

'WHY WEIGHT'

'Why Weight' is a programme that is aimed at families in the early years settings to encourage them to live their lives, in a way that will enable them to maintain a healthy weight in the coming years. It does not focus on weight loss or indeed weight at all. Although families with weight issues can be positively targeted, it is a programme that can be enjoyed by all.

The theory that supports the session process is based on the Prochaska and Di Clemente model of behaviour change. The sessions are progressive, building on the knowledge, understanding, confidence and skills that parents need, to make changes to what they eat and to their activity levels. The personal weekly challenges are the important part of the course where real small changes are being made at home by the parent and being experienced by the children. The first part of each session allows time for this to be discussed and experiences shared.

The original resources which have been adapted for this programme, were developed by Weight Concern and form part of their Shape Up course For more information about their resources see www.weightconcern.org.uk

For more information about Why Weight contact Sally Hayes 01209 313419



'Why Weight' Programme Contents

Open Session	“Change Challenge R U ready?”	
Session 1	‘I want to change’ Make a start	Where are you now? Keeping a diary Regularising eating habits
Session 2	‘Eat Well’ Balance up	Small Change Big Difference Action planning and SMART goals
Session 3	‘Get moving’ Make a difference	Importance of physical activity and being less sedentary Overcoming Blocks and Barriers Motivating rewards
Session 4	‘Change challenges’ Get in control	Downsize portions Shopping skills – reading labels Budgeting Cooking Skills Influencing the family
Session 5	‘Re-motivating munchies’ New plans	Lapsing back into unhealthy ways Dealing with triggers
Session 6	‘Congratulations’ Maintain changes	Celebrate successes and look to the future

Each session will have the following format:

Review of the previous weeks’ challenges

Aim for the day and topics going to cover

Making Changes successfully - the psychological pathway

Topics - Information sharing and parent activities

Change Challenge for the week - Tasks

Personal Change Goals

Fun Family time - Topic focussed, practical food and physical activity session

'WHY WEIGHT'

OPEN PRE-SESSION CHANGE CHALLENGE

Aim To re-assure and motivate individuals to engage in the course
At the end of the session they will:

- be clear about the aims of the course
- understand what will be expected of them if they decide to enrol
- decide if now is a good time to commit.

Tutor information

This is an open information session and is an essential part of establishing a 'Why Weight' Programme. This session is approx 1 hour long.

Anyone interested can attend this session. Although the programme is open to all, active encouragement should be given to individuals to engage in the programme with a BMI of over 25 but below 30

Involve a specialist "Shape Up" worker to assess Healthy Weight /Happy Weight and to offer, for those adults who request it, one to one weight management support outside of the 'Why Weight' course.

Resources to support the session

- 'Why Weight Matters' NHS Leaflet.
- 'Your Weight Your Health' NHS Booklet - If want to monitor weight loss and cannot join the group
- 'Why Your Child's Weight Matters' NHS Booklet - If parents have concerns about older children 5-11
- 'Why Weight' Project Leaflet for information

Resources for the session

- Handout 0.1 Programme Contents
- Handout 0.3 Application to attend 'Why Weight'
- Equipment to measure height and weight so BMI can be worked out
- Resources for "family fun time" taster -food activity and physical activity

Introduction to group

Explain that 'Weight Matters' to your health and to the health of your family. In today's society it is a struggle for all of us to maintain a healthy weight because we are not as active as we used to be and there are a lot more foods easily available to us which have a high content of fats and sugars

Go on to make the links between a healthy weight and lifestyle and explain why it matters, using information from NHS Leaflets 'Why Weight Matters' and 'Why Your Child's Weight Matters.'

Aim of the course

This course is to help you develop knowledge, skills and confidence to make small changes to what you eat and how physically active you are, so that you and your family can be a healthy weight throughout your life. It isn't only about a healthy weight because the changes that you will start to make, may also, help you feel better about yourself generally.

How to achieve this aim. You will have to think about;

- What you are currently doing.
- Deciding what changes you can make to the food that you eat and how active you are.
- How to cope when things aren't going well.
- New ways of thinking that will give you the confidence to stay in control.

What is 'Why Weight' about?

