this leads to inactivity or overeating. This is called an "**action (or behavior) chain.**"

#### **Try to see the steps (or "links") in the action chain, including:**

- **Things that "cued" you (made you want) to eat or be inactive.**  
We've talked about food and activity cues before. Examples are a bakery near where you work, television watching, or a carton of ice cream in your freezer.
- **People in your life who don't support your efforts** to lose weight, eat a healthy diet, and be more active. Examples are a co-worker who offers you doughnuts every morning, family who insist that you deep-fry chicken rather than baking it, or a spouse who wants you to watch TV in the evening rather than go for a walk.
- **Thoughts or feelings that get in your way.** Examples are self-defeating thoughts like, "I'll never be disciplined enough to walk every night." Or eating in response to feelings of boredom, stress, loneliness, or anger.

Here is an example of an action chain. [Refer to the "Example" and the text box with "Sarah's action chain".]

- It may seem complicated to look at a problem in this much detail. But actually, it makes problem solving much, much simpler.
- You see that the real problem may not be the last step (eating the cookies) but rather all of **the things that led up to it** (like not eating lunch and so on).
- Uncovering the action chain will help you to **find the "weakest links" in the chain to break.** There's a saying that a chain is only as strong as its weakest link. By naming all of the links in the chain, you will be able to find the weakest ones, the places where you can make a change most easily.

2. Step 2 is to **brainstorm your options for each link in the chain** (page 2). What are all of the possible solutions to the problem? "Brainstorming" means to create a storm of ideas in your brain. Let the ideas pour out, no matter how crazy they may seem. Anything goes. The more ideas the better. And it's actually helpful to include some crazy, extreme ideas because it helps open your mind and stir up your creative juices.

By brainstorming, **you'll see that you aren't at all helpless and powerless to change your situation.** You have many options. Here are some possible solutions for Sarah. *[Review and discuss the "Links in Sarah's Action Chain" and "Some of Sarah's Options".]*

3. Third, **pick one option to try (page 2).** Weigh the pros and cons of each option, and choose one (or it might be a combination of several) that is **very likely to work** and that **you can do**. In other words, be realistic. You should be confident that you will succeed.

It's also helpful to try to **break as many links as you can, as early as you can** in the chain.

For example, it will be much easier for Sarah to control her eating in the evening if she eats some lunch and doesn't arrive home hungry. It will be easier for Sarah to avoid eating too many cookies if she doesn't buy the cookies in the first place. Another reason to try to break an action chain as early as possible is that **you will have more links to work with.** If eating lunch doesn't help Sarah and she still arrives home tired, stressed, grumpy, and hungry, she can still choose low-calorie snacks like fruit or yogurt when she gets home.

Let's say that Sarah chooses the option of packing a healthy snack.

4. Fourth, **make a positive action plan (page 3).** This is where you spell out exactly:
- What you will do,
  - When you will do it, and
  - What you need to do first.
  - Also, make a plan for any roadblocks that might come up,
  - And build in steps that will make success more likely. For example:
    - Involve someone else.
    - Find ways to make it more fun and enjoyable.
    - Write your plan down and post it on your refrigerator or calendar or add a reminder to your phone or computer.
    - Tell your plan to someone else, so you're committed to following it.
    - Join an exercise class or club so you're more committed.
    - Make a date with someone to go for a walk.

GLB recommends planning ahead for healthy eating, being active, and now planning ahead for trying the option that will solve the problem. Note that part of

the planning process is to think about any roadblocks that might get in the way and to come up with a couple of back-up plans to deal with them.

Sometimes if you build in a step to get yourself over the first "hump," then everything begins to snowball and the rest is much easier.

For example, here is Sarah's action plan [*Review and discuss Sarah's action plan.*]

5. The fifth step of problem-solving is to **try it. See how it goes.** Did it work? If not, what went wrong? Use what you have learned to problem solve again and make a new action plan.
  - If the first option works, great. If not, keep trying different options until a solution is found.
  - Don't ignore a problem and let it cause frustration.
  - Problem-solving, like lifestyle change, is a process. Don't give up. It often takes many tries to find a solution.
  - Remember your purpose. Why is losing weight and improving health important?

Now let's practice by helping Sam and Sadie solve their healthy lifestyle change problems.

### Practice (pages 4-7)

Divide your participants into an even number of groups (or with a partner). Have at least two groups.

Ask half the group to read Sam's problem on page 4. They should work together to complete "The Lifestyle Balance Problem Solver for Sam or Sadie" on page 6 to solve Sam's nighttime snacking problem. They should then complete page 7, "Make a Positive Action Plan for Sam or Sadie".

Ask the other half of the group to read Sadie's problem on page 5. They should work together to complete "The Lifestyle Balance Problem Solver for Sam or Sadie" on page 6 to solve Sadie's problem with not getting enough physical activity. They should then complete page 7, "Make a Positive Action Plan for Sam or Sadie".

Allow time for the small groups/partners to work through the steps.

Bring the entire group back together.

- Ask a participant to read "Sam's problem: Nighttime snacking" on page 4.
- Ask someone from each group who worked on Sam's problem to read their problem solving steps listed on page 6 and his action plan listed on page 7.
- Repeat this process for "Sadie's problem: Too tired to exercise" on page 5.
- Ask for comments/input/feedback from the entire group.

*[Note: Usually each group comes up with a different solution for Sam and Sadie. Every problem has many different solutions. The goal is for each participant to find what works best for them.]*

## To Do (page 8)

Turn to page 8 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight and eating. Come as close as you can to your calorie and fat gram goals.

### **New things to practice:**

It's normal to have problems in life. It's also normal to run into a problem(s) while working to change your eating and activity behaviors. Remember that problems can be solved.

Life's more challenging problems usually require a lot of trial and error to find solutions that work for you. Keep reminding yourself that each day, you are doing your own personal research to find what works best for you. Don't give up.

Between now and the next session, work on solving a particular food or activity problem. Name a problem that is getting in the way of meeting your weight, calorie, fat gram, and/or activity goals.

Work through the 5 steps to problem solving by using the worksheet on page 10, "My Lifestyle Balance Problem Solver". Then use page 11 to make a positive action plan. *[If time allows, participants can start working on the worksheet on page 10.]*

Follow your plan. You can share your experience/give feedback next week.

Let's talk about your activity goal for this coming week.

- If your goal for last week was 120 minutes, your goal is to add 30 minutes for a new activity goal of **150 minutes**. *[Note: This is the standard GLB exercise progression. Many participants will be able to comply. However, flexibility is included based on health or other barriers to exercise.]*
- If you were active for less than 120 minutes last week, that's okay. Start at your current activity level and try adding 30 minutes more this week.
- If you were already doing more than 120 minutes of activity, great work. Keep it up.

*[Note: You should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

As before, make a plan to be active this week. Remember how important it is to make a plan for activity...it doesn't just happen.

*[Give participants time to complete the chart on page 8.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: coming close to their calorie, fat gram, and activity goals and any efforts to change a food or activity cue.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 8 Leader Guide:

## Step Up Your Physical Activity Plan

### Objectives

In this session, the participants will:

- Receive a pedometer and become familiar with it.
- Understand how to wear a pedometer, determine average daily steps, and use the pedometer as a tool to monitor physical activity levels and overall movement.
- Understand the concept of aerobic fitness and the F.I.T.T. Principle (frequency, intensity, type of activity, and time) as related to their activity goal.
- Learn two ways to estimate their physical activity intensity: by rating their perceived exertion and or by taking heart rate.

### To Do Before the Session

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 8 handout for participant notebook.
- Have pedometers (one per participant).
- Become familiar with the pedometer. For example, wear it for a week or two, record steps, and calculate the daily average. Also complete the 100-Step Test.

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- Guidelines for Reviewing Food and Activity Records
- 2017 GLB Supplies Ordering Information

### Group Sharing Time (allow at least 5 minutes)

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- What did you learn by self-monitoring?
- Were you able to stay close to your calorie and fat gram and calorie goals?
- Were you able to follow your plan for physical activity, including lifestyle activity? How did you do with reaching your physical activity goal?

*[Remind participants to graph their activity if they have not yet done so.]*

The last session was “Problem Solving”. Were you able to use the five steps to problem solving and follow your action plan? What went well? What was challenging? What could you do differently?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## **Session 8: Step Up Your Physical Activity Plan (pages 1-2)**

*[Note: Participants may already be using some type of an activity monitor. Above all, acknowledge and encourage their efforts. Suggest that they try using the pedometer provided to the group as an additional learning exercise and to see how it compares to their current activity monitor.]*

*[Review the information at the top of page 1. Ask participants to answer the questions and to share their answers, if they feel comfortable doing so.]*

### **Step Up Your Physical Activity with a Pedometer**

*[Review the information on the bottom of page 1 and include the following:]*

So far in the physical activity portion of Group Lifestyle Balance, the focus has been on increasing the amount of time you are doing moderate intensity physical activities. Most of you have gradually increased your activity and have reached or exceeded the program goal of at least 150 minutes of moderate intensity activity. Some of you are still working toward your goal. Many of you are walking because it’s easy to do and doesn’t require any special equipment. Other activities of at least moderate intensity, of course, are acceptable. It is just a matter of preference.

Now let’s see how you can get an estimate of your overall movement (of moderate intensity (or greater) as well as light intensity activity). This will be done through the use of pedometers.

*[Review the information on page 2 and include the following:]*

Pedometers are great tools that measure steps taken throughout the day. Not only do they capture the steps that you take when you do planned activities, but they also capture steps that you do in more spontaneous or unplanned activity and many light intensity activities.

Therefore, if you wear your pedometer throughout the day, you can get a better idea of how much total movement (both planned and spontaneous/light intensity movement that we discussed in Session 4) you have done in that day. Keep in mind that the pedometers will not capture activities such as arm work, or biking, (because there isn’t the impact of

your foot hitting the ground that the pedometer counts) or water activities like swimming (because you can't wear the pedometer in the water).

### **Pedometer Instructions (page 3)**

Before we go into the various ways to use it, let's talk about how the pedometer works and how to wear it.

*[Distribute one pedometer per participant. Review page 3.]*

Show participants how to wear the pedometer. Demonstrate how and where to clip on the pedometer and how to use the safety strap.

Emphasize that it is important to **reset the pedometer every night. Also emphasize that the pedometer is to be worn at the waist and must be kept in an upright position. Illustrate this by holding the pedometer upright and moving it up and down to hear the clicking sound of the pedometer recording that movement. Now move it side-to-side. You will notice that you don't hear the clicking sound in side-to-side movement. The pedometer will only register a step in the upright position.**

Participants should record their steps each day. If using the GLB Keeping Track books, explain that they should record steps in the same area where activity minutes are recorded.

Make it clear to participants that pedometers record their planned moderate intensity physical activity plus all their unplanned activity and lower intensity activity. They should **continue to self-monitor and hand record their minutes of planned activity every day.**

### **Get to Know Your Pedometer and Your Activity Levels (page 4)**

It's important to make sure your pedometer is accurately recording your steps.

*[Review page 4.]*

Review the instructions for the **100 Step Test**. Demonstrate how to complete the test and, **where possible, have everyone do it as part of the group meeting**. In situations where the pedometer steps fall in the unacceptable range, discuss reasons why this may have occurred and solutions for fixing it.

There are several reasons why a pedometer may under-report steps. The most common reason is that the pedometer may not be staying upright in the vertical plane. If this seems to be the reason, instruct the participant to move the pedometer around the pants/belt line to their back, aligned with the rear of the knee cap. This position helps to keep the pedometer upright when placement in the front does not seem to work correctly.

Other reasons why the pedometer may not accurately reflect the number of steps taken include wearing it on loose clothing or if the participant shuffles as he/she walks without picking up his/her feet.

### **Use Your Pedometer to Learn About Your Activity Patterns (page 5)**

Please wear your pedometer every day this coming week and record your steps each day on page 5. Then you can determine your total steps per week and your average steps per day.

*[Review **Key Challenge #1.**]*

As we discussed, there are some types of physical activity that aren't recorded by the pedometer or situations where the pedometer cannot be worn since the activity happens in water. The three most common examples are biking, resistance training, and water activities like swimming and rowing. However, you can crudely estimate a "step" credit for these activities to add to your daily pedometer count. This information is on page 17, **Step Credit Calculation**.

Next week you will set a goal that is challenging yet reasonable based on your starting average steps.

*[Note: This is not the time to tell them about pedometer step goals or national step count averages. You do not want to influence their step count recording for this week. Next week you will provide them with this information.]*

### **Use Your Pedometer to Develop an "Active Head" (pages 6 and 7)**

It is also important to try to develop what we call an "Active Head". This means trying to incorporate as much spontaneous activity into your day as possible. Every little bit of movement will add up.

*[Review **Key Challenge #2.**]*

*[Review **Measure Your Mile in Pedometer Steps** on page 7 and include the following information:]*

When measuring a mile, keep in mind that the number of steps it takes to complete a mile will vary from person to person. This is because everyone's stride length is different. Someone shorter will likely have a shorter stride length and therefore require more steps to complete a mile than someone much taller with a longer stride length.

*[Review **Measure Your Weekday vs. Weekend Pedometer Steps** on page 7 and include the following information:]*

Sometimes it can be helpful to figure out when you are most active. One way to do this is to wear your pedometer for a week. At the end of the week, compare the number of steps taken during the week to those taken over the weekend.

*[Encourage participants to try these challenges at home this coming week.]*

### **Adding Steps Throughout Your Day (page 8)**

Please review this page at home. It may give you some great ideas for ways to add steps throughout your day. You can give us feedback next week if you tried any of these suggestions.

### **Mixing It Up and Staying Active (page 9)**

*[Review the information on page 9. Encourage group discussion while completing the chart. Include the following:]*

There are many ways to boost your activity.

#### **Add variety.**

- **Do something new and different** now and then. Mixing it up is a good strategy for you. It may get stale doing the same activity, day in and day out, every season of the year, in the same way.

Remember, you are making life-long changes, and being active is something you will be doing for the rest of your life. So, build in some variety. For example, if you usually walk during the week, try riding a bike or swimming on the weekend. For the winter, take up cross-country skiing or perhaps indoor cycling. A great idea for all year around is to take up strength (resistance) training. We will be talking about resistance training in an upcoming session.

**Can you think of some ways to vary what you do for activity?** *[Make sure participants understand to self-monitor only the physical activities that are similar (or higher in) intensity than brisk walking.]*

- **Do the same activity in a new place.** For example:

- Walk a different path through the park.
- Walk in a different neighborhood after work.

**What are some ways you can vary where you do your activity?**

- **Be active as a way to be social.**

- Instead of going out for a cup of coffee, go out for a “walk and talk” with a friend or family member
- Plan a weekend hike with a group of friends
- Go biking with a cycling club.
- Join a basketball or softball league
- Sign up with a group of friends for a walk for charity.

**What are some activities you could do with a friend, family member, or group as a way to socialize?**

**Make being active fun.**

- Plan walking tours of cities when you travel.

**What would be fun for you?**

Another way to prevent boredom is to **challenge yourself.**

- Train for a challenging mountain hike on your vacation.
- Set up a friendly competition with a friend (whoever walks the most miles before a certain date gets taken out for a healthy lunch by the other).

**What would make activity more challenging for you?**

**Have you been bored at times with your activity in the past?**

**Have you found anything to be particularly helpful for you at those times?**

*[Discuss the final question on the page. Encourage group discussion.]*

### **The F.I.T.T. Principle (page 10)**

*[So far, participants have focused on the “duration” part of their aerobic activity program. Other than mentioning that they do activities similar to a brisk walk, there has been no detailed discussion about the intensity of their effort.]*

Let’s discuss the “F.I.T.T.” principle as a great summary of both the activity components that we have discussed so far and those that we still need to consider. *[Review page 11 and include the following:]*

“F” stands for **frequency**, or **how often you are active.**

“**I**” stands for **intensity**, or **how hard you are working while being active**. (Which we will discuss in more detail in a minute).

“**T**” stands for **type of activity**.

- To improve your fitness, you should do “**aerobic**” activities. As we said before, these are moderate (or greater) intensity activities that **challenge your heart**. Brisk walking, swimming, and cycling are all examples of aerobic activities.

The final “**T**” stands for **time**, or **how long you are active**

- To improve your aerobic fitness, you should **stay active continuously for at least 10 minutes at a moderate intensity (or greater) and do activities that require the use of large muscle groups such as those in your legs**. Activities done briefly and/or that use small muscle groups (such as the muscles in your arms when pitching a softball or washing a window) will not greatly improve your aerobic fitness.
- The **total number of minutes per week should reach or exceed your GLB activity goal for that week**.

### Physical Activity Intensity Level (page 11)

We have discussed all of the components of F.I.T.T, with the exception of intensity. So far in GLB, you have been focusing on the type, frequency, and time portion of your physical activity program with the goal of attaining 150 minutes of aerobic activity.

However, it is very important to assess the intensity of your physical activity, in other words, how hard you are working when you are active.

*[Review page 11 and include the following:]*

#### **How to Measure your Physical Activity Intensity**

How hard you are working is usually reflected in two ways....**how fast your heart beats and how hard you breathe**.

1. We want your heart to beat faster than it usually does so that it will become stronger, but we don't want to push you out of the moderate intensity range.
2. Your breathing should also increase to the point **that you can talk but not sing**. You should be able to have a conversation with a friend while walking, but **if you can break into song, speed it up!** On the other hand, **if you have trouble breathing and talking while you walk, slow it down**.

Both are good options but we use the RPE in GLB. If you are interested in learning more about how to estimate target heart rate, the steps are on the handout on pages 15-16 for you to review at home. Please note that certain medications can affect the heart rate so using the target heart rate range would not be appropriate.

## How Hard are You Working? Estimating Rating of Perceived Exertion (page 12)

Let's talk a little more about how to estimate your physical activity intensity level through measuring your perceived exertion.

First let's look at the **Rating of Perceived Exertion (RPE) Scale**.

This is a tool that estimates how hard you are working by determining how you feel while performing physical activity. Rate yourself on this scale while you're being active. How hard are you working? Your goal is to achieve an activity intensity around "Somewhat Hard", which is between 4-6 on the RPE scale.

Review this page with the participants. The scale provided in the box is a modified version of the Borg's Rating of Perceived Exertion (RPE) Scale. This modified numerical scale ranges from 1 to 10, with 1 corresponding to very easy, 5 to somewhat hard, and 8 to very hard. The activity intensity goal for this program is to achieve and maintain ratings between 4 and 6.

## To Do (page 13)

Turn to page 13 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight and eating. Come as close as you can to your calorie and fat gram goals.

### **New things to practice:**

*[Review this section. Encourage participants wear the pedometer every day and to try some of the ways for "Adding Steps Throughout Your Day" listed on page 8. In addition to completing the "100 Step" (page 4) in class, ask participants to occasionally do this at home.]*

You may also find it interesting to complete the two pedometer challenge activities listed on page 7, **Measure Your Mile in Pedometer Steps** and **Measure Your Weekday vs. Weekend Pedometer Steps**. You can share your experience/feedback with the group next week.

Focus on your activity intensity each time you are participating in your planned activity this week. You may need to adjust how hard you are working during an activity so that you stay within your ideal rating of perceived exertion range.

Let's talk about your activity goal for this coming week.

- If your goal for last week was 150 minutes and you reached it, congratulations. This will continue to be your minimum goal throughout GLB. If you are doing more, great work and keep it up. *[Note: This is the standard GLB exercise progression. Many participants will be able to comply. However, flexibility is included based on health or other barriers to exercise.]*
- If you were active for less than 150 minutes last week, that's okay. Start at your current activity level and try adding 30 minutes more this week.