- Permanent lifestyle changes and is not a quick fix to be adopted for a few weeks and forgotten about. There is no pressure to lose weight while you are on the course and there will be no scales in the room. However, you may wish to use the course as an opportunity to start losing weight. If you would like more individual support to specifically manage your weight, there is help available outside of this course. The approach is about making gradual changes. It is not competitive but a fun course where you work together and support each other. You will not be judged.
- The sessions are designed for those ready to make the changes to their lifestyle, with particular reference to eating well and being more physically active and will concentrate on techniques to support you to do this
- The format is a topic focussed session, group participation and partial children involvement. There will be homework which will involve you in making personal lifestyle changes from week to week. (The tutor can expand on this, giving details about programme content and when and where it is being held.) [Handout 0.1 Programme Contents](#)

What a participant needs to do

- Attend all sessions, as it is not a drop in, and arrive on time.
- Most importantly, work at home between sessions, making personal changes and where possible influencing your family
- What you will get out of Why Weight will depend on what you put into it. You have to take responsibility for your own progress. This means deciding on what you want to achieve and taking the steps needed to achieve it.
- Take part in fun food preparation and physical activity with your children

HEALTH Check Questionnaire and GP letter

- All participants must complete a questionnaire for themselves and for their child [this can be noted on the same form].
- All participants recording a medical condition will need to have the consent of their doctor to continue with the 'Why Weight' course, a letter is included in this pack which can be given to the participant and the tutor must receive this completed with the doctor's signature before the adult/ child can continue on the course. [\(Tutor resource 0.2 Sample letter to GP\)](#)
- If a participant is pregnant or breast feeding the same letter must be given to the midwife/health visitor and returned as above.

Complete

- **Assess BMI** on BBC or Boots website and register your own "Healthy Weight." 'Your Weight Your Health' NHS Booklet Refers to Healthy Weight and BMI

FAMILY FUN TIME Taster.

Topics: Change your habits and taste new foods. Get moving.

Food Activity Blindfold food tasting and making fruit Kebabs

Physical Activity Fun action song

Tutor information

Offer the opportunity for individuals to stay behind for a one to one consultation if want to ask questions about weight loss

Provide extra needed [Handouts](#), NHS leaflets and signposting.

Contact suitable applicants by letter or phone

'Why Weight'
Programme Contents

Open Session “Change Challenge R U ready?”

Session 1	'I want to change' Make a start	Where are you now Keeping a diary Regularising eating habits
Session 2	'Eat Well' Balance up	Small Change Big Difference Action planning and SMART goals
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Session 6	'Congratulations' Maintain changes	Celebrate successes and look to the future

WHY WEIGHT?

To Dr
.....
.....
.....

Your patients
.....
.....

have attended the initial assessment session of this family weight programme.

I am writing to you becauseD.O.B.....

has the following condition:

- Diabetes
- Heart Disease / Stroke
- High blood pressure
- Asthma
- Epilepsy
- Faints / Dizziness
- Chest pains
- Arthritis
- BMI >30
- < 6 weeks postnatal or post-operation (or >27 with co-existing disease)

Please indicate your response and return this form in the envelope provided. Your patients may then be accepted onto the programme.

Dear Family Learning Tutor

- I recommend that this patient does NOT attend the Why Weight? programme
- I know of no reason why this patient should not attend the Why Weight? programme. Appropriate monitoring will be done at this surgery.

Signed

PRINT

Handout 0.3

Application to Attend 'Why Weight'

Fun group sessions are being offered to provide information and support, enabling you to change your eating habits and lifestyle; become more active and in doing so manage yours and your families weight better

The 6 sessions are suitable for mums and dads and, at times, will include children. They will run for two hours and take place over 6 consecutive weeks

**The next group will begin on (date) atpm
at(venue) and subsequent..... (days) for
the next 6 weeks.**

In order to gain maximum benefit from this group it will be necessary to make personal commitment to attending as many sessions as you can; be willing to change your eating habits and increase your level of physical activity.

If you would like to join this group please complete the information below:

Name

.....

Address

.....

.....Post Code.....

Tel No.....

Weight Height/OR BMI calculation

Please return to(group leader)

Confirmation letter

Family Learning Head Office
Victoria Commercial Centre
Station Approach
Roche
PL26 8LG

Date

Name & Address

Dear

You recently applied to attend a Family Learning Why Weight course I am pleased to confirm your place.