*[Note: You should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: working on solving an eating or activity problem and coming close to their calorie, fat gram, and activity goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 9 Leader Guide:

## Manage Slips and Self-Defeating Thoughts

### Objectives

In this session, the participants will:

- Review their progress since Session 5.
- Identify some things that cause them to slip from healthy eating or being active.
- Discuss what to do after a slip to “get back on your feet again.”
- Practice identifying high risk situations and strategies for managing a slip.
- Make a plan to get back on their feet after slips from healthy eating or being active.
- Recognize that everyone has self-defeating thoughts. Identify examples.
- Learn how to stop self-defeating thoughts and talk back to them.
- Practice stopping negative thoughts and talking back to them.
- Discuss their experience with the pedometer.
- Compare their steps with the recommended GLB step goal.
- Learn how to gradually and safely increase steps using the pedometer.

### To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 9 handout for participant notebook.
- Make a list of resources for behavioral and mental health referrals. Some participants may raise problems outside the expertise of the Lifestyle Coach, such as a significant clinical depression, anxiety, or a clinical eating disorder. Lifestyle Coaches should be prepared to make referrals to address such problems.
- Optional: Have a large Stop sign to use as a prop in class.

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

## Group Sharing Time (allow at least 5 minutes)

In the last session, you learned how to step up your activity plan by using a pedometer and how to have an active head. You also learned about the FITT principle and how to use the RPE scale to measure your exercise intensity.

- Did you wear your pedometer? How did it go? Did it help you to move more in your daily life? Did it help you reach your activity goal? What are some things you did this past week to add steps?
- Did you complete the Active Head challenge? Please share your experience.
- Were you able to use the RPE scale to estimate how hard you were working during exercise? Please share your experience.

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- How close did you come to your calorie and fat gram goal?
- What change did you make in your eating pattern this past week that you are most proud of?
- Were you able to follow your plan to reach your goal for minutes of planned activity during the week? How did it go? What did you learn?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## Progress Review (pages 1-2)

In GLB we will sometimes pause and give you a chance to think about the changes you have made so far in your eating and activity behaviors. This allows you to celebrate the positive lifestyle changes you have made. It also allows you to think about your focus for the upcoming month.

First, let's take some time to review your progress since Session 5, which is the last time we formally looked at how you were doing. *[Distribute Session 9 handout.]*

First, **what changes have you made to be more active?** We've talked about increasing both structured/planned activity, the kind you've been recording, and spontaneous/unstructured activity, like taking the stairs instead of an elevator, that add more total movement to your day.

*[Give the participants some time to briefly record on page 1 some of the changes they've made. Ask volunteers to share, if they feel comfortable doing so. Praise and encourage the maintenance of these changes.]*

Now let's talk about the **changes you have made in your eating pattern**. Think about changes you have made to eat fewer calories and to make healthier food choices.

*[Again, have participants briefly record some of the changes they've made. Ask volunteers to share, if they feel comfortable doing so. Praise and encourage the maintenance of these changes.]*

**Lifestyle change is a process. The purpose is to look at progress toward reaching your goals. No one is looking for perfection.**

Let's look at how the scale has responded.

Look at your **Weekly Record**. Have you reached the GLB 7% weight loss goal? Check yes or no.

**Are you on track with your personal weight loss goal?** Check yes or no.

- Some people have the goal of losing 7% while others would like to continue losing until they reach a personal weight loss goal.
- Let's talk about what is a healthy weight for you. *[Review the information on page 2, **What is a Healthy Weight for You**. Explain how to read the BMI chart on page 13. Emphasize that this is not a perfect tool. Stress the importance of talking with their health care provider about what weight is right for them, given age and overall health. However, any "shift to the left" on the chart is a sign of progress toward improving health.]*
- No one weighs the same every day so we ask that you determine a 5 pound weight range you would like to stay within. This applies to those of you who want to reach and maintain the 7% goal and those who would like to continue losing more weight.

Now let's look at your physical activity. *[Participants should refer to the **How am I Doing?** graph.]*

- Have you reached the goal of 150 minutes of physical activity per week?
- Some people have the own personal activity goal. Are you on track with this goal? *[Ask for volunteers to share, if they feel comfortable doing so.]*

Emphasize that it's important for the participants to focus on their accomplishments so far, no matter how small, and express your confidence in the participants' future success.

Encourage attendance at group meetings, even if they are struggling. It is not uncommon for participants to want to avoid the meetings if they feel they are not doing well. However, this is usually when they most need the group support, suggestions, and encouragement.

Pages 14-22 provide information about how to "build a better" breakfast, lunch, dinner, and snack. These pages will be helpful as you continue to shift to healthier food choices and a healthy eating pattern.

Finally, let's look at the box at the bottom of the page. Think about how you will continue to make progress toward reaching and maintaining your weight, eating, and activity goals. Write down something that you are willing to focus on right now. *[Ask for volunteers to share, if they feel comfortable doing so.]*

### **The Slippery Slope of Lifestyle Change (page 3)**

Today we're going to talk about "slips," or times when you don't follow your plans for healthy eating or being active. *[Review page 3 and include the following:]*

Let's use skiing as an example. Everyone who learns to ski knows that they will "slip" and fall down. It's a natural part of learning to ski. What a skiing instructor does is to help beginning skiers anticipate when they might fall down and show them how to get up again. That's what we'll do today--talk about when you might "slip" from your eating and activity plans, and how you can get back on track again after you slip.

Note: Throughout this session, try to use analogies in addition to skiing that are meaningful to the participants. (For example, one analogy is how we handle fires. First, we try to identify high-risk situations in which fires are likely to occur. Second, we try to take steps to avoid these situations if we can. Third, in case a fire does occur, we plan ahead for a way to put out the fire and/or escape. We make a plan that is as simple and easy to remember as possible so that we are more likely to follow it while under stress.) You will also want to use a meaningful analogy for how the participants have developed other skills by making mistakes and learning from them, such as learning to drive a car, bake a cake, and so on.

Now let's move on to the topic for today, "**slips.**" *[Review page 3 and include the following:]*

#### **Slips are:**

- **A normal part of lifestyle change.** Just like falling down is a normal part of skiing. If you are going to ski, you are going to fall. All skiers will fall. And

- everyone who sets out to lose weight and be more active will have slips.
- **To be expected.** If you haven't already had some slips, you most certainly will have them in the future. Slips are **inevitable**.

Does this sound discouraging? Well, it doesn't have to be. Because **slips don't hurt your progress. What hurts your progress is the way you react to slips.** So today we'll talk about the best way to react to slips when they happen.

**Different people have different things that lead to a slip.** For example, many people may respond to **moods or feelings** with slips from healthy eating or being active.

Some tend to overeat when **happy**. Imagine that:

Your **family is celebrating**. Maybe it's a holiday, a birthday, or a vacation. There is plenty of everyone's favorite foods, from appetizers to desserts. And for years, your family's custom has been to "take it easy," have fun and just relax during these times. **What would this situation be like for you? Would you tend to slip in this kind of situation?**

Some people are more vulnerable to overeating when **bored**. Imagine that:

You're **at home alone, watching a favorite TV program**. You're feeling okay, pretty relaxed, but a little bored. A commercial comes on at the end of the program, and you find yourself wandering into the kitchen. **What would this be like for you?**

Other people overeat when **upset**. Imagine that:

You are settling down for a relaxing evening at home. Someone in your family starts to talk about something that's been part of an **ongoing argument** between the two of you. You both get angry and he or she stomps out of the house, slamming the door. You head for the kitchen. **What would this situation be like for you?**

Or here's another example:

You're **behind on a project at work**. The boss has been looking in on you every 10 minutes and glaring at you impatiently. You feel pressured and very tense. You go get yourself a cup of coffee and see a delicious snack that someone brought in that morning. **What would this be like for you?**

**Which is the *most* difficult for you in terms of slipping from healthy eating: feeling happy, bored, or upset? Are there other things that cause you to slip from healthy eating?**

*[Give the participants time to name a few examples. Have them record the examples on page 3, and then ask volunteers to share.]*

**What things cause you to slip from being active?**

*[Ask the participants to name several examples, such as vacations, holidays, feelings or moods, cold or hot weather, and to record on page 3. Ask volunteers to share.]*

**The situations that lead to slips differ from person to person.** For example, you may tend to eat when you're bored, whereas someone else may get involved in a hobby. Or when you are at a party, you may be so busy talking and laughing that you forget to eat, whereas someone else may find the goodies are just too tempting. **What causes you to slip is learned. It is a habit.**

**The way you react to slips is also a habit.** You can learn a new way to react to slips that will get you back on your feet again.

### **What to Do After a Slip (page 4)**

The good news is that slips usually do not ruin your chances of success or undo the progress that has been made. It simply means that more practice and learning are necessary.

*[Review page 4 and include the following:]*

First, **remember two things:**

- **Slips are normal and to be expected.**  
A slip doesn't need to lead to giving up completely. Slips can and should be useful learning experiences.
- **No one time of overeating or not being active, no matter how extreme, will ruin everything.** You won't gain more than a few pounds of weight even after the biggest eating binge imaginable--unless you *stay* off track and keep overeating time and time again.

So, after you have a slip:

**1. Talk back to negative thoughts with positive thoughts.**

The negative thoughts that come after a slip can be your worst enemy. They can lead to feeling discouraged, guilty and angry and undermine your ability to handle the slip effectively. Talk back to the negative thoughts with positive ones.

**2. Next, ask yourself what happened.**

Use the opportunity to look closely at the situation and ask yourself what happened. Was it a special occasion? If so, is it likely to happen again soon? Did you overeat in response to feeling lonely, bored, or depressed? Did you eat because of social pressure? Did you skip activity because you were too busy with other things, or because of work and family pressures? Use these questions to review the situation and think about it objectively.

**Learn from the slip.** Then you can plan a strategy for handling the situation better next time.

**Can you avoid this situation in the future** (for example, by not sitting near the food or by not walking past the candy machine)? If you can't avoid it, **can you manage it in a better way** (for example, by making sure you have low-calorie foods available at home)?

**3. Regain control the very next time you can.**

Do **not** tell yourself, "Well, I blew it for the day," and wait until the next day to start following your healthy eating plan. **Make your very next meal a healthy one. Get back on schedule with your activity plan right away.** You will not have set yourself back very much if you follow this suggestion.

**4. Talk to someone supportive.** ("Talk it through, don't eat it through.")

**5. Finally, focus on all of the positive changes you have made** and realize that you can get back on track. The same person who "blew it" today is the same person who has been successful during many previous weeks. Slips do not reveal "real you" (hopeless, lacking willpower, etc.). They are simply another occasion of behavior. **Remember, you are making life-long changes. Slips are just one part of the process.**

**Practice: Help Sadie Manage the Slippery Slope of Lifestyle Change (page 5)**

*[Ask six participants to each read a section out loud from Sadie's story. Initiate a group discussion.]*

Can anyone relate to Sadie's story? How?

Now let's look at Sadie's story more closely.

*[Ask the participant to reread card 1 and discuss the following:]*

- This is a high-risk situation. Why? *[Answer: This is a change in her usual routine. She has a self-defeating towards taking a weekend off.]*

*[Ask the participant to reread card 2 and discuss the following:]*

- What happened? *[Answer: She has a self-defeating thought and she does not have a plan.]*
- Remember that GLB is a new healthier lifestyle, not a 'diet' that she is "on" or "off".
- Why is it important to plan ahead?
- What could Sadie have done differently?

*[Ask the participant to reread card 3 and discuss the following:]*

- What happened? *[Answer: She had a slip and gained weight.]*
- How did Sadie respond to the slip? *[Answer: She responded in a good way. She got back to working on her plan as soon as she got home and was able to lose the weight she gained.]*

*[Ask the participant to reread card 4 and discuss the following:]*

- What happened? *[Answer: She had self-defeating thoughts.]*
- What could she have done differently? *[Answer: Talk back with positive thoughts, use it as a learning experience and focus on the positive, all the weight she has lost.]*

*[Ask the participant to reread card 5 and discuss the following:]*

- What happened? *[Answer: She had another slip, is now experiencing a slide and avoiding group meetings.]*
- What could Sadie have done differently? *[Answer: She could talk to someone supportive, come back to group meetings right away to help refocus and to use the group support.]*

*[Ask the participant to reread card 6 and discuss the following:]*

- What is happening? *[Answer: She continues with a slip.]*
- What did she do to get back on her feet? *[Answer: She came back to group.]*

The Slippery Slope tends to happen in a chain of events. It is possible to break the chain in many places, but the earlier the chain is broken the better. This is the goal of problem-solving.

### **Slips from Healthy Eating/Slips from Being Physically Active (page 6)**

You see from Sadie's example that it is possible to manage the slippery slope. Now, it's time to apply what you learned to your own lifestyle efforts.

*[If time allows, guide participants through the questions about slips. Ask participants to share their response, if comfortable doing so. If you don't have class time to complete this activity, suggest to the group that they should complete this page at home.]*

### **Self-Defeating Thoughts (page 7)**

Sadie had some self-defeating thoughts. Now we're going to talk in more detail about self-defeating thoughts.

**Everyone has self-defeating thoughts at times.** These thoughts **can lead you to overeat or be inactive.** Then afterwards you may **feel even worse** about yourself. A **vicious cycle of self-defeat** can result.

Let's look at the example on page 7. *[Review the example and include the following:]*

- This self-defeating thought might lead you to eat some potato chips.
- This is followed by another self-defeating thought. Next, you're discouraged and go on to eat more of them.

**Sometimes we aren't aware we are having self-defeating thoughts.** Self-defeating thoughts can become such a habit for most of us that we tend to believe and act on our self-defeating thoughts without even hearing them.

**One goal of this session is to help you hear your self-defeating thoughts and teach you to talk back to them.**

Let's look at some **common examples** of self-defeating thoughts.

*[Review each category and the example(s), then ask a question or two to get the participants thinking about their own experience with self-defeating thoughts. Include the following information:]*

### **1. Good or Bad Thoughts**

- Sometimes this is called "all or nothing" or "light bulb" thinking (either on or off) with nothing in between.
- Do you have some foods you consider "good," and some foods you consider "bad?"
- What happens when you eat a little of what you consider to be a "bad" food?
- Can you think of some problems with considering a food "bad?"

### **2. Excuses (or Rationalizations) Thoughts**

- These thoughts blame something or someone else for your problems. You act as if they have so much power that you have no choice but to overeat or be inactive.
- Can you think of a time when you bought some high calorie food "for someone else"? Did they really need the food, or do you think you used them as an excuse to buy the food for yourself?

### **3. Should Thoughts**

- These "should" thoughts assume that someone is standing over you, forcing you to do what you don't want to do.
- What kind of things do you think you "should" or "should not" do to lose weight and be more active?
- What do you expect yourself to do perfectly (for example, self-monitoring)?
- What happens when you expect perfection of yourself? How do you feel? How does it affect your future decisions and choices?

### **4. Not As Good As Thoughts**

- These are thoughts when you compare yourself to someone else and then blame yourself for not measuring up.
- Do you compare yourself to someone else? Who?

- How does comparing yourself to that person make you feel? How does it affect your decisions and choices about eating and being active?

### 5. Give Up Thoughts

- These thoughts often follow a chain of other kinds of self-defeating thoughts.
- Do you ever want something good to eat and think, "I'm sick of GLB and this healthy lifestyle stuff"?

*[Note: These are the thoughts that GLB most wants to help participants manage.]*

### How to Talk Back to a Self-Defeating Thought (page 8)

*[Review the three steps on the top of page 8 and include the following information:]*

Once you are aware of a self-defeating thought, you can "talk back to it." Here's how:

1. First, catch yourself having the self-defeating thought. Ask yourself, "Is this thought moving me forward or bringing me down?" As soon as you're aware of a self-defeating thought, say to yourself, "I'm doing it to myself."
2. Then imagine shouting "STOP!" to yourself. Picture a huge, red stop sign. *[You may want to hold up the STOP! sign prop at this point.]* The stop sign is so big that it takes up all the room in your mind. This should startle you and get rid of the self-defeating thought.
3. Talk back with a positive thought. No matter how well you've stopped a self-defeating thought, it will probably return again. It may be a habit for you. So, it's important to begin to build a new habit: positive thinking.

Let's look at some examples of how to "talk back" to a self-defeating thought.

This session may be an appropriate time to review with participants the work sheet "Remember Your Purpose" (Session 1, page 4) on which they recorded their personal reasons for joining the program and so on. Details from this work sheet may provide images and words for the participants to use in talking back to negative thoughts with positive ones.

Any imagery that is significant to the participants may help make the process of "talking back" more meaningful and fun; for example, some participants might find it enjoyable to imagine a devil on one shoulder and an angel on the other, and to see the task of positive thinking as, "letting the angel talk."

*[Review the categories and the examples in the box on page 8 and include the following information:]*

- **Good or Bad: Talk back with "Work Toward Balance".** Don't expect perfection of yourself, but don't indulge yourself either. Work toward an overall balance.

- **Excuses: Talk back with “It’s Worth a Try”.** Instead of looking for something or someone else to blame, why not give yourself a chance? Try something. You just might succeed.
- **Should: Talk back with “It’s My Choice”.** You are in charge of your eating and activity. No one else is responsible for your choices or standing over you with unrealistic expectations.
- **Not As Good As: Talk back with “Everyone is Different”.**
- **Give Up: Talk back with “One Step at a Time”.** Problem-solving is a process. It takes time to make life-long changes. Learn from what doesn’t work and try another option. Learning is always a success.

### **Practice: Help Sam Talk Back (page 9)**

Now let's practice by helping Sam to stop self-defeating thoughts and talk back with positive thoughts.

Note: This activity may be done with the entire group or you by dividing the participants into several small groups. If time is short, encourage participants to work on this page at home.

Review the directions.

First, say the negative thought aloud. Then say “Stop!” Use a stop sign prop if you find it helpful.

Generate examples of positive thoughts. Ask participants to record the positive thoughts on page 9.

*[Emphasize the “bottom line” message at the bottom of the page.]*

### **Checking In On the Pedometer (page 10)**

Last week you received your pedometer. You were asked to wear it every day last week and then calculate your average steps per day.

What were your average steps per day? Write it in the box on page 10.

Now you can look at your daily step count average in light of national averages and the GLB step goal.

*[Review the information on page 10 and include the following information.]*

To give you some perspective, the average adult tends to get about 5,000 steps per day or 35,000 steps for the week.

In GLB, your goal is to **slowly increase your steps to an average of about 7,000 steps per day or 50,000 steps for the week** and to maintain this level. This goal was also used in the DPP.

**Don't forget to keep recording your activity minutes per week. Reaching your goal for activity minutes each week will help you reach your goal for steps. The two work hand in hand.**

As a best guesstimate, someone who is doing 150 + minutes of moderate intensity physical activity per week and is not completely inactive in their normal day will achieve about 50,000 steps for the week.

### **To Do (page 11)**

Turn to page 11 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight, eating, and activity minutes. Come as close as you can to your calorie, fat gram, and activity goals. *[Remind participants that the GLB activity goal is to reach and maintain at least 150 minutes per week.]*

#### **New things to practice:**

To help you practice what you learned today, let's apply what you learned about slips and self-defeating thoughts to your lifestyle change efforts.

First, between now and the next session, catch yourself thinking self-defeating thoughts and record them. Practice stopping them and talking back with positive thoughts. Notice any change in how you thought, felt, or acted. You can share your experience/feedback next week.

In addition, try to apply what you learned about slips. If you have a slip this week, use the worksheet on page 6 to make an action plan. Or think of something that has caused a slip in the past. Follow your plan. You can share your experience/feedback next week. *[If time allows, participants can start working on the worksheet on page 6.]*

*[Review the step goal that is adding steps slowly and safely.]*

*[Note: This is the standard GLB step progression. Many participants will be able to comply. However, you should make exceptions for individuals with serious health*

*problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

## **Session 9: Resources (pages 12-22)**

Page 12 lists the additional resources.

Page 13 is the BMI chart discussed earlier in this session.

Pages 14-22 provide information about how to build a better” breakfast, lunch, dinner, and snack. These pages will be helpful as you continue to shift to healthier food choices and a healthy eating pattern.

*[Announce the day, time, and place for the next session.]*

### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program’s protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: recording RPE, wearing the pedometer and recording steps per day and weekly average, coming close to their calorie, fat gram, and activity goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 10 Leader Guide:

## Four Keys to Healthy Eating Out

### Objectives:

In this session, the participants will:

- Learn four basic principles for healthy eating out: **plan ahead, ask for what you want, take charge of what's around you, and choose foods carefully.**
- Identify specific examples of how to apply these principles when eating away from home.
- Learn the importance of having a plan when eating away from home.
- Identify barriers to healthy eating when eating out and problem-solve ways to overcome them.
- Learn how to gradually and safely increase steps using the pedometer.

### To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 10 handout for participant notebook.
- Optional: Bring menus from local restaurants. Or print menus from restaurant websites. Choose restaurants that your participants frequent.
- Optional: Decide if you want participants to invite family members to attend the next meeting on social cues. Limit the number of guests each participant may invite.

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

### Group Sharing Time (allow at least 5 minutes)

In the last session, you learned about the slippery slope of lifestyle change and how to respond to a slip. We also talked about self-defeating thoughts and how these can impact your lifestyle change efforts.

- Did anyone have a slip and change how they responded to the slip? If so, please share your experience with us.
- Were you more aware of your thoughts this past week? Did anyone catch themselves having a self-defeating thought, visualize the “stop” sign and say “stop!”, and turn it into a positive thought? If so, please share your experience.

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- What change did you make in your eating pattern this past week that you are most proud of?
- Were you able to reach your goal for minutes of planned activity during the week? How did it go? What did you learn?
- Did you wear your pedometer? How did it go? Did it help you to move more in your daily life? Did it help you reach your activity goal? What are some things you did this past week to add steps?
- Were you able to use the RPE scale to estimate how hard you were working during exercise? Please share your experience.

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## **Session 10: Four Keys to Healthy Eating Out (pages 1-3)**

Raise your hand if you have eaten every meal at home since you started this program.

*[Use this question to begin the conversation about making healthy choices when eating out. Generally, few participants will respond that they have never eaten out at some point during the program. Point out that it is unrealistic to imagine that they will never eat out: eating out is fun part of life, and can fit into a healthy lifestyle.]*

Name some of the places where you eat out.

Do you find it easier to stay within your calorie and fat gram budget when eating at home or away from home? Why?

Today we're going to talk about eating away from home.

*[Review the four keys and include the following information:]*

**There are four basic keys to healthy eating out.** *[First, indicate each of the major headings on pages 1 and 3. Then come back and review the specific points under each heading.]*

### **1. Plan ahead**

- The more planning ahead that occurs, the easier it is to make healthy food choices and to stay close to your calorie and fat gram goals.

- Having a plan will help you to anticipate any problems and handle them more easily. You won't run into so many surprises.
- The next three keys will help you carry out your plan.
- Have you used restaurant websites to find nutrition information? A calorie and fat counter? How did this work for you?
- Sometimes people wait until they get home and then look up the calories and fat in what they ate and are frustrated and disappointed when they see the totals. They often say that they would have made different food choices if they had looked at the calorie information ahead of time. Has this ever happened to you?
- Do you think it would be a good idea to skip breakfast and lunch in order to spend all your calories when going out to dinner? Why or why not? [*Answer: This is not a good idea. You would probably be so overly hungry that it would be difficult to stay within your calorie goal.*]
- Have you noticed the nutrition information listed on menus, menu boards, or displays in restaurants and places that sell prepared foods? Have you used this information to help you make healthy food and beverage choices?
- If you have tried any of these strategies, please share your experience.

Federal regulations are pending that will require places that sell prepared foods and have 20 or more locations to post the calorie content of food on their menus, menu boards, and displays. This will apply to restaurants, supermarkets that sell prepared foods, convenience stores, bakeries, coffee shops, and movie theaters.

## **2. Don't be afraid to ask for what you want. Be firm and friendly.**

- Take steps to make what's around you support you and your efforts to make healthy food choices and to stay within your calorie and fat gram goals. Try to get rid of the things that can get in the way, if you can.
- Psychologists call this "assertiveness".
- Ask for both the foods you want and the amounts you want. Remember, you are paying for the meal. There is a lot of competition for your restaurant dollars. Restaurants are used to special requests and usually will do all they can to honor these requests. They want you to be happy and to come back. Has anyone ever made a special request? How did it go?
- Are there any other suggestions? Examples include:
  - Ask for foods that aren't on the menu. For example, if fresh fruit is on the breakfast menu, it may be available as a dessert for dinner.
  - Ask how much is served. Restaurants know how many ounces are in their servings of meat, fish, and poultry. They have this information for portion and cost control.

*[Encourage group discussion about how to ask for the foods you want and the amounts you want.]*

Some people find it hard at first to ask a waiter or waitress for something special. With practice, it gets easier. Page 2 gives a mini assertiveness training session. Here are some tips to help you ask for what you want:

*[Review page 2 and include the following:]*

- **Begin with "I", not "You."**

Using "I" statements shows that you take responsibility for your own feelings and desires. "I would like my chicken broiled with lemon juice instead of butter," or "I would like a tossed salad with dressing on the side instead of coleslaw, please."

"You should have," "you said," "you don't understand." Using "you" often puts others on the defensive. "You didn't put the salad dressing on the side!" Better: "I asked to have the salad dressing on the side, please."

- **Look the person in the eye.**

Eye contact says a lot. Avoiding eye contact often appears as if you don't believe what you are saying.

- **Repeat your needs until you are heard. Keep your voice calm.**

Sometimes it may take several tries before you are understood. If you need to repeat yourself, keep your voice low but firm. A loud voice can be threatening to others.

*[Encourage group discussion about experiences with "asking for what you want".]*

*[Review page 3 and include the following:]*

**3. Take charge of what's around you.**

- Why do you think it's a good idea to be the first to order when eating out with others? *[Answer: You won't be tempted by what or how much others order, and they may follow your healthy example. You may also set a healthy example for your fellow diners.]*

**4. Choose foods carefully.**

- You can tell a lot from the words on a menu. Sometimes it's easy to tell if something is going to be high or low in calories. For example, you know by now that a vegetable with cream sauce is going to be higher in calories than a steamed vegetable.
- Ask the waiter if you're not sure how something is prepared.

**What's on the Menu (page 4)**

Most restaurants have lower-calorie choices on their menu.

*[Encourage participants to read this page at home.]*

## Fast Food Can be Lower in Calories and Fat (page 5)

If you choose to eat at a fast food restaurant, it is possible to stay within your calorie goals for the day. This page gives some examples from various fast-food restaurants.

You can look at this page more closely at home.

Fast food restaurants typically have nutrition information on their websites. Make a plan of what to order before you go. Have you ever done this? How did it work for you?

Fast food restaurants with 20 or more locations usually post the nutrition information on menu, menu boards, or displays. Have you used this information to help you make healthier food choices?

*[Note: This handout is **not** meant to suggest that GLB recommends eating in fast food restaurants; rather it is meant to be a guide for when participants do choose to eat in this type of establishment.]*

## Practice (pages 6-9)

Now let's see how you can use this information.

### Activity:

- Divide the class into 4 groups
- Assign each a different eating out situation: Fast Food restaurant (page 6), Restaurant that is not fast food (page 7), Banquets and Buffets such as wedding receptions, church dinners, or reunions (page 8), and Homes of family and friends for a party or a meal (page 9).
- Each group should discuss the challenges or barriers. Then discuss how to overcome these problems or challenges. They may include strategies they have tried or might want to try. Ask 1 person in each group to be the “recording secretary”.
- Allow time for the groups to work.
- Come together as a large group.
  - Ask the Fast Food group share their list of barriers to healthy eating.
  - Ask others in the class to add to the list.
  - Acknowledge that eating away from home can present some barriers to healthy eating. But it is possible to overcome these barriers.
  - Ask the Fast Food group to share their list of ways to overcome these barriers to healthy eating.
  - Ask others in the class to add to the list. They can suggest things they have done or could do to make healthy food choices.
  - Repeat this process with the other three small groups.
- Mention that buffets are challenging because of all the food cues. As we discussed in **Session 6, Take Charge of What's Around You**, seeing food is a powerful cue to eat when you're not hungry, overeat, or make unhealthy food choices. This is why

restaurants often have a dessert tray so you can see all the choices. This is also why restaurants often have table tents that feature pictures of desserts and food pictures in the menu.

- Remind participants that alcohol increases appetite and lower self-control. Ask participants to share what they have done to help to limit liquid calories from alcohol.

We have talked about how important it is to make a plan if you know you are going to eat away from home.

But what if it is unexpected? If you keep a running subtotal of calories and fat grams in your Food and Activity record, you will know exactly how many calories you have left to spend if eating out is an unplanned event.

Some people report that they find it helpful to eat out less often when they are starting GLB. This allows time to learn information and practice skills and behaviors at home first. What are your thoughts about this?

GLB is NOT a diet program that you are “on” or “off”. It is a healthy lifestyle. You can use the 4 keys to healthy eating out to develop skills and strategies to make it easier to eat a healthy diet when eating out.

Have you ever eaten away from home and felt that you made healthy food choices and stayed within your calorie and fat gram goals? How did that make you feel? *[Examples: It motivates me to continue making healthy changes in my eating behaviors, I feel proud of my efforts, and it shows me that I can eat away from home and enjoy the food and company and choose healthy food.]*

It is possible to eat out, enjoy the food and the company, and still eat a healthy meal. Eating out doesn’t have to be an excuse for overeating. Eating out is part of life, so it is important to develop strategies and skills to make it easier to choose healthy meals while eating away from home.

**Optional:** If time allows, give participants menus from local restaurants.

- Ask participants to review the menu and choose a healthy dinner that would fit into their calorie goals. Without using nutrition information from the restaurant or a Calorie and Fat Counter, select a meal that is about 400-600 calories.
- Distribute nutrition information from each restaurant. Ask participants to quickly look for high and low calorie/fat items. Participants may identify changes they would make to their original “order” to lower the calorie and fat content.
- Remind participants that nutrition information is available online. Encourage them to plan their menu choices and calculate the calories and fat grams before they go to the restaurant. They can also look on the menu, menu board, or display for nutrition information, if available.

## To Do (page 10)

Turn to page 10 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight, eating, and activity minutes. Come as close as you can to your calorie, fat gram, and activity goals.

### **New things to practice:**

**Describe a problem you have when you eat out.** *[Give participants time to record the problem on page 10.]*

Choose one of the four keys to healthy eating out that is likely to help you solve the problem and that you can do. Make a positive action plan. *[If time permits, give the participants time to complete the Positive Action Plan.]*

Between now and the next session, **follow your action plan** and answer "Did it work?" You can share your experience/feedback next week.

Continue to wear your pedometer and track your steps. *[Encourage participants to look at their average steps per day from last week and to find ways to add 250 more steps/day.]*

*[Note: This is the standard GLB step progression. Many participants will be able to comply. However, you should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

*[Announce the day, time, and place for the next session.]*

*[If appropriate in your setting, ask the participants to invite family members to the next session, Make Social Cues Work for You. Participants may find this helpful in planning strategies for handling social cues.]*

### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: handling slips and self-defeating thoughts, adding steps, coming close to their calorie, fat gram, activity, and step goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 11 Leader Guide:

## Make Social Cues Work *for You*

### Objectives

In this session, the participants will:

- Review examples of problem social cues and helpful social cues.
- Discuss ways to change problem social cues and add helpful ones.
- Review strategies for coping with social events such as parties, vacations, having visitors, and holidays.
- Make an action plan to change a problem social cue and add a helpful one.
- Learn how to gradually and safely increase steps using the pedometer.

### To Do Before the Session

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 11 handout for participant notebooks.

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

### Group Sharing Time (allow at least 5 minutes)

In the last session, we talked about the four keys to healthy eating out.

- Did anyone put into practice any of the four keys? How did it go?
- Did you work toward solving an eating-out problem? Did it work? If not, what went wrong? What could you do differently?

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- Were you able to stay close to your calorie and fat gram goals? Follow your plan for physical activity, including lifestyle activity? *[Remind participants to graph their activity if they have not yet done so.]*
- Did you wear your pedometer? Did you add steps in your day? How?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## Make Social Cues Work for You (page 1)

In an earlier session, we talked about **how to “take charge of what’s around you.”** We invited an imaginary film crew to walk through your house and where you work, and we looked for problem food or activity “cues,” things that would prompt you to think about eating or to be inactive, like a TV or a bag of cookies on a kitchen counter. We planned some ways to get rid of problem cues and add positive cues (for example, watch less TV, keep high-calorie foods out of the house, and keep your walking shoes in sight).

In that session, we focused on the sight and smell of food or certain activities that make you think about food. Today we’re going to talk about **social cues, or what other people say or do that affects your eating and activity.** Again, we will plan some ways to **reduce problem social cues** and some ways to **add positive ones.**

*[Review and discuss **Problem Social Cues** and include the following:]*

- **The sight of other people eating problem foods or being inactive.** For example, you go to a bar where you see other people eating potato chips and watching TV. Can you think of an example in your own life? Is it difficult for you when you see someone in your family or a friend eat certain foods? *[Ask participants to write brief examples on page 1.]*
- **Being offered (or pressured to eat) problem foods or being invited to do something that involves sitting for a long time** are also negative cues. For example, your spouse buys you candy for your birthday or a friend asks you to come over to watch football. What are some examples in your own life?
- **Being with peers who are rarely active.** Can you think of examples in your own life? Does this impact your activity level?
- **Being nagged** is a negative cue. For example, your spouse says, “You shouldn’t be eating that bacon. It’s too high in calories and fat.” Some people may think that nagging is helpful, but often it backfires. Does anyone nag you about your eating or activity? How do you respond?
- **Hearing complaints** is a negative cue, too. For example, your daughter says, “I hate all these vegetables you are serving.” Or your spouse says, “You’re always outside walking. You don’t have any time for your family anymore.” Do you hear complaints from anyone about your eating or activity?

Now let’s compare problem social cues with **positive or helpful social cues.** *[Review and discuss **Helpful Social Cues** and include the following:]*

- **The sight of other people eating healthy foods or being active.** For example, you go out to dinner with another participant who orders low-calorie foods or you go to an aerobics class. Can you think of any people who are good examples for you? In what way? *[Ask participants to write brief examples on page 1.]*

- **Being offered healthy foods or being invited to do something active.** For example, your mother offers you fruit salad for dessert or asks you to go for a walk. Does anyone do this for you?
- **Being praised.** For example, your spouse says, “The oatmeal was delicious this morning, honey.” Who praises you for your efforts and accomplishments?
- **Hearing compliments.** For example, your daughter says, “I like these oven-roasted vegetables you made. Thanks, Mom.” Or your spouse says, “You’re really committed to walking every day. I’m proud of you.” Does anyone compliment you?

**When you respond to a social cue in the same way over and over again, you build a habit.** The cue becomes paired with the way you respond, and your response becomes more and more automatic. In an earlier session, we used the example of eating popcorn whenever you go to the movies as a food cue that over time becomes a habit for many people. It works the same way with social cues.

Let’s say that since childhood, your mother has offered you second helpings of food at the dinner table. You developed a habit of accepting her offer. Now when you return home as an adult and your mother offers you second helpings, it is hard for you to refuse.

It’s important to understand that with social cues, the **other person has also learned a habit.** So, in the example we’ve just used, your mother has learned to offer you second helpings and expects that you will accept the offer. **This makes social cues even harder to change than other cues.**

### To Change Problem Social Cues (page 2)

**How can you change problem social cues?** *[Review page 2 and include the following:]*

1. As with problem food cues, one of the best things you can do is to **stay away from the cue, if you can.** For example:
  - Move to a different room if a family member eats problem foods in front of you.
  - Skip certain parties that are just too tempting for you.
  - Socialize with people by going bowling, dancing, or to the movies. Don’t go out to eat as a way to socialize.
  - Change the subject when someone starts to criticize your eating, physical activity, or your weight.
2. **Change the cue, if you can.** This means trying to influence the other person’s habit, if you can. For example, when someone nags, complains, eats problem foods in front of you, or pressures you to eat:
  - **Discuss the problem. Brainstorm options.** For example, “It’s hard for me when you eat ice cream in front of me. It really tempting. Is there a way we could get

together and have fun, but not eat ice cream?” **Be willing to compromise** to find a solution that will work for everyone.

- **Tell people about GLB. Discuss your efforts to eat a healthier diet, be more active, and lose weight. Talk about why this is important to you.** Many people will be willing to help if they understand that you are trying to change your eating and activity habits to improve your health.
- **Ask others to praise you for your efforts and ignore your slips. This is KEY to your success.** Explain to your friends and family what would be most helpful to you. In turn, be sure to thank them when they notice your efforts and overlook your slips.

Note: One option is to role play this with the participants. Either ask one volunteer to role play with you in front of the group using an example that is meaningful to him or her, or break the group into pairs to role play and then ask volunteers to share their experience.

3. If you can't stay away from the problem social cue or change it, **practice responding in a healthier way.** Over time you will **build a new, healthier habit** and **the other person will learn a new habit, too**, because of your new response. For example:
  - **Say “No” to food offers.** If you are consistent and continue to say “No,” others will eventually stop offering.
  - One of the most important things you can do is to **show others you know they mean well, and suggest something they can do to help you. Be specific.** Most people mean well when they nag, offer food or pressure someone to eat (for example, many people think that being a good hostess means insisting that guests have second helpings). If you recognize that they mean well and give them a specific, positive alternative, they can still feel helpful and you are more likely to reach your goals, too. For example, when a hostess offers you second helpings, say, “Thanks so much for offering. You know what I'd really enjoy is some coffee.” **If you can, give them specific ideas of how to help ahead of time**, before you are confronted by a challenging situation.

Note: One option is to role play saying “No” to food offers,( e.g., “Are you sure you don't want a piece of cake?”), either with one volunteer in front of the group or by breaking the group into pairs to role play and then asking volunteers to share. Illustrate that the participants should be prepared to say “No” several times, and suggest alternatives to someone who continues to offer food.

Remember that **it takes time to break an old habit or build a new one.** Change doesn't happen overnight. And with social cues, there are at least two people involved in making

a change: yourself and someone else. **Don't expect other people to adjust instantly** to a new way of relating, any more than you expect yourself to change instantly.

### To Add Helpful Social Cues (page 3)

*[Review page 3 and include the following:]*

Not all social cues are problems. You can use social cues to *help* you eat healthier and be more active. For example:

- **Spend time with people who are active and make healthy food choices.** For example, at parties stand next to people who spend most of their time talking and dancing instead of eating.
- **Put yourself in places where people are active.** For example, join an exercise club or sports league. Come to this program's activity sessions (if available).
- **Set up a regular "date" with others to be active.** You will be more likely to be active because you won't want to disappoint them by cancelling.
- **Ask your friends to call you to remind you to be active or to set up dates to be active.** Has anyone done this? Is it helpful?
- **Bring a low-calorie food to share.** For example, bring a fruit salad to a potluck dinner. Has anyone done this? How did it go?
- **Be the first to order when you eat out at a restaurant** and order healthy foods. This is much easier than waiting until after others order high-calorie foods and then trying to make a healthier choice. In addition, you will provide a positive social cue for other people.
- **Be social by doing something active.** For example, take a walk and talk. Go out dancing instead of going out to dinner. Start a family tradition of taking a walk after dinner instead of watching TV.
- What are some other social cues you might find helpful?