I have enclosed Course Information and an enrolment form for you to complete. Please fill in all sections marked with a cross on the form and bring it with you on the day.

Please call us on **01726 828148** if you are unable to attend so that someone else may fill your place.

We hope you enjoy your Family Learning experience,

Yours sincerely

Why Weight Group Register

Group Leader

Place

Time

Starting Date.....

Finishing Date

Name	Age	Gender	Children's Ages	Initial BMI of adult	Final BMI of adult
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Session 1

I want to Change

Make a start

Aim To establish a positive, confident group and support participants in getting started to make changes

Topics Where are you now and using diaries to identify what you are eating
Regularising eating habits
Importance of Breakfast

Family fun time
Change to a healthier breakfast
Group parachute games

Resources to support the Session

- Tutor Fact Sheet 1.1 KEEPING TO A REGULAR EATING PATTERN

Resources for the session

- Handout 1.4 R U ready to make Changes? Motivational Tool
- Handout 1.6 Diary Sheet
- Handout 1.7 Change Tips 1
- Small change, BIG DIFFERENCE contract - optional
- Resources for “family fun time” - food activity and physical activity

Welcome

Tutor introduction

Each participant introduces and says one thing about themselves

Domestics

Name badges – if appropriate for group

Introduction to the sessions ([Tutor resource 1.2 Why Weight Programme](#))

Aim of Why Weight programme

Structure of the programme

Responsibilities of group members

Weighing or BMI calculations if not already done

Aims – by the end of this session you will

Get to know each other and feel more comfortable being part of the group

Know what is going to be covered in the next 6 weeks

Understand how it could help you

Agree to help the group run smoothly

Set a target weight loss if you wish

Assess where you are now

Family fun time Change to a healthier breakfast

Group Parachute games

Ground Rules: Example ([Tutor resource 1.3 Ground Rules](#))

Use a flip chart to note down ground rules, to which every one agrees, to create an environment that would feel comfortable and enjoyable, enabling everyone to learn. Remember weight is a sensitive issue which is why there is no strong focus on it in this programme.

Making Changes Successfully: psychological pathway

• Where are you now? Task Exercise In Pairs

Ask participants to get into pairs and interview each other about previous attempts to eat well and be more active in order to manage their weight. Write on post-its some hopes and fears about Why Weight and place them on a group flip chart. Tutor to clarify and gently correct any unrealistic expectations and reassure over fears.

• Motivation for Change

Tutor explains that psychologists think that to be motivated to change depends on the following:

- 1) The importance a person attaches to the desired change and
- 2) How confident they feel that they can achieve the desired change

Confidence

Your confidence in being able to change your behaviour is a combination of:

Past experience Getting support from the right people Getting positive feedback Observing others attempts and most importantly practice

Complete R U ready task **Handout 1.4 R U ready to make changes**

Use Motivate to provide a picture of where you are now (this will be used for evaluation)

Topic: Regularising what you eat (Tutor Fact Sheet 1.1 Keeping to a Regular Eating Pattern) Keeping a diary to identify what you are eating and to enable you to regularise your eating pattern

Unhealthy eating habits

Most people eat without thinking too much about it. People over eat when they take in more energy (calories) that they use up. Trying to regularise the variety of foods that you 'feel at home' with, is the first step to taking control.

Monitor what you eat by using a Diary sheet

Look at diary sheet. (Tutor resource 1.5) + Handout 1.6 Food Diary

This will help you;

- become more aware of what you are eating
- help you identify and change unhealthy eating patterns
- help you stop conveniently forgetting what you are eating

Task Group Exercise

General discussion about honesty and avoidance.

Optional: Small Personal Record booklet: Small Change Big Difference

The Why Weight programme focuses on behavioural changes that will make you feel healthier and could lead to weight loss. If you have a goal of losing weight it is important that it is realistic. Log changes in this booklet for your own information. This does not need to be shared with the group, your changing weight can be logged along with other lifestyle changes you make.