### What Social Support Do You Need? (page 4)

*[Review the information at the top of page 4. Ask participants to record and share their answers, if comfortable doing so. Encourage discussion.]*

An important way to change negative social cues and add positive ones is to **ask people who want to support you for help.**

**What people in your life want to support you?**

**What could they do to help you?** Here are some ideas. Would any of these be helpful to you?

Review the ideas on page 4. Ask participants to check a few that they think would be helpful and add other ideas at the bottom of the chart. Encourage participants to go over this page with a supportive friend or their family members.

### **Social Cues are Powerful at Social Events (page 5)**

**Social cues are especially powerful at social events** such as parties, holidays, vacations, and when you have guests in your home or are a guest in someone else's home. These events:

- **Upset our routine.** For example, you usually walk after dinner, so how do you fit walking in on a day when you're going to a party after dinner?
- **Challenge us with unique food and social cues.** For example, you go on vacation to a place you've never been before. There are dozens of appealing restaurants and you're not familiar with any of them.
- **May involve habits that have developed over many years and so can be very powerful.** For example, for the past 30 years on Thanksgiving, your family has spent the entire afternoon watching football on TV and eating.

**What are some social events that are difficult for you?**

Note: Get an idea of the kinds of social, cultural, or religious events the participants attend. If it is close to a holiday or vacation, you may want to focus on brainstorming options and making an action plan for these events. Additional handouts are in "Resources". Handouts include "Getting Ready for the Holidays," "Staying Active on Holidays," "Lifestyle Balance on Vacation," "Lifestyle Balance on Vacation: Problem Solving," and "Staying Active on Vacation". Review them as appropriate. They may also be used at any time during GLB.

To handle social events well, try to anticipate the problems that will occur. What exactly might be difficult for you? Then brainstorm your options ahead of time.

Here are some ideas *[review the examples on page 5]*:

- **Plan ahead.**
- **Stay away from problem cues when you can.**
- **Change problem cues.**
- **Respond to problem cues in a more healthy way.**
- **Add helpful social cues.**

Stay positive. Think of every social event as an opportunity to learn what works well for you and what doesn't. Remember, you are building healthy habits for a lifetime.

## To Do (page 8)

Turn to page 8 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight, eating, and activity minutes. Come as close as you can to your calorie, fat gram, and activity goals.

### New things to practice:

**Describe a social cue that's a problem for you.** *[Give participants time to record the problem on page 6.]* Make a positive action plan. *[If time permits, give the participants time to complete the worksheet.]*

**Think of positive social cues you would like to add.** *[Give participants time to record this on page 7.]* Make a positive action plan. *[If time permits, give the participants time to complete the worksheet.]*

Try your **two action plans** for making social cues work for you. And before the next session, answer the questions for both action plans (Did it work? If not, what went wrong?). You can share your experience/feedback next week. *[Note: If it is near a holiday, vacation, or particular social event, include an action plan for that event.]*

**Add at least 250 steps per day to your activity this week.** *[Have participants fill in the blank.]* What can you do to walk more steps per day?

*[Note: This is the standard GLB step progression. Many participants will be able to comply. However, you should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

*[Announce the day, time, and place for the next session.]*

### After the session:

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: making healthy food choices when eating out, coming close to their calorie, fat gram, activity, and step goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 12 Leader Guide: Ways to Stay Motivated

## Objectives

In this session, the participants will:

- Review their progress since Session 9, and if not at goal, develop a plan to improve.
- Discuss the importance of motivation and ways to stay motivated.
- Discuss how to prevent stress and cope with unavoidable stress.
- Learn how to set new goals and determine ways to reward themselves for reaching goals.
- Discuss how Group Lifestyle Balance can be a source of stress and how to manage that stress.
- Make a plan for continuing to reach and maintain lifestyle goals as they transition to the next phase of Group Lifestyle Balance.
- Understand that although the frequency of GLB meetings is reduced, they will have continued contact and support.

## To Do Before the Session:

- If providing Food and Activity books; give two per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 12 handout for participant notebook.

## Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

## Group Sharing Time (allow at least 5 minutes)

The last session was “Make Social Cues Work for You.”

- Did you follow your actions plans for changing a problem social cue and adding a positive social cue? What went well? What could you do differently?
- Did you talk with anyone about how to give you the support you need? How did it go?

Let’s take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?

- Were you able to stay close to your calorie and fat gram goals? Follow your plan for physical activity, including lifestyle activity? *[Remind participants to graph their activity if they have not yet done so.]*
- Did you wear your pedometer? Did you add steps in your day? How?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## Progress Review (page 1)

In GLB we will sometimes pause and give you a chance to think about the changes you have made so far in your eating and activity behaviors. This allows you to celebrate the positive lifestyle changes you have made. It also allows you to think about your focus for the upcoming month.

First, let's take some time to review your progress since Session 9, which is the last time we formally looked at how you were doing.

First, **what changes have you made to be more active?** We've talked about increasing both structured/planned activity, the kind you've been recording, and spontaneous/unstructured activity, like taking the stairs instead of an elevator, that add more total movement to your day.

*[Give the participants some time to briefly record on page 1 some of the changes they've made. Ask volunteers to share, if they feel comfortable doing so. Praise and encourage the maintenance of these changes.]*

Now let's talk about the **changes you have made in your eating pattern.** Think about changes you have made to eat fewer calories and to make healthier food choices.

*[Again, have participants briefly record some of the changes they've made. Ask volunteers to share, if they feel comfortable doing so. Praise and encourage the maintenance of these changes.]*

Now let's look at whether the scale is reflecting your healthy eating and activity behavior changes.

Look at your **Weekly Record.** Have you reached the GLB 7% weight loss goal? Check yes or no.

**Are you on track with your personal weight loss goal?** We talked about this in Session 9. Some people have the goal of losing 7% while others would like to continue losing until they reach a personal weight loss goal. We also talking about having a 5 pound range as your weight goal.

Now let's look at your physical activity. [*Participants should refer to the **How am I Doing?** graph.*]

- Have you reached the goal of 150 minutes of physical activity per week?
- Some people have the own personal activity goal. Are you on track with this goal? [*Ask for volunteers to share, if they feel comfortable doing so.*]

[*Emphasize that it's important for the participants to focus on their accomplishments so far, no matter how small. Express your confidence in the participants' potential for future success.*]

**Lifestyle change is a process.** Look at you progress toward reaching your goals. Do not expect perfection.

[*Be encouraging. Praise all small steps the participants have made so far.*]

### Ways to Stay Motivated (pages 2-4)

Today we're going to talk about ways to stay motivated for the long term, to make healthy eating and being active last for a lifetime.

In programs like GLB, **motivation is crucial to maintaining healthy eating and physical activity for the long term.** But how to stay motivated is **one of the biggest problems people face. It is normal for your healthy lifestyle motivation to ebb and flow.** [*Note: Feel free to use your own analogies or metaphors for describing motivation. For example, "How you choose to divide your energy pie" or "Motivation is like a ball of energy that may get bigger or smaller depending on how well you are taking care of yourself."*]

One reason it's difficult to stay motivated is the fact that many people do well. This sounds ironic--your progress itself makes it hard to *maintain* that progress. But think back to when you first joined GLB. [*Tailor the following examples to the participants' experiences thus far in the program.*] You may have felt tired when you walked up stairs and that motivated you to become more active. Now that you're more active, you can climb stairs without difficulty. So that source of motivation (feeling tired when you climbed stairs) has decreased.

It's the same for weight. When you first came into GLB, your clothes may have been tight and that motivated you to lose weight. If your clothes are looser on you now, you may no longer have tight-fitting clothes as a source of motivation.

However, it *is* possible to stay motivated for the long term. There are several strategies that others have found helpful for staying positive, motivated, and willing to work on their healthy lifestyle behaviors. [*Review pages 2-4 and include the following:*]

#### **1. Stay aware of the benefits you've achieved and hope to achieve.**

Again, think back to when you first joined GLB. What did you hope to achieve?

*[Ask participants to record their answers. Refer the participants back to Session 1, page 4, “Remember Your Purpose”, and ask them to review their answers. Ask volunteers to share.]*

Have you reached these goals?

Have you received any benefits that you didn't expect?

What would you like to achieve during the next few months? Let's make a list and then you can review these when you need motivation. *[Give participants time to record their answers. Ask volunteers to share.]*

## **2. Recognize your successes.**

- What changes in your eating and activity habits do you feel proudest of?
- What has been easier than you thought it would be?
- What has been harder than you thought it would be?

When you are feeling low on motivation, think about all of these positive changes and give yourself credit for them. Try not to lose the momentum you have gained so far.

## **3. Keep visible signs of your progress.** Here are some options to consider. Think about which ones might work best for you.

- **Keep weight and physical activity graphs where you can see them.** Not only will it keep you aware of your progress, but others may take note and congratulate you for your movement in the right direction.
- **Mark your activity milestones on a map toward a particular goal.** For example, create a simple map of the number of miles it would take to walk to a favorite vacation spot or a favorite city. Mark milestones along the way. For example, the halfway point, cities you pass, etc.
- **Measure yourself at monthly intervals.** Keep track of your progress in terms of specific measurements (for example, waist circumference or the number of holes on your belt).
- What are some other concrete ways that would help to keep you motivated?

## **4. Do you need to vary your routine?**

We've talked before about how to “jump start” your activity plan.

- Have you added some variety to keep from being bored with staying active?
- Have you noticed any difference in how you feel about being active?

The same thing may be true with eating. If you have grown tired of using the same low calorie salad dressing every night, experiment with some new products. Consider trying new recipes and restaurants. If you are the kind of person who has a desire to be more creative there are many magazines and websites that provide an outlet to explore new, healthy meals.

On the other hand, if you are the kind of person who is comfortable with “routine eating” and simply do not require that much variation in your breakfast, lunch and dinner, that is perfectly fine too. Some people report doing better, over time, with structured meals and minimal variety, others do not. What is important is to get to know who you are and plan accordingly.

**Are there meals, snacks, or particular foods that you are feeling the need to add variety?**

*[Ask participants to record their ideas on page 3 and to share their responses. Choose a few examples from the box below to prompt discussion.]*

- Make one night a week an “ethnic night,” “soup night,” or “vegetarian night.”
- If you eat out often, plan more meals at home.
- If you eat at home often, plan more meals out. (Have you stopped eating out because you’re trying to lose weight? Has this left you feeling restricted and deprived? Have you stopped inviting friends over to eat or accepting invitations to eat at their homes? Don’t deny yourself the pleasure of social eating. Instead, make a plan for how to handle these times, then try your plan, and see how it works. You may make a few mistakes at first, but it’s important to know that you **can** eat out and still eat healthy, as we discussed in Session 10.)
- Share food preparation and dining with others as a way to relax. Invite people over to prepare dinner together. Cook with your children and spouse.
- Plan potluck dinners around a certain theme and share the best recipes as a group.
- You may want to subscribe to a magazine that includes healthy recipes.
- Or take a class to learn how to cook, at least the basics.

*[If participants express interest in learning more about a specific topic such as ethnic cooking or vegetarian eating, address it briefly here and if possible, direct them to where to find books and/or courses on these topics. They may also ask about healthy meal kit home delivery services. Encourage discussion.]*

*[Emphasize the “bottom line” message at the bottom of the page.]*

**5. Create some friendly competition (page 4)**

Ask a friend or relative to enter into a friendly competition with you. This should be the **kind of competition in which you both win**. Example: If you and your friend both meet your activity goal every week for a month, at the end of the month how will you reward yourselves?

Or compete with yourself. See how many days in a row you can be active for at least 10-15 minutes. Try to beat yourself. For example, if last month you were active for seven days in a row, see if you can do more days this month.

## 6. Use others to help you stay motivated.

If you notice that your motivation is dropping, talk with someone who is supportive. Has anyone done this? How did it go?

Everyone has trouble staying motivated sometimes, and we can encourage each other through the tough times. How can you use the group to stay motivated?

We're going to talk in more detail about the last two ways to stay motivated: manage stress and set new goals.

### Manage Stress (page 5)

*[Review page 5 and include the following:]*

Stress is a natural part of living. Most people can manage to live a healthy lifestyle even with some amount of stress.

Any change, good or bad, big or small, can cause stress. Big changes or events in our life can cause stress such as getting married, a serious illness, or changing jobs. Small events like losing your keys, having a birthday, having a flat tire, or needing to get your errands done before picking up your children can also cause stress.

Why are we talking about stress in GLB? Because **many people react to stress by making unhealthy changes in their eating and activity habits.** Some people eat and drink too much as a way to deal with stress. Others may stop eating. Some people become very inactive and withdrawn.

Please take a few minutes and jot down your answers to the three questions at the top of the page. *[Give participants time to record their answers. Ask volunteers to share.]*

Discuss one or two situations that are common to the group (such as being under a deadline at work, being faced with unexpected responsibilities such as a sick child or car repair). Ask how the participants feel or react in such situations.

Based on the responses, point out any physical and emotional symptoms (headache or muscle tension) and behavioral changes that might affect eating and activity.

- Do you get physical symptoms like a headache, stomach ache, or muscle tension?
- Do you change your behaviors when you feel stressed?
- Do you eat more when you are stressed?
- Do you change the kinds of food you eat?
- Do you change how active you are or the kind of physical activities you do?

An ounce of prevention is worth a pound of cure, and this is certainly true when it comes

to stress. The best approach is to **prevent stressful situations whenever you can**. Here are some ideas to help prevent or manage stress:

- **Practice saying, “No.”**

Practice saying “No” when someone else asks you to do something you don’t want to do. Say “Yes” only when it is important to you.

Saying “No” can be hard. It causes some tension or stress. But that stress is usually short-lived. If you say “Yes,” you may have hours, weeks, or months stress as you do whatever you agreed to do.

- **Share some of your work with others.**

This is important to do both at home and at work. Delegate what you can to someone else. For example, your spouse and children might be able to help clean the house, cut the lawn, shop for food, prepare meals, and do laundry. A co-worker might be able to help you with an overwhelming project at work.

Sharing work doesn’t mean you’re being irresponsible. Giving responsibility to others, even if they aren’t as experienced as you, gives them a chance to learn, participate, and gain experience. One warning: Don’t expect them to be perfect. Criticizing the efforts of others who are trying to help can be another source of stress. Instead, support them for their efforts and be patient as they gain skills.

- **Set goals you can reach.**

Sometimes we create our own stress by trying to be perfect. If you set reasonable goals, you are more likely to succeed. When you succeed, you are less likely to feel stressed. Remember, we talked about this when we discussed negative thoughts--if you try to be perfect, you probably won’t succeed.

Periodically, take a good look at the demands you are placing on yourself. Ask yourself, “Am I expecting myself to do more than anyone could possibly do?”

- **Take charge of your time.**

**Make schedules with the real world in mind.** Don’t try to accomplish in 30 minutes what realistically will take an hour. Take a good look at your to-do list, eliminate what isn’t essential, and give yourself a realistic amount of time to accomplish the rest.

**Get organized.** Chaos is very stressful. It’s also inefficient. Devote some time every day to getting organized, and you will save time and stress in the long run.

- **Use the steps for solving problems.**

If changing your eating and activity habits is causing stress, take action. Use the steps to solving a problem that we discussed in an earlier session. Discuss it with your family or friends if they are involved.

Continue the problem-solving process until you find a solution. Sitting on problems can cause even more stress. Solve them instead and move on.

- **Plan ahead.**

Think about what kind of situations are stressful for you. These are times when you are at high risk, so plan ahead for how to handle them or work around them.

For example, are holidays especially stressful for you? If so, plan some ways to make your life easier during the holidays. Examples: Buy frozen meals to have on hand for busy days. Decide what parts of decorating the house are not essential to you and spend that time relaxing instead.

- **Keep things in perspective. Remember your purpose.** Maintain a positive attitude.

- **Reach out to people.**

At our last group meeting we talked about social support and that research shows that people are better able to reach their eating and activity goals if they have some type of social support in place.

Think about who you can turn to for support. **Ask supportive people to help** when you are overwhelmed or need someone to encourage you.

- **Be physically active.**

Many people find that being active helps them cope with stress and feel more relaxed and able to manage stressful situations more smoothly. Have you noticed that being physically active helps you manage stress? [*Ask participants to share their experiences. Encourage group discussion.*]

**Do you see how stress management builds on all the behavior change ideas you have been learning so far?**

### **When You Can't Avoid Stress (page 6)**

What about the times when you can't avoid stress? [*Review page 6 and include the following:*]

**First, catch yourself feeling stressed as early as you can.**

We talked before about action or behavior chains and that it's important to try to break them as early as possible. The same is true of stress. If you learn to recognize the signs of stress and catch yourself early in the process, you may have a chance to avoid some of the harmful consequences such as overeating or being inactive.

**Do you have any signs when you are getting stressed?** When you first notice the signs you are getting stressed...

**Take a 10-minute "time out."**

Develop a new habit of responding to stress with a “time out”--stop what you are doing and take a few minutes for **yourself**. Do whatever you find helpful that doesn’t involve food. Examples:

- **Move those muscles.** Research has shown that being active relieves tension, reduces anxiety, and counters depression. So, when you notice yourself feeling stressed, make yourself go out for a 10 or 15-minute brisk walk. Or get on your exercise bike and pump for 10 minutes. The distraction and breathing can do a lot to make you feel better.
- **Pamper yourself.** Take a bath. Manicure your nails. Massage your feet. Read a magazine or watch sports. **Just take out 10 minutes for YOURSELF.**
- **Breathe.** Our breathing may become when we are under stress, which creates more tension in the body and mind. So, when you catch yourself feeling stressed, try this:  
Take a full, deep breath. Count to five. Then let go of your breath slowly. Let the muscles in your face, arms, legs, and body go completely loose.

We understand that **GLB and the lifestyle changes we recommend may cause stress**. Changing your behaviors and helping your family to make related changes can create pressure and tension.

**Here are some possible ways GLB may cause stress and some examples of how to manage that stress.**

*[Note that some of the possible sources of stress may not apply to every participant. For example, a participant’s family may enjoy low-calorie foods. Do not allow the discussion to become negative. The goal is to help participants feel able to cope in the face of stress.]*

### **Set New Goals for Yourself (page 7)**

The final suggestion for ways to manage stress is to **Set new goals for yourself, and find ways to reward yourself when you meet each goal.**

The **goal** should be **specific and short-term** (“I will not eat any potato chips this week”). It should also be something that’s not too easy or too hard (something that will present **“just enough” of a challenge** for you that you will be able to do it and will also feel that you’ve accomplished something).

The **reward** should be **something that you will do or buy if and only if you reach your goal**. The reward doesn’t need to be fancy or cost a lot of money. It can be something that you normally enjoy doing (like reading the paper or taking a hot bath) with the difference being that you will do it *only if* you reach your goal. For example, “After I finish this walk, I’ll call my friend and chat.” Then, if you need a boost to keep you going during your walk, you can think about what you’ll talk about on the phone with your friend.

**What are some non-food ways you can reward yourself for reaching a goal?**

*[Ask participants to record their ideas, such as: Buy myself fresh flowers, treat myself to a manicure or massage, get tickets to a sporting event, set money aside for something special you want to buy or do. Ask volunteers to share.]*

**What's Your Pleasure? (pages 8-10)**

**When you feel discouraged...** Remember, it takes time to change. You deserve to be good to yourself for all of the efforts you make.