Change Challenge tasks before next week

- 1) Read Key Messages and Tips Sheet **Handout 1.7 'First Step to Change'**
- 2) Complete a food diary every day for a week **Handout 1.6 'Food Diary'**
- 3) Try to identify some short walks in your area

Personal Change Challenge Goals for the week

- 1) Try to eat regularly
- 2) Work on family eating breakfast each day

FAMILY FUN TIME

Topics: Change to a healthier breakfast. Group bonding game.

Food Activity

Identify healthy and less healthy cereals by looking at labels (covered in more in depth session 4)

Make up a healthier breakfast by putting oats, grains, seeds etc together and adding fruit. Add Yogurt

Physical Activity

Parachute Games

KEEPING TO A REGULAR EATING PATTERN

This will help you to understand the importance of keeping to a regular eating pattern and how it will help you to develop healthier eating habits, which in turn will aid weight management.

Key learning points

What are the benefits of a regular eating pattern?

Keeping to a regular eating pattern is the first step in eating healthily. Eating regularly will improve your chances of losing weight, but there are other benefits.

These include:

- ✓ A more stable blood sugar
- ✓ Improved concentration and reduced fatigue
- ✓ Greater and more consistent energy levels
- ✓ A lower blood cholesterol level

Eating regularly will mean that:

- ✓ You'll find it easier to stop eating at the end of your meal
- ✓ You'll find that you're ready to eat at mealtimes
- ✓ You'll be less likely to think about foods in between meals
- ✓ You won't need to resort to high fat snacks because of missed meals.

What is a regular eating pattern?

Whether you like to eat two or five times a day, the important thing is to stick to a pattern and try to eat at roughly the same times each day.

The importance of eating breakfast:

Eating breakfast is a good way to kick-start your body in the morning. It will give you fuel and vital nutrients (from food) to get you going.

- ✓ People who eat breakfast regularly – on at least four or more days a week – are more likely to be successful at keeping off weight they have lost.
- ✓ Breakfast will help you reach your daily quota for calcium and B vitamins. It is often difficult to get enough of these nutrients from meals eaten at other times of the day
- ✓ People who eat breakfast are less likely to be overweight than those who skip breakfast.

How to get started

- ✓ Try to keep to the same pattern of eating every day, throughout the whole week.

A consistent pattern will, in the long term, help you keep off the weight you lose

- ✓ Pick a pattern that fits in with your own daily routine and stick to it. If you haven't eaten like this for some time, or if you never have, it will require effort
- ✓ If you are someone who snacks, try to snack at around the same time each day
- ✓ Try planning at what times you intend to eat and check at the end of the day if you have achieved this.

Are there any disadvantages to eating regularly?

There are no disadvantages from a health perspective. However, if you don't eat regularly, you might find it difficult to make the lifestyle changes necessary to develop regular eating habits.

Some difficulties people have are:

- ✓ Not having enough time to eat breakfast
- ✓ Being too busy at work to eat lunch
- ✓ Not feeling hungry at mealtimes
- ✓ Feeling scared to start eating in case they cannot stop
- ✓ Feeling as if they are eating too much.

Why Weight Programme

Aims of the Why Weight programme

During the Why Weight programme we hope that you will change and:

- Balance the different types of food that you and your family eat
- Get into regular eating patterns which will make it easier to resist tempting high calorie foods
- Reduce your tendency to overeat
- Become more physically active
- Limit further weight gain
- Achieve modest weight loss

How Why Weight will be run

The programme is made up of 6 group sessions each one lasting two hours. All sessions will offer you new information and get you problem solving together with other parents and provide you and your children with some fun time with food and physical activity

The sessions will run in the following way:

- A brief review of previous weeks sessions and how you got on in the week with the Change Challenge
- Aim of the day
- Making changes successfully – useful tools
- Session topic
- Round up and preparation for next week
- Weeks change challenge
- Break
- Fun activity with the children

What you need to do

You need to do two things

- Attend all sessions and turn up on time
- Most important of all work at home between sessions.

What you get out of Why Weight will depend entirely upon what you put into it. The idea is that what happens in the sessions will give you plenty of ideas for making changes and offer you some opportunities to practice them. It will be up to you to make those changes and learn from the group.

Tutor resource 1.3

Example of ground rules

Having compiled a group collection of Ground Rules, through discussion explore 'why'.