What are three things you enjoy doing but rarely do? Choose things that aren't related to food and that are within the realm of possibility. See pages 9 and 10 for ideas.

Try and schedule the pleasures you've chosen into your life. Make appointments with yourself. Follow through with your plan...no matter how odd it feels.

Treat your appointments with yourself as seriously as you would those with someone else you care about.

**What is Your Purpose Now? (pages 11-13)**

You have been making changes in your eating and activity behaviors for about three months. You deserve credit for the changes you have made, no matter how small. It's a challenge to change eating and activity habits, and every step along the way is a reason to celebrate.

First, you will need to keep in mind **why reaching and staying at a healthy weight and being active are important to you.** *[Ask participants to write their answer and to share, if comfortable doing do.]*

Is your purpose the same as when you started GLB? Has it grown or changed in any way? *[Ask participants to write their answer and to share, if comfortable doing do.]*

Our sessions will be less frequent but ongoing. It is important to consider your longer term goals for activity, weight, and self-monitoring. This is a good time to revisit and recommit to your lifestyle goals.

*[Review pages 11-12 and include the following:]*

**My Weight Goal**

*[Allow time for participants to select their weight goal and if their focus will be on weight loss or weight loss maintenance.]*

*[Encourage participants to continue to weigh themselves at least once a week.]*

## **My Physical Activity Goals (page 12)**

*[Allow time for participants to select their physical activity goal and if their focus for the next month. Encourage participants to continue to strive to reach and maintain at least 150 minutes per week of moderate physical activity. Also encourage them to wear their pedometer daily and to find ways to add more steps.]*

## **My Self-Monitoring Goals**

Research demonstrates that it's important to **keep track of your weight, eating and activity.**

It's common to "drift" away from new habits. You may gradually make small changes in your eating and activity over a long period of time, and not even be aware that you are slowly going back to your old habits. The best way to prevent this and stay in control is to continue to self-monitor. Keeping track will help you catch changes before they sneak up on you.

*[Review page 13, **How I Will Keep Track**. Participants should choose and commit to the Gold, Silver, or Bronze level of self-monitoring.]*

Some of you may enjoy tracking your weight, activity minutes, and steps in a way that lets you see the month as a whole. The **Group Lifestyle Balance™ Monthly Calendar**, on page 16, is an option for self-monitoring. *[Announce that you will provide additional copies of this calendar at each session.]*

## **To Do (page 14)**

Turn to page 14 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight, eating, activity minutes, and steps. Come as close as you can to your calorie, fat gram, activity, and step goals.

### **New things to practice:**

- Try one way to stay motivated that you think would be most helpful to you right now (see pages 2-4). Choose something that is very likely to work and that you can do.
- Take steps to connect with others who support your lifestyle goals. *[Ask participants to share their "first step", if comfortable doing so.]*  
Try three things you enjoy but rarely do. Schedule these pleasures and do them. You can share your experience/feedback next week.
- Remember your purpose. Commit to following your lifestyle goals for weight, activity, and self-monitoring.

*[Announce the day, time, and place for the next session. Ask participants to wear comfortable clothes because we will be doing some exercises.]*

*[Review the schedule of classes for the remainder of the year with the participants. Emphasize the importance of continuing to attend the GLB sessions.]*

You have gained important self-management strategies that will serve you well. Your motivation may ebb and flow, but the learning tools will help you each time you pick them up. As we continue in GLB, we will be revisiting these basic strategies and learning new ones to help keep everyone on track over the long run. I look forward to seeing you soon!

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: making social cues work for them, adding steps, coming close to their calorie, fat gram, activity, and step goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 13 Leader Guide:

## Strengthen Your Physical Activity Plan

### Objectives

In this session, the participants will:

- Discuss the benefits of resistance training.
- Recognize safety issues related to resistance training before, during, and after a session and know when to stop exercising.
- Understand techniques for safe resistance training which emphasize warming up and stretching to prevent injury.
- Learn proper form and technique for each exercise and how to modify the exercises to meet an individual's skill or comfort level.
- Discuss when to increase repetitions or weight.
- Develop an activity plan to use between this and the next session.

### To Do Before the Session:

- If providing Food and Activity books; have a supply available for participants.
- Review Food and Activity records from last session; add comments.
- Prepare Session 13 handout for participant notebook.
- Print copies of the **Group Lifestyle Balance Resistance Training Program Poster**. For readability, we suggest copying 8 ½ X 14 (legal size) paper or cardstock. Ideally, have it printed on 11 X 17 paper or cardstock at a print shop.
- Print copies of the **GLB Resistance Training Log**; one per participant.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- Optional: Visit [www.parcph.org](http://www.parcph.org) for additional information. Determine if you will print copies of the PARC-PH Resistance Training Handout for participants.
- Optional: To become familiar with how to perform resistance training exercises, view the Resistance Training DVD. Ordering information can be found in the GLB Providers Portal.
- Determine if you would like to provide your participants with the Resistance Training DVD to view outside of the group meeting.

**Available in the GLB Providers Portal:**

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **Group Lifestyle Balance Resistance Training Program Poster**
- **Optional: 2017 GLB Supplies Ordering Information** for how to order the Resistance Training DVD
- **When You Reach Your Weight Goal** handout
- **Group Lifestyle Balance Monthly Calendar**
- **Guidelines for Reviewing Food and Activity Records**

Note: The Leader Guide for this session is written as if the participants have no experience with resistance training before this time. Use your judgment to change your presentation of the session for those participants who are already significantly active.

**Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Overall, how did it go? What went well? What problems did you have? What could you do differently?

The last session was "Ways to Stay Motivated".

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

- Did you try one of the ways to stay motivated? Was it helpful?
- Did you take steps to connect with others who support your lifestyle goals? How did it go?
- Did you do things you enjoy but rarely do? How did it go?  
If you changed how you were recording, how did it go?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

**Strengthen Your Physical Activity Plan (page 1)**

Introduce this session by reminding the participants that a well-rounded exercise program has four components: aerobic, strength, flexibility, and muscular endurance activities.

Each component benefits your body in a different way. Aerobic activity may have the greatest impact on weight control and cardiovascular disease risk, but resistance training

(also known as strength training) will provide additional benefits for your body and overall health. Flexibility is also an important component, especially for mobility. *[Refer participants to the stretching handout in Session 4 as a resource.]*

It is important to remember that your body is challenged everyday to perform many tasks that require a certain level of muscular strength and endurance. A safe resistance training program can help you maintain a lifetime of physical independence by providing many proven benefits.

### **Stay Stronger Longer: The Benefits of Resistance Training (pages 2 - 3)**

There are many health benefits of resistance training. *[Review pages 2 and 3 and include the following:]*

#### **Helps Prevent Diabetes**

- The combination of resistance training **and** aerobic exercise will provide even greater benefits. This is why GLB strongly endorses you to do both.

#### **Helps Maintain and Build Strong Bones**

- If you already have osteoporosis or reduced bone density, resistance training can lessen its impact.

#### **Reduces Your Risk of Injury**

- Specific types of resistance training, such as free weights, resistance bands, and body weight exercises can enhance balance, coordination, and posture.

#### **Prevents Loss of Muscle Mass with Weight Loss**

- Your body burns calories while at rest. You use calories for just staying alive (for bodily functions like breathing).
- As you lose muscle, your body burns calories less efficiently. This can lead to increases in body fat and make it difficult to lose weight.

#### **Improves Your Sense of Well-Being**

- Regular resistance training can improve sleep patterns and aid in a better night's rest.
- A program of consistent resistance training will allow you to perform activities of daily living with greater ease.
- Enhanced skeletal muscle strength and endurance can help prevent exhaustion and soreness associated with strenuous activities of daily living.

*[Review the list of activities of daily living listed. Ask participants to name some other activities that need strength and/or endurance. Encourage group discussion. Note that "taking care of your personal needs" includes any type of self-care such as bathing, getting dressed, cooking, etc.]*

The latest recommendations from the American College of Sports Medicine and the American Heart Association states that resistance training exercise should be performed on all major muscle groups (8-10 exercises) 2 to 3 days per week on non-consecutive days. This means you should have at least one day of rest between days of resistance training.

These benefits of resistance training are in addition the benefits of aerobic exercise. Resistance training is only one of the four components of an exercise program along with aerobic, flexibility, and muscular endurance activities. The benefits that each provides are important, and resistance training is meant to complement **NOT** replace aerobic exercise or any of the other components of an exercise program.

### **The F.I.T.T. Principle: A Guide for Resistance Training (page 4)**

We discussed the F.I.T.T. Principle and how it relates to your aerobic fitness program in Session 8. The F.I.T.T principle can also be used to with resistance training to increase muscular strength and endurance in a safe manner. *[Review page 4.]*

### **Keep it Safe: Guidelines for Resistance Training (page 5)**

*[Review page 5 and include the following:]*

#### **Before your workout:**

##### **Check your equipment**

- Inspect machines, free weights, and bands/tubes to ensure they are in good condition

##### **Warm up**

- Perform low intensity exercises (e.g. walking in place) and gentle stretches as a good warm up.

##### **Other things to consider:**

- Get comfortable - Wear clothing that allows you to move freely through a complete range of motion

##### **During your workout:**

- Only Do the Exercises That You Are Able to Do Safely
  - Know what joints and muscles each exercise targets
  - Know how to modify or eliminate exercises that may be inappropriate for you
- Do Not Hold Your Breath
- Breathe throughout the exercise, especially when moving against any resistance

- Keep Each Movement Slow and Controlled
  - Always use proper form (do not use momentum)
  - Use slow and controlled movements (never fast or jerky motions)
  - Rest for 30-60 seconds in between sets

**After your workout:**

- Cool down
  - It is a good idea to do some gentle stretching after the resistance exercises.
  - Allow your body to ease back down to where you were before you began the workout

**Move it Forward: Guidelines for Progression (page 6)**

Some soreness after a workout is natural but there are steps you can take to minimize soreness. Making slow progressions, resting, and warming-up/stretching are important for helping to minimize soreness.

*[Review page 6 and include the following:]*

**Progression is Key**

You should start out performing only 1 set and gradually increase over time. *[Refer to the box that shows the suggested plan for progression.]*

It's important to know when to increase sets, repetitions, and the level of resistance. *[Emphasize the importance of gradually increasing their intensity and review some rules of thumb for knowing when to step it up.]*

**Increasing Sets:** Once you are able to perform 1 set of 12-15 repetitions with your choice of equipment without any problems, you should increase to 2 sets of 12-15 repetitions, and finally 3 sets of 12-15 repetitions. *[Refer to box.]*

**Increasing Weight:** A good indication that you are working at the proper weight or tension is that the last two or three repetitions of the set become somewhat challenging.

For example, if you are performing an exercise for 15 repetitions, then the exercise should become somewhat difficult and challenging around the 12<sup>th</sup> or 13<sup>th</sup> repetition. However, you should be able to work through the difficulty to complete the 15 repetitions.

- If you have difficulty before you get to the last 2-3 repetitions, then the weight or tension may be too advanced for your current level of training. You may need to work with less weight or tension.
- If you can perform the entire set with no difficulty at the last 2-3 repetitions, then you should increase to the next dumbbell weight or resistance band/tubing tension

increment or add weight to body weight exercises (i.e. holding dumbbells or soup cans in each hand during a Chair Sit-to-Stand).

*[Note: While working with the proper dumbbell weight or resistance tubing tension for your workout program, the difficulty experienced in the last 2-3 repetitions of your set should not in any way affect the proper form of the exercise being performed or your breathing.]*

### **Group Lifestyle Balance Resistance Training Program (page 7)**

*[Distribute the **Group Lifestyle Balance Resistance Training Program** poster. Aim to allow time to review and try all of the exercises.]*

*[Demonstrate proper form and technique for each exercise before the participants give them a try. If the exercise requires resistance band/tubing, make sure that you have the participants perform the exercise **WITHOUT** it first. Correct form is important and must be corrected to avoid injury. If you notice that the participants cannot perform the exercise without any equipment, then they will definitely be doing the exercise wrong once they have the equipment in hand.]*

Although there are cues written on the poster for each exercise, here are a few tips on common mistakes to look for and correct:

1. Wall Pushups:
  - people commonly raise their shoulders up; keep them down and neutral
  - don't allow the back to sag; keep abs tight
2. Seated Row:
  - Again, people may raise their shoulders up; keep them down and neutral
  - Keep spine straight; do a posture check
3. Bicep Curl:
  - Keep elbows tucked into the sides of your body in order to isolate the bicep
4. Tricep Extension:
  - Keep elbow tucked into your side
  - It is not a very big movement
5. Lateral Raise:
  - Keep thumb pointing up
  - Don't lift arm higher than parallel with the floor; raising it higher (more than 90 degrees) can impinge the joint space
6. Chair Sit-to-stand:
  - Don't swing torso for momentum
  - Don't allow knees to come together; keep them in line you're your ankles
  - Don't let knees go over toes; no knock knees

7. Inner Thigh Squeeze:
  - Keep proper posture with spine straight.
  - Remember to breathe
8. Sitting Hip Exercise
  - Keep proper posture with spine straight and abs engaged.
9. Heel Raises:
  - Keep it safe for your balance
  - Use control in lowering heel; don't let them just "plunk" onto the floor

*[Distribute the **Resistance Training Log**. Explain how to record each of the 9 exercises in the Log. Point out that the suggested progression plan seen on page 6 of their handout is also printed on the Log. Tell participants that they will turn in the Log at the next session for the coach to review.]*

**\*\*\*Optional\*\*\***

The Resistance Training DVD is an available option for coaches to use. It provides instructions and tips on how to correctly perform some of the exercises. It is not a "follow along" exercise video. Information on ordering the Resistance Training DVD can be found in the GLB Providers Portal.

(Optional) Provide participants with the Resistance Training DVD and encourage them to watch it if they are interested in more information. It is recommended that the Coach watch the DVD so s/he is aware of the content.

Note: Although the GLB resistance training exercise session has been updated, many of the exercises remain the same so the video can be a useful tool.

**To Do (page 8)**

Turn to page 8 and let's focus on what you can do between now and the next session.

**New Things to Practice**

Pick a resistance training activity. Add this to your exercise program twice a week. Record it.

*[Emphasize the importance of the GLB goal of at least 150 minutes of moderately intense physical activity per week.]*

*[Announce the day, time, place for the next session. Ask participants to dress in comfortable clothes because they will be reviewing the resistance exercises.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the previous session topic: trying ways to stay motivated, doing something they enjoy but rarely do, connecting with others who support their lifestyle goals, coming close to their calorie, fat gram and activity goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.

# Session 14 Leader Guide: Take Charge of Your Lifestyle

## Objectives

In this session, the participants will:

- Understand that although the frequency of GLB meetings is reduced, they will have continued contact and support.
- Understand that some self-monitoring is better than no self-monitoring.
- Describe the benefits of continuing to attend GLB meetings.
- Review scientific evidence regarding why attendance matters.
- Learn the importance of maintaining regular physical activity for long-term success.
- Understand that long-term weight loss maintenance is possible.
- Define “weight loss plateau” and learn strategies to overcome it.
- Renew their commitment to GLB.
- Review resistance training information and practice the exercises.

## To Do Before the Session:

- If providing Food and Activity books, have a supply available for participants.
- Review Food and Activity records; add comments.
- Prepare Session 14 handout for participant notebook.
- Print **GLB Resistance Training Log**; one per participant.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- Decide if your program will provide **Resistance Training Logs** at each session.
- Given the array of self-monitoring tools provided, determine your protocol for review and feedback to the participants. Note: As session frequency decreases, the number of records returned at each session may increase.

## Available in the DPP-GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **Group Lifestyle Balance Resistance Training Program Poster**
- **When You Reach Your Weight Goal Handout**
- **Group Lifestyle Balance Monthly Calendar**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

**Note:** Allow at least 15 minutes at the end of the session for the resistance training exercises to be revisited.

### **Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Overall, how did it go? What went well? What problems did you have? What could you do differently?

Were you able to take what you learned at the last session and apply it to your lifestyle routine? If yes, how?

Were you able to add resistance training to your physical activity routine? How did it go?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

We will transition to meeting on a monthly basis for the rest of this year. For some people, meeting less frequently with the group may not be an issue of concern, but for others, this change may cause uncertainty and anxiety. The idea is that we will work with you to take charge of your healthy lifestyle behaviors as you move toward your increasing independence. *[Allow for brief group discussion about meeting less often.]*

### **Take Charge of Your Lifestyle (pages 1-2)**

First, let's look at all you have learned in GLB. *[Review "So far in GLB, you have learned"]*

*[Review "So, what lies ahead?"]*

As you go forward in the program, attending the GLB sessions remains a key component for reaching and maintaining your healthy lifestyle goals. Taking part in the sessions will help you to become more skillful in making long-term healthy lifestyle changes by continuing to provide support, accountability and feedback. This is kind of like a new driver who has been in training, but is now ready to take the wheel, while the coach takes the back seat to continue providing encouragement and support.

*[Ask participants to share their thoughts.]*

The goal of GLB is to provide you with the information, skills and practice that will last not only well beyond the end of this program, but throughout your lifetime.

*[Review “Attendance Matters” and include the following:]*

Let’s talk a little more about why attendance really does matter. Several research studies have looked at factors related to long-term success in making healthy lifestyle changes, and found regular attendance at group meetings over an extended period of time made a difference in personal success in reaching lifestyle goals.

As we have discussed previously, the participants in the DPP, on average, were successful in reaching their weight and activity goals. The long-term follow up study of the DPP participants, the DPP Outcomes Study, has provided an opportunity for researchers to look at predicting future healthy lifestyle success. Guess what they found?

After one year, those who attended more sessions had a higher percentage of weight loss than those who attended fewer or none.

The results were similar when looking at attendance and physical activity. Participants who attended the most DPPOS sessions were more likely to be at their physical activity goal at one year compared to those who attended fewer or none.

The bottom line is that research findings demonstrate the importance of regular attendance over time in meeting lifestyle goals.

*[Review “Physical Activity Matters” (page 2) and include the following:]*

In addition to attendance, another key component to long-term healthy lifestyle success is the maintenance of regular physical activity levels.

Research studies have shown that those who continued to maintain their physical activity levels tended to have a healthier diet and were more successful in reaching their weight loss goals than those who did not continue to be physically active.

*[Review “Group sessions provide you with structure and support”.]*

As we move forward, we will continue to count on you to do your part in reaching your goals, and you can count on us to be there to support you.

*[Review “When you come to group sessions, you will:” and include the following:]*

The format of the monthly meetings will be the same as always. You will weigh-in and give feedback on how you’ve been doing since your last meeting. The topic of each session will continue to relate to healthy eating, physical activity and behavior change. We will continue to support your lifestyle change efforts.

Some of you have reached your weight loss and physical activity goals, and others have not. The bottom line is that continuing to attend GLB sessions will increase your chances

of meeting the GLB 7% weight loss goal (or your personal weight loss goal) and the 150 minute physical activity goal.

We know that the more often you consistently reach your healthy lifestyle goals, the more likely you are to continue to do so in the future.

### **Long Term Weight Loss Maintenance: Who succeeds? How do they do it? (page 3)**

I'm sure we can all think of someone who has lost weight and then regained it. This lack of weight loss maintenance is likely due to several factors. Maybe the person lost weight by following a fad diet or one with many "forbidden foods" that would be difficult (or impossible) to stick with long-term. Maybe the person wasn't exercising or didn't have support for his/her efforts.

The bottom line is that long-term weight loss maintenance is possible. Do you know anyone who has done so?

*[Review the information on page 3. If participants are interested in additional information about the NWCR, the website is on page 3.]*

The good news is that GLB is designed to promote long-term weight maintenance:

- We promote gradual weight loss of about 1-2 pounds per week by using a moderate decrease in calories and fat (no fad diets).
- We encourage self-monitoring as a way of being aware of and changing eating and activity behaviors.
- You design your own physical activity plan and you do activities of your choice at the place and time that works for you. You are also moving more in your everyday life. This is something you can do for a lifetime.
- You design a healthy eating pattern that works for you....without any "forbidden foods". This is something you can do for a lifetime.
- GLB is a 12 month program. This allows for ongoing support of your behavior change efforts.

Research indicates the key to keeping weight off is maintaining the behaviors that allowed weight loss to begin with: social support, self-monitoring, low-calorie eating, and regular physical activity.

### **Weight Loss Plateaus (pages 4-6)**

*[Review information on pages 4-6. Encourage group discussion.]*

*[Ask participants to answer the question on the bottom of page 6. Ask participants to share their answers, if comfortable doing so.]*

## **We Will Continue to Work Together as a Team (page 7)**

In Session 1 you signed a lifestyle contract.

Now it is time to renew your commitment to your efforts to reach and maintain your healthy lifestyle behaviors.

*[Review page 7. Ask participants to renew their commitment to GLB by agreeing to continue to attend the sessions and to work with their coach in the ways described in the agreement.]*

If you are ready to renew your commitment to the program, please sign the agreement on page 7. I will sign also.

We are very excited about the next phase of GLB and remain committed to continuing to work with you to reach your healthy lifestyle goals.

## **Group Lifestyle Balance: Resistance Training Review (page 8) Allow at least 15 minutes.**

*[Review the information on page 8.]*

Practice each exercise.

*[Optional: Collect completed Resistance Training Logs and distribute blank ones. Explain that they will turn in the Log at the next session for the coach to review.]*

## **To Do (page 9)**

Turn to page 9 and let's focus on what you can do between now and the next session.

*[Ask participants to look at page 11, **When you Reach Your Goal Weight**. Explain that when they want to stop losing weight, whether at the GLB goal of 7% or their own personal goal, you will review this page with them. Make sure participants understand that they do not have to stop losing at 7%; rather, they may continue to work toward their personal weight goal as discussed in Session 9. Emphasize the importance of having a plan to stop weight regain.]*

*[Note: At each session from now on, review this handout with those participants who have reached their goal weight. This may be done before or after the group meeting.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs**, review them. Write brief comments. Be positive and encouraging.

# Session 15 Leader Guide:

## Mindful Eating, Mindful Movement

### Objectives

In this session, the participants will:

- Analyze and describe current eating and activity behaviors.
- Define “mindful eating” and “mindful movement”.
- Describe the negative effects of eating mindlessly.
- Discuss the benefits of eating slowly and mindfully.
- Review the techniques for eating mindfully.
- Practice eating slowly and mindfully.
- Discuss the benefits of mindful movement.
- Review the techniques for moving mindfully.
- Make a plan for applying mindful eating and mindful movement behaviors.

### To Do Before the Session:

- If providing Food and Activity books, have supply available for participants.
- Prepare Session 15 handout for participant notebook.
- Review Food and Activity records; add comments.
- If collecting **Resistance Training Logs**; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- If providing **Resistance Training Logs**; have a supply available for participants.
- Given the array of self-monitoring tools provided, determine your protocol for review and feedback to the participants. Note: As session frequency decreases, the number of records returned at each session may increase.
- Purchase napkins and food items. Suggest mini crackers, low-fat cheese cubes, jumbo raisins, or a small piece of chocolate.
- Optional: For additional information on mindful eating, visit <http://thecenterformindfuleating.org/>
- Optional: For additional information on mindful movement, visit <https://www.mindful.org/>

### Available in the DPP-GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal Handout**
- **Group Lifestyle Balance Monthly Calendar**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

### **Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Were you able to apply what you learned at the last lesson to something in your life? If yes, how? How did it go?

How does it feel to be working on your healthy lifestyle behaviors on your own for longer periods of time between group meetings?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion]*

### **Mindful Eating (pages 1-3)**

Throughout GLB we have talked about healthy eating. But it is important to not only consider what we eat, but how we eat.

Today's lesson will first focus on the concept of what is called "mindful eating". Then we will talk about "mindful movement".

*[Review page 1 and include the following:]*

- 1. Mindful eating means to eat slowly and with awareness.** It means you are aware of not only what food is on the plate, but aware of the entire experience of eating as well. It tends to enhance the whole experience of eating.

Mindful eating is being totally focused on each sensation that happens while eating; chewing, tasting, swallowing, and savoring each bite.

Most people don't think about, or even enjoy, the taste of what they are eating; they are just focused on the next bite and/or what is happening in the environment (TV, computer, driving, reading, etc). This is called "mindless eating". Some call this "distracted eating".

What are the effects of mindless eating? *[Answers: Decreased awareness of the amount of food eaten, less enjoyment of food, decreased ability to assess level of hunger or fullness, disruption of the mind-body connection so signals that regulate food intake may not be sensed, leading to overeating.]*

## **2. Mindful eating helps with weight management.**

How long does it usually take you to eat your meals and snacks? You may want to record how long it takes you to eat your meals this coming week. You can give feedback about this at our next meeting.

Research shows that when people eat slowly and mindfully they tend to eat less food. Enjoying each bite leads to being more satisfied at the end of the meal, often with less food and fewer calories.

Other benefits of mindful eating:

- increases awareness of the amount of food being eaten
- helps with learning how to ignore the urges to snack that aren't associated to hunger
- can reduce binge eating
- enhances the whole experience of eating

## **3. Prepare to eat slowly and mindfully.**

Where do you typically eat your breakfast? Lunch? Dinner? Snacks?

We talked in Session 6, Take Charge of What's Around You, that one way to help manage cues that make you want to eat is to decrease the number of places you eat. Have you done this? How did it work for you? If you haven't, try it.

Can you describe times when you have eaten while distracted? *[Examples include watching TV, working on the computer, driving, reading, and cooking]*

- What usually happens to the amount of food being eaten while distracted? *[usually more is eaten]*
- Do you tend to get more or less enjoyment from food? *[usually less is eaten]*
- Do you feel you tend to be more or less aware of what and how you're eating? *[usually less aware of what and how much is eaten]*

## **4. Focus on your food.**

Here are some ways to make your meals last at least 20 minutes. *[Review this section. Encourage group discussion.]*

## **5. Stay tuned to your level of hunger and fullness.**

Check your level of hunger before you start eating and several times during the meal. You want to rate your hunger or fullness on a scale from 1-5. What can you see yourself doing to eat slowly and mindfully?

**6. Practice eating mindfully with others and alone.** *[Review and encourage discussion. Ask participants to answer the question on page 3 and to share their responses, if comfortable doing so.]*

**Now, we are going to practice eating slowly and mindfully.**

The purpose of this activity is to exaggerate the act of tasting and eating by slowing down and focusing moment by moment on all of the sensory qualities associated with the food.

The goal is to take 60-90 seconds to eat each food item.

*[Distribute napkins with food item(s). Options include 1 jumbo raisin, 1 cracker, and/or 1 cheese cube, or one small piece of chocolate. Use the following script to guide participants through this experience.]*

First, look at what you are about to eat. What is it? How does it look? Where does it come from? How do you feel about putting this food into your body? How does your body feel anticipating eating at this moment?

Tune into your breathing as you look at the food, knowing you are about to take it into your mouth and body. Focus only on this food.

Put the item into your mouth. Do not begin chewing yet. Feel the food in your mouth. Be aware of the sensations in your mouth; taste, texture, temperature, etc.

Now chew slowly and focus your energy on the food's taste and texture. You might try chewing longer than you normally do to fully experience the process of chewing and tasting. Focus only on the food. Notice each movement of your jaw and tongue.

Note any impulse you have to rush through this mouthful so that you can go on to the next. Let such impulses remind you that you already have food in your mouth, so you needn't go on to the next bite to have a complete experience of eating. Stay in the present moment with this mouthful, rather than rushing on to the next.

Before swallowing, be aware of the intention to swallow. Then feel the actual process of swallowing so that you become more conscious of this action. Now be aware of no longer feeling any sensation of food remaining in the mouth.

Take a deep breath and exhale.

*[Ask participants to comment on the experience. Repeat this exercise if using additional food items.]*

This was an exercise in exaggerated eating and we don't anticipate that every meal will be eaten in this fashion.

We should find pleasure in food, not guilt. Eating slowly and mindfully will help identify what is enough to nourish and sustain your body.

Mindful eating takes discipline and practice. Try to eat one meal or snack mindfully every day. Even eating the first few bites mindfully can help break the habit of wolfing it down without paying attention. Even very healthy eaters must remind themselves from, time to time, to eat slowly and mindfully.

The objective is to help to bring awareness to how much you are eating, how fast, and how your body feels during and after the meal. Everyone's minds wander easily. If this happens, just return to the awareness of that taste, chew, or swallow.

In previous sessions, we have suggested that you try to make your meal last 20 minutes. This will also help you with your mindful practice. The goal is for you to feel both physically and mentally satisfied at the end of the meal.

During which meal or snack will you begin to practice eating mindfully?

I look forward to hearing about your experiences with eating slowly and mindfully when we meet next month.

### **Mindful Movement (pages 4-5)**

Now let's talk about how mindfulness can apply to movement as well. It can be a way to enhance your physical activity experience.

*[Review information on pages 4-5 and encourage group discussion. Include the following:]*

**1. Mindful movement means to be aware of your total movement throughout the day.**

We have talked about this since early in GLB. Do you feel that you are more aware? How are you doing with adding movement and activity to your life?

**2. Mindful movement also means doing physical activity with purpose and increased awareness.**

Mindful movement also involves an increased awareness of how physical activity affects your body. Try to experience and enjoy movement with every step. Focus on the process, not just reaching the goal of getting a certain number of minutes of activity.

While you are active, tune into all your senses. What do you see around you? What do you hear? Smell? Feel?

*[Review and discuss each bullet point.]* Has anyone ever done this?

What are some minor discomforts or annoyances you have (or might) experience while being active? What was your response? Were you able to overcome this?

Mindful movement helps you stay fully engaged in what you're doing; experiencing and enjoying each step.

**3. Pay attention to how your body feels when moving after long periods of sitting.**

What sensations do you experience?

Before you exercise, think about how you are feeling. Choose an exercise that will best satisfy your present needs. Example: Would you prefer to walk outside and enjoy being alone in nature or would you rather go to an aerobic dance class and enjoy the music and being with others?

**4. Stop and consider all the amazing work your body does. Increase awareness and appreciation for your physical well-being.**

People often are critical of their bodies. Being mindful while moving is an opportunity to appreciate your body and all it does for you.

Think about all your body does just to keep you balanced and upright as you move.

Mindful movement also involves increased awareness of how activity affects your mood, thinking, energy level, and level of stress.

- Have you noticed any positive thoughts and feelings with movement?
- Do you notice that you feel energized or less stressed while being active?
- Notice as you are exercising, is your mind clear or dull; busy or calm?

During your time in GLB, have you experienced a shift in your attitude about being active? In what way?

Some people exercise because they feel they have to, it's required by GLB, or they feel guilty if they don't. Mindful movement can help people learn to enjoy being active for its own sake. It can help you to become more aware of the feelings of health and well-being that come from an active lifestyle.

Mindful movement is not about becoming a perfect exerciser. You still will have days that you struggle with motivation to get up off the couch and take a walk. But practicing mindful movement will help you enjoy all the positive feelings and sensations you get from being active.

*[Review and discuss the questions at the bottom of the page. Encourage discussion.]*

I look forward to hearing about your experiences with mindful movement at our next meeting.

**To Do (page 6)**

Turn to page 6 and let's focus on what you can do between now and the next session.

*[Review and encourage participants to try at home what was discussed in class. Ask them to stay open-minded and try it.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs**, review them. Write brief comments. Be positive and encouraging.

# Session 16 Leader Guide:

## Manage Your Stress

### Objectives

In this session, the participants will:

- Discuss stress and how it affects their lifestyle habits.
- Describe different aspects of their stress experience.
- Describe how they cope with stress currently and determine whether these strategies are healthy or unhealthy.
- Consider the ways in which stress is a barrier to making healthy changes in eating and exercise behaviors.
- Review and discuss ways to “take charge” of their personal response to stress. Group members will identify ways to reduce or prevent stress. They will also discuss ways of managing stress in the moment.
- Practice relaxation techniques, specifically belly breathing.
- Consider the importance of good sleep habits and learn tips for improving sleep.
- Consider the healthy effects of humor and laughter, and “making time” to laugh.

### To Do Before the Session:

- If providing Food and Activity records, have a supply available for participants.
- Prepare Session 16 handout for participant notebooks.
- Review Food and Activity Records; add comments.
- If collecting **Resistance Training Logs**; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- Given the array of self-monitoring tools provided, determine your protocol for review and feedback to the participants. Note: As session frequency decreases, the number of records returned at each session may increase.
- If providing **Resistance Training Logs**; have a supply available for participants.

### Available in the DPP-GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal Handout**
- **Group Lifestyle Balance Monthly Calendar**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

### **Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

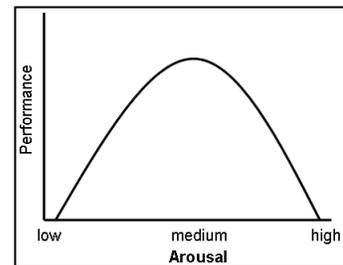
*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion]*

### **Manage Your Stress (pages 1-3)**

*[Review page 1 and include the following:]*

- Stress is part of everyone's life but the personal experience of stress varies from person to person.
- Positive events (births, weddings etc.) may cause stress.
- The "inverted U-shaped curve" (also referred to as the Yerkes-Dodson law) is sometimes used as a visual for showing that there is an "optimal" range for stress, arousal, and behavior for each individual. Some amount of stress and arousal is good and provides excitement in life, but too much stress and arousal can be uncomfortable and harmful to your health and well-being.



**Stress comes in many forms and may be related to:**

*[Ask the group members to think about different categories of stress (physical, environmental, social and emotional) and their personal experiences with some of these.]*

Think about your stress experiences, particularly as it relates to your efforts at healthy eating and physical activity. **Take a minute and answer** the questions on the bottom of the page. *[Ask participants to share their answers, if comfortable doing so.]*

*[Review and discuss why too much stress can make it harder to reach and keep a healthy body weight or stay physically active (page 2).]*

*[Review and discuss the multiple ways to prevent or reduce stress listed on pages 2 and 3.]*

When stress cannot be avoided, the task becomes one of problem solving and planning for the future so that stress can be circumvented and/or better managed. “Taking charge of stress” is a learned behavior similar to the other “taking charge” behavior change lessons you have been working on. *[Review **When you can’t prevent stress, try to manage it better** (page 3). Ask the group to share their 10-minute time out strategies. Encourage discussion of other ideas for healthy ways to respond to stress.]*

Let’s practice a specific relaxation technique called “belly breathing”. *[This practice may be done while sitting in chairs. You can set the stage by dimming lights and guiding the group through the exercise for approximately five minutes.]*

#### **Manage Sleep to Manage Stress (page 4)**

*[Ask group members to share how they feel when they have just the right amount of sleep compared to too little, or too much sleep.]*

*[Review basic sleep research facts ([www.cdc.gov/features/sleep](http://www.cdc.gov/features/sleep)) and the basic premise that sufficient sleep is increasingly being recognized as an essential aspect of chronic disease prevention and health promotion. Encourage participants to track their sleep for a week.]*

#### **Tips for Getting Better Sleep (page 5)**

*[Review and discuss the factors that can have a positive or negative impact on personal sleep hygiene.]*

#### **Laughter is Good Medicine (page 6)**

*[Review and discuss the benefits of humor and laughter for a healthy lifestyle and for blood glucose control.]*

#### **To Do (page 7)**

Turn to page 7 and let’s focus on what you can do between now and the next session.

*[Review and discuss. Encourage participants to take what they learned in today’s group meeting and apply it. See if it helps them in their lifestyle change efforts.]*

*[Explain the 7-Day Sitting Diary on pages 8-9. Ask participants to bring the completed form to the next group meeting.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs**, review them. Write brief comments. Be positive and encouraging.

# Session 17 Leader Guide: Sit Less for Your Health

## Objectives

In this session, the participants will:

- Learn why it is important to be aware of their sitting time.
- Discuss why it is important to limit the amount of time spent sitting.
- Discuss suggestions for reducing the amount of time spend sitting.
- Describe how much time they currently spend sitting.
- Determine ways they will decrease and/or interrupt sitting in a typical day.
- Review and discuss ways to achieve the “sit less” goal by using TABS and Super TABS.
- Learn how to slowly and safely add TABS and Super TABS to their day.
- Make a plan to break up sitting time and complete TABS and Super TABS.

## To Do Before the Session:

- If providing Food and Activity records, have a supply available for participants.
- Prepare Session 17 handout for participant notebooks.
- Review Food and Activity records; add comments.
- If collecting Resistance Training Logs; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, if needed.
- If providing **Resistance Training Logs**; have a supply available for participants.

## Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**
- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal Handout**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

## Group Sharing Time (allow at least 5 minutes)

Let’s take a few minutes to see how things went since our last meeting.

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

### **Sit Less for Your Health (pages 1-2)**

So far in GLB you have learned about

- planned activity and the importance of reaching and maintaining at least 150 minutes of moderately intense activity per week
- spontaneous activity and ways to add more movement to your day
- how to use a pedometer to be aware of your total movement during the day
- the importance of resistance training and the health benefits of adding 2-3 days per week of resistance exercises to your physical activity plan

Today we're going to talk about another way to increase your overall movement. This topic has more recently received a lot of attention from the world of public health, specifically, the amount of time we spend sitting.

*[Review pages 1 and 2 include the following:]*

Read the examples of Sam and Sadie. Notice that they have the same amount of moderate intensity activity but differ in the amount of light movement and sitting that they each do. Sam has more light movement and Sadie spends more time sitting.

Would you say that your typical day is more like Sam or Sadie's day?

### **Sitting is Becoming the New Normal (page 3)**

Do you agree with the comment that the amount of time each day that most people spend sitting has increased over time?

*[Review page 3 and include the following:]*

Review the graphic. Does it seem to you to be a pretty typical day? Notice how easily you can end up spending most of your day sitting.

Look at the graph again. When and how could this person add some movement so there is less sitting time in a day?

## **The Problem with Too Much Sitting (page 4)**

Current research evidence suggests that it is important to both reduce the amount of time you spend sitting as well as to break up longer periods of sitting.

*[Review page 4 and include the following:]*

**The Problems with Too Much Sitting:** Are you surprised by the relationship between TV watching and health? Total daily sitting and health?

### **How Much Sitting is Too Much?**

Although there is not currently a current solid public health recommendation for daily time spent sitting, it is very well known that you would benefit from sitting less. It is suggested that you limit your screen time to 2-3 hours per day and break up long bouts of sitting.

Can you see yourself limiting your screen time to less than 2-3 hours per day? How could you make this happen?

Let's talk a little more about breaking up long bouts of sitting. What are you typically doing when you have long bouts of sitting? What could you do to break it up?

## **Sitting Less (pages 5-6)**

Please take out your 7 Day Sitting Diary from the last session. Let's talk about the two questions listed at the top of page 5.

*[Review each question. Encourage group discussion.]*

Let's talk about the different areas of your life and which ones you tend to sit more in.

*[Review the grid in page 5. Encourage group discussion about ways to reduce total sitting during the day and ways to break up long periods of sitting within each of the four major areas. Discuss additional ideas on page 6.]*

## **Ways to Achieve the "Sit Less" Goal (pages 7)**

GLB has emphasized the importance of first being aware of your behavior, then making a plan for change, and then applying what you learned in the group meeting and following your plan. You have done this with your eating and activity behaviors. Now it's time to follow this same pattern with your sitting behaviors.

*[Review page 7.]*

Now let's talk about how you can "Sit Less" by doing TABS and Super TABS.

*[Discuss TABS and Super TABS clearly describing the difference between the two. Make sure that participants understand that these TABS and Super TABS are changes that would now be made to their normal day. Already existing breaks from sitting should not be counted as a TABS or Super TABS. Discuss how you can fit a double bonus into your day.]*

### **The GLB “Sit Less” Goal (page 8)**

*[Review page 8.]*

GLB has set the sit less goal to 5 TABS and 1 Super TABS each day.

*[Discuss the initial goal for getting started and the weekly goals increases.]*

*[Explain the **Sit Less Tracker** located on pages 10-11.]*

### **To Do (page 9)**

*[Review and discuss. Encourage participants to take what they learned in today’s group meeting and apply it. See if it helps them in their lifestyle change efforts.]*

*[Encourage participants to record their TABS and Super TABS in their **Sit Less Tracker**. They will turn it in at the next session for the coach to review.]*

*[Announce the day, time, and place for the next session.]*

#### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program’s protocol for managing absences.
- Follow your program’s protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs**, review them. Write brief comments. Be positive and encouraging.

# Session 18 Leader Guide:

## More Volume, Fewer Calories

### Objectives

In this session, the participants will:

- Learn the four principle ways of adding volume to meals.
- Learn how adding volume to meals is helpful in weight management.
- Discuss ways for adding volume to meals.
- Review recipes that add volume to meals.
- Define satiety and discuss how it impacts weight management.
- Discuss ways to increase satiety.
- Complete an exercise where they brainstorm ways to increase satiety.

### To Do Before the Session:

- If providing Food and Activity books, have a supply available for participants.
- Prepare Session 18 handout for participant notebooks.
- Review Food and Activity records; add comments.
- If collecting **Resistance Training Logs**; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- Given the array of self-monitoring tools provided, determine your protocol for review and feedback to the participants. Note: As session frequency decreases, the number of records returned at each session may increase.
- If providing **Resistance Training Logs**; have a supply available for participants.
- If providing **Sit Less Trackers**; have a supply available for participants.
- Optional: Prepare one of the recipes from the handout for participants to taste-test during class.

### Available in the DPP-GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal Handout**
- **Group Lifestyle Balance Monthly Calendar**
- **Sit Less Tracker**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

### **Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

### **More Volume, Fewer Calories (pages 1-2)**

*[Review information on page 1.]*

*[Review information on page 2 and include the following:]*

Have any of you heard of a book entitled Volumetrics ("Volumetrics" (Rolls, B.J. (2012). The Ultimate Volumetrics Diet. William Morrow, New York, New York) or read about it in a magazine?

The basic idea is that by increasing the volume of food, you will consume fewer calories, enjoy a satisfying portion of food, and keep hunger in check.

*[Note that just drinking more water has not been shown to have the same effect on fullness as eating foods high in water content. This is because water is emptied rapidly from your stomach/GI tract. But drinking water is still a healthy addition to your day.]*

The picture at the bottom of page 2 clearly shows how what you eat can have an impact on how full you feel after eating about 400 calories.

- You could eat less than ½ cup of chocolate candy, about 1 ¾ cups of roasted chicken breast without the skin, or a little over 18 cups of mixed raw salad vegetables.
- Can you see how adding volume to your meals can help you feel fuller?

Let's look at some suggestions for how to add volume to your meals.

### **How to Increase Volume in Your Meals (pages 3-5)**

*[Review each category. Ask participants to share additional suggestions or ideas. Include the following information:]*

- 1. Eat vegetables.** Enjoy raw or cooked vegetables. Has anyone tried roasting vegetables? What did you think? Page 10 of your handout has a recipe for roasted vegetables. If you try this recipe, you can give your feedback at our next group meeting.
- 2. Eat fruit** – Not only do fruits and vegetables provide many healthful nutrients, they add fiber and water to help you feel more satisfied after a meal.
- 3. Eat broth-based soups (about 100 calories per cup)** - Soup takes a long time to eat, fills your stomach, and takes time to empty from your stomach, so you feel fuller longer. It is also a good way to add water, fiber, and vegetables to your healthy eating pattern.

Read the Nutrition Facts label for the sodium content in prepared soups. There are many reduced sodium soups available. One advantage of making homemade soups is being able to control the amount of salt.

Prepared soups can be enhanced by adding extra fresh, frozen, canned or leftover vegetables or legumes. Any suggestions? (Spinach to chicken rice soup, legumes to vegetable soup, etc.)

Soups could be enjoyed as an appetizer or as a main dish. Page 11 has a soup recipe from one of the Volumetrics books. I encourage you to try it (or any broth-based soup), and to be aware of your level of fullness after the meal. If you try this recipe, you can give your feedback at the next meeting.

Notice that all of the suggestions for ways to add volume to your meals are in line with the recommendations of MyPlate and the Dietary Guidelines.

*[Optional: Taste test the food you prepared using one of the recipes in the session handout.]*

## **Satiety (page 6)**

As we discussed, adding volume to your meals can help you feel fuller. Another word for feeling full is “satiety”. Satiety is not necessarily dependent on the number of calories eaten in a meal. In addition to adding volume to your meals, here are some other ways to help you feel satisfied with fewer calories.

*[Review page 6 and include the following:]*

### **Eat high fiber foods instead of simple carbohydrates**

- Adding fiber to your meals will add volume to your meals and help you feel fuller.
- There are also many health benefits to eating a high fiber diet. Can you name some of the health benefits?
  - Reduced risk of heart disease and some types of cancer
  - Can help lower blood cholesterol levels and control blood glucose levels
  - Keeps your intestinal tract healthy. Reduces the risk of constipation, hemorrhoids, and diverticular disease
  - Helps with weight management. Fiber absorbs water in your intestinal tract so you feel full more quickly and for a longer period of time.
- One of the easiest ways to increase the fiber in your diet is by eating a high fiber breakfast cereal. Read the Nutrition Facts label. The main reason for eating cereal is for the fiber.
- How much fiber should you eat? There are different recommendations:
  - The Dietary Guidelines tell us to choose foods rich in dietary fiber.
  - The Daily value on the Nutrition Facts label is 25 grams per day, based on a 2000 calorie/day diet.
  - The FDA recommends about 14 grams of fiber per 1000 calories eaten. So for each of the GLB calorie goals, the daily fiber goal would be:
    - 1200 calories = 17 grams of fiber
    - 1500 calories = 21 grams of fiber
    - 1800 calories = 25 grams of fiber
    - 2000 calories = 28 grams of fiber
- Remember to drink plenty of fluid as you increase the fiber in your diet.

**Drink water.** Remember that the goal is to have light yellow urine. If urine is very dark in color, this can be a sign of dehydration.

**Practice: Help Sam Feel Less Hungry (page 7)**

Let's practice applying what you learned about adding volume and other ways to increase satiety.

*[Work as a group to brainstorm suggestions for Sam. Emphasize that there are many suggestions for each meal and snack. Examples:]*

- *Breakfast – whole grain bagel, add protein, fruit instead of juice*
- *Lunch – add protein to salad, can use low-fat dressing, whole grain roll or crackers, calorie-free beverage*
- *Snack – replace with yogurt and fruit or apple with peanut butter*
- *Dinner – add protein to sauce, add salad and fruit*
- *Snack – substitute low-fat popcorn (this is a whole grain) or carrots with hummus*

## To Do (page 8)

How can you add volume to your meals and apply other ways to increase satiety?

Turn to page 8 and let's focus on what you can do between now and the next session.

*[Review this page. Encourage participants to practice adding volume to their meals and to experiment with other ways to increase satiety.]*

*[Announce the day, time, and place for the next session.]*

### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**, review them. Write brief comments. Be positive and encouraging.

# Session 19 Leader Guide:

## Stay Active

### Objectives

In this session, the participants will:

- Review ways to achieve the “sit less” goal by doing TABS and Super TABS.
- Be aware of their efforts to safely add TABS and Super TABS to their day.
- Make a plan to break up sitting time and complete TABS and Super TABS.
- Learn the benefits of good posture and how it supports a physically active lifestyle.
- Learn the risks of bad posture and how it could impact on their ability to achieve and maintain a physically active lifestyle.
- Describe and practice good standing posture.
- Describe and practice good sitting posture.
- Discuss ways to take a break from sitting that will ease the strain on muscles and joints.
- Learn and practice six desk stretches.
- Identify personal reasons for wanting to stay active.
- Identify barriers to physical activity and ways to overcome them.
- Discuss the importance of having social support for physical activity.
- Identify those who support their efforts to stay active and discuss how to get more of the support they need.

### To Do Before the Session:

- If providing Food and Activity records, have a supply available for participants.
- Review Food and Activity records; add comments.
- Prepare Session 19 handout for participant notebooks.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- If providing **Resistance Training Logs**; have a supply available for participants.
- Given the array of self-monitoring tools provided, determine your protocol for review and feedback to the participants. Note: As session frequency decreases, the number of records returned at each session may increase.

### Available in the DPP-GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal** handout
- **Group Lifestyle Balance Monthly Calendar**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

### **Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Overall, how did it go? What went well? What problems did you have? What could you do differently?

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

### **Sit Less Review (pages 1-2)**

*[Note: This is the final session with an activity/movement focus.]*

Throughout GLB you have been asked to be aware of your total movement. You were gradually introduced to the components of a well-rounded activity plan that includes moderate intensity physical activity, strength training, sitting less and moving more. You have been working on achieving both your moderate activity and your sit less goals as important parts of your physically active lifestyle.

First, let's revisit the "sit less" activity goal.

*[Review "Today, you will:"]*

Please take out your **Sit Less Tracker** handout from last week or from Session 17. If you don't have it with you, please think about this past week.

*[Review the directions for completing the chart on page 1. Encourage group discussion about what times of the day/week they are getting most of their TABS and Super TABS.]*

*[Discuss strategies participants have been using to add TABS and Super TABS to their day. Be sure to explore specific changes they have made in each of the areas listed.]*

*[Be sure to devote time to discussing the challenges participants are having with trying to sit less.]*

*[Review the definition of a "double-bonus". Emphasize that while reducing sitting alone can be good for your health, swapping sitting with moderate (or greater) intensity physical activity has been shown to be even more beneficial.]*

*[Give an example of a double bonus: If you replace sitting time with a moderate intensity physical activity (like brisk walking) for at least 10 minutes, you would get credit for sitting less (a Super TAB) and it would also count toward your weekly physical activity goal.]*

### **Plan for a “Sit Less” Week (page 3)**

*[Review page 3. Emphasize the importance of having a plan.]*

*[If time permits, ask participants to complete their plan for the upcoming week. If you do not have time in class, encourage them to complete the chart at home.]*

*Encourage participants to record TABS and Super TABS. One option is to use the **Sit Less Tracker** found on pages 14-15.]*

### **Good Posture Supports Your Physically Active Lifestyle (pages 4-5)**

Now let’s talk about how good posture supports your physically active lifestyle and may prevent injury.

*[Review the information on page 4 about good/bad posture and the role of healthy muscle and joints in maintaining good posture and fluid movement.]*

How would you rate your posture: Consistently good or needs some work?

#### **Good Posture, Good Movement (page 5)**

A healthy back has three natural curves in balanced alignment. Please look at the pictures on page 5.

Let’s practice good standing posture.

*[Ask participants to stand. Review the information on page 5 and ask the participants to correct their standing posture accordingly.]*

Do you feel differently when your posture is correct? Do you think you look better? More confident? Do you notice that it is easier to breathe?

How much more of an effort was it for you to stand with good posture?

Good posture is important to help you stay active.

- On one hand, good posture supports your efforts to have a physically active lifestyle. It encourages healthy movement and may prevent injury. This can lead to a positive cycle of moving more.

- On the other hand, bad posture may discourage your efforts to move forward with a physically active lifestyle. This is because bad posture makes movement more difficult, less safe, and can cause muscles or joints to become stiff or sore. This can lead to a negative cycle of sitting more and moving less.

### **Good Sitting Posture (page 6)**

*[Ask participants to sit. Review the information on page 6.]*

Let's practice good sitting posture. *[Ask participants to correct their sitting posture based on the information and the picture on page 6.]*

Do you notice a difference in how you feel when your sitting posture is correct?

How much more of an effort was it for you to sit with good posture?

### **Take a Break from Sitting/Desk Stretches (pages 7-9)**

*[Review and discuss how to **Take a Break from Sitting**. Encourage discussion.]*

*[Review the six different stretches. As you explain and demonstrate each stretch, ask participants to try it.]*

Can you see yourself doing these desk stretches at home and/or at work? When are other times that you could do these stretches? *[Examples include on a plane, in your car when stuck in traffic, while watching a movie at home.]*

### **Why Do I Want to Stay Active? (page 10)**

We have discussed all the different components of a well-rounded activity plan: moderately intense activity of at least 150 minutes per week, strength training 2-3 times per week, sitting less and moving more.

#### **Reasons to stay active**

Why do you stay active? *[Ask participants to jot down their answers on page 10. Ask participants to share their responses, if comfortable doing so.]*

#### **Barriers and ways to cope with them**

*[Review and discuss the information in this section. You may want to give some examples of very busy people who still find time to be active.]*

*[Ask participants to complete the chart. Allow a few minutes for them to jot down their answers and then discuss.]*

What are your biggest barriers/challenges to being active?

*[After the group discussion, point out that the most common barriers to exercise that were reported by the group. Note: Typical barriers are lack of time, weather, feeling tired, and lack of motivation.]*

What are some not-so-healthy responses? *[Examples: not doing any activity, spending more time sitting, eating more or making unhealthy food and beverage choices]*

What are some healthier responses; ways you have found to overcome these barriers?  
*[Examples:*

- *Lack of time: walk in short bouts of 10-15 minutes, multi-task by walking in the treadmill while watching the evening news*
- *Weather: walk at the mall; use an exercise program on DVD, TV or computer; walk early in the day during the summer*
- *Feeling tired: be active earlier in the day; walk in short bouts*
- *Lack of motivation: find an exercise buddy; join an exercise class you enjoy; say to yourself that you can walk for 10-15 minutes and stop if you want]*

### **Social Support**

*[Review the information and encourage group discussion.]*

### **To Do (page 11)**

Turn to page 11 and let's focus on what you can do between now and the next session.

*[Review and discuss. Encourage participants to take what they learned in today's group meeting and apply it. See if it helps them in their lifestyle change efforts.]*

*[Announce the day, time, and place for the next session.]*

#### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**, review them. Write brief comments. Be positive and encouraging.

# Session 20 Leader Guide:

## Balance Your Thoughts

### Objectives

In this session, the participants will:

- Reflect on the long-term process of engaging in weight management behaviors and the impact that losing weight has on their life.
- Rank the importance of personal reasons for persisting at weight management efforts.
- Identify common types of self-defeating thoughts that interfere with lifestyle goal achievement.
- Practice countering characteristic negative thoughts with more helpful and effective responses.
- Practice countering excuses and rationalizations in order to strengthen a new habit of healthy restraint and self-control.
- Consider how to respond to “slips” as a normal, ongoing part of the weight management experience.
- Practice giving themselves credit for the positive behaviors they have been able to maintain.

### To Do Before the Session:

- If providing Food and Activity books, have a supply available for participants.
- Prepare Session 20 handout for participant notebooks.
- Review Food and Activity records; add comments.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- If providing **Resistance Training Logs**; have a supply available for participants.
- If providing **Sit Less Trackers**; have a supply available for participants.
- Given the array of self-monitoring tools provided, determine your protocol for review and feedback to the participants. Note: As session frequency decreases, the number of records returned at each session may increase.
- Optional: Print and cut the **Thoughts** cards for an interactive group activity.

**Available in the DPP-GLB Providers Portal:**

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal Handout**
- **Group Lifestyle Balance Monthly Calendar**
- **Sit Less Tracker**
- **Thoughts cards**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

**Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

**Balance Your Thoughts (page 1)**

Let's start our meeting today by taking a few minutes to reflect on what you have learned about yourself so far in GLB.

Please take a few minutes and answer the questions on page 1. *[Ask participants to share their responses, if comfortable doing so. Encourage group discussion.]*

**My Reasons for Behavior Change (page 2)**

Think about the process of being involved in a weight management experience and/or the impact weight loss has had on your life.

Rank the top five personal reasons you want to continue to focus on losing weight (or maintain their weight loss) and improving health.

*[Discuss (while recording group members comments on the board or a flip chart) the different reasons that can be identified for persisting at lifestyle weight management efforts over the long haul, even when it is hard.]*

Notice that the reasons listed can be divided into four main categories: the first 6 relate to appearance; the next 6 to health; the next 5 to self-confidence; and the last 6 relate to social reasons. You may have other reasons. Please add them to the list.

### **Do Your Thinking Patterns Help or Hurt Your Lifestyle Progress? (pages 3-4)**

In Session 9 we talked about how thoughts can help or hurt the lifestyle change process. What did you learn to do about self-defeating thoughts? *[Answer - Be aware of the negative thought, STOP, and change it to a more positive thought.]*

Effectively managing the thinking patterns that are part and parcel of one's lifestyle weight management experience is critical to long term success. There are several common categories of self-defeating thoughts that characterize the "mental game" of weight management and it is helpful for you to identify and label such thoughts. The goal is to become more skillful at countering negative self-defeating thoughts with positive self-statements.

*[Review page 3. Encourage group discussion as participants answer the questions.]*

Please turn to page 4 and let's talk about some of the common self-defeating thoughts.

*[Review with the group each of the common categories of negative, self-defeating thoughts listed in their participant handout. Provide examples, and ask the group members to consider which of these types of "discouraging thought traps" they have found themselves falling into in the past. Encourage the group to help one another by coming up with alternative responses or counter-challenges that would be more helpful for long term weight loss efforts in the future.]*

*[Optional activity: Distribute one **Thoughts** card to each participant. You may choose to just use the most meaningful cards for the group. Read each question below and encourage group discussion. If the group is responsive to this activity, distribute additional cards and keep going.]*

- This is an example of which of the nine categories of self-defeating thoughts listed on page 4?
- Has anyone ever had this thought? Is this a common thought for you or rare? In what situation(s) does it occur?
- How did it impact your behavior?
- Did it keep you from reaching your goals?
- How would you change this to a more positive thought?

## Excuses and Rationalizations (pages 5-6)

One type of self-defeating thinking pattern deserves further attention and discussion.

Making excuses and rationalizations for a slip from healthy eating or activity is a common type of thought pattern in which weight losers engage, particularly when they are experiencing weight regain. Because changing old habits can be difficult, there is a “kernel of truth” (or more) to such thoughts (e.g., it is hard to say no to a tempting treat when others around you are indulging, or you are saying to yourself that you will get back on track “tomorrow”). Nonetheless, the bottom line is that these types of self-defeating thoughts give the individual permission to stray from their healthy lifestyle behaviors and long-term goals.

Please look at the list of typical statements of why “It’s okay to stray”. *[Review and discuss. Ask participants to highlight their own excuses and identify healthier responses.]*

It is important that you be vigilant for these types of thoughts as you continue your efforts at weight management.

The more often an individual “gives in” to such thoughts the more he or she strengthens the habit of “giving in or giving up”. The more often an individual practices “not giving in”, the more likely it is he or she will strengthen the behavior of self-restraint and healthy self-control. Countering excuses and rationalizations requires repeated practice just like other elements of behavioral self-management during the weight loss process.

*[Review and discuss the information on page 6. Encourage group discussion. Emphasize the “bottom line” messages in the two text boxes at the bottom on the page.]*

## Do You Give Yourself Credit? (page 7)

Ultimately, the most effective weight loser/maintainers are those who can maintain a positive long-term outlook regarding their behavior change efforts and build on “small wins”.

It may be difficult for you to focus on what you are doing well, day after day, particularly in the face of slips. To prevent discouragement practice giving yourselves credit for everything you are managing to do well.

You talked about the many eating and activity behaviors that are going well and the positive things you have noticed.

Starting today, please record 1-2 healthy behaviors you do right each day. Feel free to jot them down in your Food and Activity record. The goal is for you to reinforce your self-confidence by building on each instance of personal success.

In GLB, we focus on progress; not perfection.

### To Do (page 8)

Turn to page 8 and let's focus on what you can do between now and the next session.

*[Review and discuss. Encourage participants to take what they learned in today's group meeting and apply it. See if it helps them in their lifestyle change efforts.]*

*[Announce the day, time, and place for the next session.]*

#### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**, review them. Write brief comments. Be positive and encouraging.

# Session 21 Leader Guide:

## Heart Health

### Objectives

In this session, the participants will:

- Identify the leading cause of death in American adults.
- Define “heart disease”.
- Learn the risk factors for heart disease.
- Discuss how eating a healthy diet and being physically active affect the risk factors for heart disease.
- Define terms related to blood cholesterol.
- Review the healthier fats to include and the unhealthier fat to limit as part of a healthy eating pattern.
- Define terms related to blood pressure.
- Discuss the American Heart Association’s “Life’s Simple 7® lifestyle changes to improve heart health.
- Discuss ways to use the Nutrition Facts label to make heart-healthy food choices.
- Identify changes they can make to have a heart healthy eating pattern.

### To Do Before the Session:

- If providing Food and Activity books, have a supply available for participants.
- Prepare Session 21 handout for participant notebooks.
- Review Food and Activity records; add comments.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- If providing **Resistance Training Logs**; have a supply available for participants.
- If providing **Sit Less Trackers**; have a supply available for participants.
- Given the array of self-monitoring tools provided, determine your protocol for review and feedback to the participants. Note: As session frequency decreases, the number of records returned at each session may increase.
- Prepare information about local smoking cessation programs to distribute to interested participants.
- Optional: Purchase food and small snack baggies for participants to make healthy trail mix in class. Another option is for you to make and give each participant a snack bag of trail mix that you prepared. Make a label that includes ingredients and nutrition information. See page 7 for a suggested trail mix recipe.
- Optional: Review information from the American Heart Association website.  
<http://www.heart.org/HEARTORG/>

**Available in the DPP-GLB Providers Portal:**

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal Handout**
- **Group Lifestyle Balance Monthly Calendar**
- **Sit Less Tracker**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

*[Do NOT distribute Session 21 handout before class starts.]*

**Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

**Heart Health**

What is the number one killer of men in the United States? [*Answer = heart disease*]

What is the number one killer of women in the United States? [*Answer = heart disease*]

What is the leading cause of death in the world? [*Answer = heart disease*]

This is an important topic. Today we will be talking today about the ways you can prevent or manage heart disease.

Let's start with a short quiz to see how "heart smart" you are:

1. How big is your heart? Is it the size of your eye, fist, head, or foot? [*Answer = Fist*]

2. How many times does the average heart beat per minute? 20, 50, 70, or 120 beats per minute? [*Answer = 70 beats per minute*]
3. If a person doesn't exercise and is out of shape, would his/her heart beat faster or slower than 70 beats per minute? [*Answer – faster than 70 beats per minute. The heart is a muscle, in fact, it is the most important muscle in the body. If someone doesn't do regular aerobic exercise such as brisk walking, the heart isn't as strong and has to work harder to pump blood through the body. So it has to beat more than the average 70 beats per minute.*]
4. As a person exercises and becomes more fit, does the heart beat faster or slower? [*Answer = Slower. When someone does aerobic exercise such as brisk walking, the heart muscle becomes stronger and can pump more blood with each heartbeat. Athletes often have resting heart in the 40s because their heart muscles are so strong.*]
5. When does the heart rest? When you are sleeping, when you are sedentary like while watching TV, between beats, or it never rests and is always working? [*Answer = between beats. This adds up to about 5 hours of resting time per day for the average person. Someone who doesn't exercise and is overweight and out of shape would have less rest time because their heart has to beat more times per minute than average. Doing regular aerobic exercise (similar to brisk walking) makes the heart muscle stronger and more efficient. It beats fewer times per minute which allows for more rest time between beats.*]

People with pre-diabetes and/or metabolic syndrome are at a higher risk for developing heart disease. What are some other risk factors?

Today's lesson will focus on heart disease and how living a healthy lifestyle can reduce your risk. According to the American Heart Association, a heart healthy lifestyle can reduce the risk of heart disease by as much as 80%.

*[Distribute handout and review page 1. Include the following:]*

The chart on page 1 lists the risk factors for heart disease. High cholesterol, high blood pressure, diabetes, overweight/obesity are all part of metabolic syndrome.

Notice that there are more risk factors that can be changed than those that can't be changed. Research suggests that about 70% of all heart disease could be prevented if people addressed their risk factors.

It is important to know your family history. Ask family members if you don't know. Tell your children and grandchildren if heart disease runs in your family. Even if heart disease runs in the family, a heart-healthy lifestyle can reduce the risk. Don't wait to get heart disease and treat it; do all you can to prevent it.

*[Ask participants to list their risk factors.]*

## Preventing or Managing Heart Disease with “Life’s Simple 7™” (pages 2-4)

*[Review pages 2-3 and include the following:]*

1. **Get Active** – Notice that the physical activity goals you are asked to achieve in GLB are the same as the American Heart Association (AHA) recommendations. Research demonstrates that a low fitness level increases the risk of heart disease independent of body weight.
2. **Control Cholesterol** - How many of you have had your cholesterol tested? Do you know the results? This is an important conversation to have with your health care provider. We will talk more about cholesterol in a few minutes.
3. **Eat better** – Notice that the healthy eating pattern recommended by GLB and the AHA are the same.
4. **Manage blood pressure** – High blood pressure is also known as hypertension. We will talk more about this in a few minutes. How many of you know your most recent blood pressure? Every time someone takes your blood pressure, ask for the results and write it down. This is an important conversation to have with your health care provider. *[Note: The information on elevated, stage 1 and stage 2 hypertension reflect the 2017 American College of Cardiology and American Heart Association guidelines.]*
5. **Lose weight and keep it off**
  - Reaching and maintaining your GLB weight loss goal will help reduce the risk of heart disease and other health issues.
  - Research demonstrates that as weight and physical activity improve, so do the risk factors for heart disease. But the risk factors for heart disease increase if there is a negative trend in weight and activity.
6. **Reduce blood sugar (glucose)** - The goal is to achieve and maintain blood glucose levels that are normal or as close to normal as possible. Have a conversation with your health care provider about your risk for diabetes. If you have pre-diabetes or diabetes, work closely with him/her to manage your blood glucose.
7. **Don’t smoke and avoid secondhand smoke** - Smoking causes plaque to build up in the arteries more quickly. The good news is that the risks start to decrease as soon as someone stops smoking. *[Explain that you have information about local smoking cessation programs available for interested participants.]*

*[Review and discuss the information on page 4. Ask participants to answer the questions and share their responses. Encourage discussion.]*

*[Encourage interested participants to visit the websites for heart health information.]*

## Facts about Cholesterol (page 5)

People are often surprised to learn that the body actually needs cholesterol.

*[Review the information on page 5 and include the following:]*

It is important to know your total blood cholesterol level, as well as your blood levels for LDL, HDL, and triglycerides. Speak with your health care provider about having a blood lipid panel test, or ask for the results if you have already had it tested.

## Facts about Blood Pressure/Tips to Control Cholesterol and Blood Pressure

*[Review Facts about Blood Pressure and include the following:]*

It is important to have your blood pressure checked on a regular basis.

When blood pressure is high, it creates too much force against the artery walls. This can cause damage to the arteries.

When blood pressure stays within healthy ranges, it reduces the strain on your heart, arteries, and kidneys which is important for health.

The good news is that there are lifestyle changes you can make to help control your cholesterol and blood pressure.

*[Review Tips to Control Cholesterol and Blood Pressure on pages 6 and 7.]*

**Get enough sleep.** Adequate sleep not only helps your heart, it also has a positive effect on your stress hormones, immune system, metabolism, and mental status.

**If you use tobacco, quit.** Smoking damages your entire circulatory system and increases the risk of heart disease.

**Eat a healthy diet.** Following the recommendations of the Dietary Guidelines and MyPlate will help you have a heart healthy eating pattern.

- One of the Dietary Guidelines is to eat less added sugar and the American Heart Association agrees because studies suggest that getting too much added sugar in the diet may contribute to high blood pressure and high cholesterol.
- Eating a diet high in fiber helps reduce the risk of heart disease.

**Know your fats:** In Session 3 we discussed the healthy unsaturated fats and the unhealthy saturated and trans fats.

Page 8, from the AHA website, has a nice summary of the different fats.

- Replace unhealthy saturated and trans fat with healthier unsaturated fats because, according to a June 2017 advisory from the AHA, it helps reduce the incidence of

heart disease. The advisory reports that this lowers heart disease risk as much as cholesterol-lowering statin drugs (about 30% reduction).

- The healthy fats do not raise “lousy” LDL cholesterol and may help raise the “healthy” HDL cholesterol.
- Unsaturated fats, including Omega-3 fatty acids, appear to have an anti-inflammatory affect. This may lower the risk of heart disease.

*[Note: As of June 2017, the AHA continues to recommend against eating coconut oil because of its high saturated fat content that raises LDL cholesterol.]*

- Be careful not to get too much of a good thing. The AHA recommends that you don’t exceed 35% of your total daily calories from healthy types of fat. The GLB fat gram goal is about 25% of daily calories. Be aware of calories.

If interested, visit the AHA website for more information and updates.

*[Note: Based on the latest scientific evidence, the 2015 Dietary Guidelines do not include the previous recommendation to limit cholesterol intake to less than 300mg/day. Many foods that contain cholesterol are also high in saturated fat, so limiting saturated fat may also limit cholesterol intake.]*

**Reduce salt intake.** Higher salt intake puts you at risk for high blood pressure. About 75% of the salt in the average American diet comes from salt added to processed food and restaurant food. Control and cut out salt where you can.

#### **DASH diet**

- The DASH diet lowered blood pressure as quickly and as much as medication. It is important to follow all the DASH diet recommendations. Just taking a supplement of calcium, magnesium, and potassium did not lower blood pressure.
- The website has a lot of information, including meal plans.

When people are diagnosed with high blood cholesterol levels or high blood pressure, their health care provider will assess their risk and overall health and the best way to manage it. Health care providers often suggest they first try to lower their cholesterol or blood pressure with heart-healthy lifestyle changes. For some people, this will reduce their cholesterol or blood pressure. For others, they may also need to take prescription medication. The heart-healthy lifestyle changes are important while taking medications.

### **Make heart-healthy choices (page 9)**

The Nutrition Facts labels can be used to help you follow the recommendations of the 2015 Dietary Guidelines and to make heart healthy food choices.

*[Ask the participants to locate on the sample label the 4 facts: grams of saturated and trans fat, milligrams of sodium, grams of dietary fiber, and grams of added sugar (4*

grams equal about 1 teaspoon). Make sure they are able to locate this information on the sample label.]

In the box, jot down a few changes you think you can make to help you shift to more heart healthy food choices.

**Optional:** Give participants a bag of trail mix you prepared ahead of time. Or...

**Optional:** Have participants make a heart-healthy trail mix. Set out on a table:

- Disposable plastic gloves; one pair for each participant
- Snack size baggies; one per participant
- Bowl of whole grain cereal. Either use
  - Cheerios™ with ½ cup measuring cup (1/2 cup per bag) OR
  - Kashi® Heart to Heart® cereal (1/4 cup per bag)
- Bowl of almonds (9 almonds per bag).
- Bowl of dried blueberries with 1 Tablespoon measuring spoon (1 Tablespoon per bag).
- Bowl of dried cherries with 1 Tablespoon measuring spoon (1 Tablespoon per bag).
- Have printed labels with the recipe and nutrition information

	<b>Calories</b>	<b>Fat (grams)</b>	<b>Fiber (grams)</b>
¼ cup Kashi® Heart to Heart® cereal	40	.5	1.6
1 Tablespoons each of dried blueberries and cherries	70	0	2
9 almonds	69	6	1.4
<b>Totals</b>	<b>179</b>	<b>6.5</b>	<b>5</b>

To substitute Cheerios™ in place of Kashi®, use ½ cup which provides 50 calories, 1 gram of fat, and 1.5 grams of fiber. Adjust “Totals” accordingly.

This trail mix contains:

- Whole grain for healthy carbohydrates and fiber.
- Nuts for protein, healthy unsaturated fat, and fiber.
- Dried fruit for healthy carbohydrate, fiber, and natural sweetness. Most people have eaten raisins and craisins, so this is an opportunity to try different dried fruits.

Plant foods naturally provide many healthy antioxidants and phytochemicals.

### **To Do (page 10)**

Turn to page 10 and let’s focus on what you can do between now and the next session.

*[Review and discuss. Encourage participants to take what they learned in today's group meeting and apply it. See if it helps them in their lifestyle change efforts.]*

*[Review this page. Encourage participants to experiment with ways to make shifts to more heart healthy food choices.]*

*[Encourage interested participants to take a copy of the information about smoking cessation programs available in your area.]*

*[Announce the day, time, and place for the next session.]*

**After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**, review them. Write brief comments. Be positive and encouraging.

# Session 22 Leader Guide:

## Look Back and Look Forward

### Objectives

In this session, the participants will:

- Discuss the shift in thinking patterns that may be integral to a successful weight loss experience.
- Describe the behaviors that have been demonstrated to characterize individuals who are able to maintain weight loss over the long term.
- Look back on their own “personal healthy lifestyle story”. Identify positive changes and ongoing challenges.
- Identify key lessons that they believe to be most important to share with others who learn they are at risk for diabetes and/or cardiovascular disease.
- Discuss the “foundation behaviors” that are most critical to ongoing lifestyle weight management success.
- Acknowledge that this is the final session of their group work together and discuss thoughts and feelings related to looking ahead at their ongoing lifestyle weight management efforts.
- Look ahead to the next 3-6 month period. Make a plan for eating and physical activity.

### To Do Before the Session:

- If providing Food and Activity books, have a supply available for participants.
- Prepare Session 21 handout for participant notebooks.
- Review Food and Activity records; add comments.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**; add comments.
- Print copies of the handout, **When You Reach Your Weight Goal** to review with participants, as they achieve their weight goals.
- Print copies of the **Group Lifestyle Balance Monthly Calendar**; have a supply available for participants.
- If providing **Resistance Training Logs**; have a supply available for participants.
- If providing **Sit Less Trackers**; have a supply available for participants.
- Determine if you will provide extra copies of self-monitoring materials for participants to take with them to use after GLB ends.

### Available in the DPP-GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **GLB Resistance Training Log**
- **When You Reach Your Weight Goal Handout**
- **Group Lifestyle Balance Monthly Calendar**
- **Sit Less Tracker**
- **Guidelines for Reviewing Food and Activity Records**

*[Note: For those participants who have reached their goal weight, review with them the handout entitled **When You Reach Your Weight Goal**. This may be done before or after the group meeting.]*

### **Group Sharing Time (allow at least 5 minutes)**

Let's take a few minutes to see how things went since our last meeting.

Were you able to apply what you learned at the last lesson to something in your life? If yes, how?

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

### **Look Back and Look Forward (pages 1-2)**

*[Review and discuss information on page 1.]*

As we have discussed, making lifestyle changes for weight management involves an ongoing self-review process. This means you need to “look back” (on old ways, or habits, of thinking and doing) and to “look forward” (on new ways of approaching proactive lifestyle behavior change).

For many people, the “new” thinking is characterized by honest self awareness, personal responsibility for behavior change, a willingness and openness to figuring out what works, and persistence in the face of lapses.

Look back. What are some of your old “thinking traps” that did not result in effective self-management of a healthy lifestyle?

*[Review and discuss the different categories of ineffective thinking and ask the group members to identify (and share examples) of the ways in which they have been able to move away from these perspectives and work towards newer, more useful approaches.]*

Now let's look at where you are now. What are some “shifts” you have made? *[Review the chart on page 2. Ask participants to jot down their answers and encourage group discussion.]*

Which behaviors so you believe are most critical to your own success (or lack of success)?

### **Look Back: Write Your Story (page 3)**

As we come to the close of our last session together, let's take some time to write down your own "lifestyle story". Think about the past year, and the changes that you have made. What are some thoughts and strategies that have been most important and helpful when you have felt discouraged about your lifestyle progress?

Send a "message to yourself for the future". Try to make this a personally powerful statement that will help sustain you during rough times.

*[Ask the group to share their thoughts with the others if they are willing to do so.]*

### **Look Forward: Write Your Next Chapter (page 4)**

Ask group members to consider other types of tracking tools they could utilize as they continue their healthy lifestyle. Encourage the group members to consider continuing these basic practices as needed in the future. In addition, ask group members to think about what kinds of formal (e.g. other community based lifestyle management programs, web-based resources or physical activity options) or informal networks (e.g. natural social supports such as friends, family and coworkers) they can access if and when they need it.

As you go forward, I encourage you to continue using all of the tools, skills and strategies that you have learned and practiced over the past year. Remember the importance of weighing yourself on a regular basis and monitoring your food intake and activity.

How do you plan to self-monitor now that GLB is over. You could use a notebook or journal, or one of the many digital tracking tools that are available online. Ask your insurance providers if they offer paper or online self-monitoring tools. While you may not need to monitor your food intake and activity on a daily basis, it may be helpful to monitor during difficult times or if you feel you are slipping. You may want to refer back to the Gold, Silver, and Bronze tracking options we discussed in Session 12.

Why do you want to stay active, eat a healthy diet, and manage your weight? Is your answer now the same or different than when you started GLB? In what ways?

At this point, some of you would like to focus on continued weight loss. Others have reached their goal weight and would like to focus on weight loss maintenance. *[Ask participants who have been maintaining their weight to share their plan and to offer suggestions and advice.]*

Former participants have reported that they found it helpful to review session handouts. Some found it helpful to review their old Food and Activity records.

### To Do (page 5)

Please turn to page 5 and let's review the behaviors that are the foundation for healthy lifestyle success. *[Review page 5.]*

You have the tools you need for success in maintaining your healthy eating and activity behaviors. You know what you must do to succeed, and your lifelong learning challenge will be keeping these skills ready and available even when you may find yourself on the slippery slope.

It has been a pleasure working with you this year and I wish you the best of health as you go forward. Remember that you have the tools that you need to be successful in staying healthy, and that you can do it!

#### After the session:

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Follow your program's protocol for reviewing and commenting on the various self-monitoring records.
- Review the self-monitoring records. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight any positive changes made that relate to the topic of the last session before the records were collected.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.
- If collecting **Resistance Training Logs** and/or **Sit Less Trackers**, review them. Write brief comments. Be positive and encouraging.
- Return all completed Food and Activity records, Resistance Training Logs, and Sit Less Trackers to the participants.