1. Keep group chats confidential
2. Arrive on time
3. Attend all sessions
4. Speak if you want to and discuss only what you feel comfortable about
5. Listen to others and keep it in the group
6. Ask questions for clarification
7. Continue with the agreed tasks at home
8. Mobile phones!
10. Parents are responsible for the behaviour of their children

R U ready to make Changes?

Rate your motivation for taking part in a 'Why Weight' Group

Importance

Think about the advantages of changing your lifestyle

Put a cross on the scale below to show how important it is for you to make changes in your life to develop a healthier lifestyle

Not important

Very important

Confidence

Think about the changes you may need to help you develop a healthier lifestyle

Put a cross on the scale below to show how confident you are of being able to make such changes

Not confident

Very confident

Think about what needs to happen for this mark to move up the line

The Best Time To Start

Is now the best time to start making changes Yes No
If no, why not

.....
.....
.....
.....
.....
.....

Can you find ways of sorting these reasons?

Personal Task Session Food Diary What are you eating?

Keeping a diary for a few days or a week can be useful

- To help you to find out what you are eating
- To help you decide if you want to change
- If you want to change to can help you plan
- If you are trying to make changes it can help you to check out how you are doing

How to keep a diary

Write everything down

A bar of chocolate, a handful of peanuts or a can of fizzy drink may not seem much at the time but it adds up over the week!

Do it now

Record you're eating as you go. Make a note of where you ate, who with and how you were feeling at the time.

Tell the truth

Be honest – you are more likely to understand your eating habits and get the right support if you do.

Be specific

Remember the gravy or sauces on meat, margarine on vegetables and dressings on salads. If you had chips don't say you had potatoes.

Estimate amounts

If you had a piece of cake, guess the size. If you had vegetables, did you have 2 tablespoons or 4?

First Step to Change Get a Grip

Key Messages from Session 1

- ☺ Learning new things and developing skills about eating well and being physically active will help me manage a healthy weight
- ☺ Keeping to a regular eating pattern is the first step in eating healthily. It doesn't matter if it's two or five times a day, it's just important to stick to the same pattern and roughly the same times. This can start with breakfast.
- ☺ Making gradual changes to what I normally eat and being more active will help me manage a healthy weight
- ☺ Before I can make changes I have to know what I am doing now and keeping a diary can help.

Change Tips 1

- **Check your size**

If you wish weigh yourself at the same time each week or record your waist measurement, as it helps you to keep control of your weight

- **Eat proper meals**

There is some evidence that eating three meals a day, plus some small healthy snacks could increase your metabolism and keep your blood sugar levels steady. Stay in control

- **Be sure to breakfast**

Many people who struggle with weight say that they don't have breakfast then can't stop eating from 3pm to 4pm. Avoid eating a large meal at night and then you will feel hungry at breakfast. You'll rev-up your metabolism and provide an instant fuel for your brain to function during the day.

- **Eat fruit and vegetables** at every meal, limiting processed food

- **Snack swap**

Choose brightly coloured fruit rather than crisps to snack on. A vibrant salad gives you a bigger range of anti-oxidants and nutrients while cutting back on salt fat and calories

- **Check the Fridge and limit highly processed foods**

By eating lots of ready meals you might miss out on nutrients and gain hidden additives, salt, fat and sugar. Try a quick stir fry. Also a handful of frozen vegetables are a good convenient source of vitamins and fibre

- **Liquid assets**

Watch what you drink. Sugary drinks, caffeine and alcohol all need to be kept an eye on

- **Be more active** and try not to use the car so much

Every little bit helps –take the stairs, leave the car at home, walk the kids to school with your children, park further away, go for a routine unwinding walk every evening. Think about how good it makes you feel.

Session 2

'Eat Well and Balance Up'

Small Change Big Difference

Aim To enable participants to plan and set realistic personal goals about eating a balance diet and move towards them

Topics Planning and Setting Goals- SMART
Eating Well BOGHG / Eat Well plate

Family fun time

Healthier packed lunches – Change to a healthier sandwich
'Feel the Heat' by being active

Resources to support the session

- Tutor Fact Sheet 2.1 GETTING A HEALTHIER BALANCE OF FOODS
- *Balance of Good Health Guide A5 Leaflet / Eat Well Plate FSA.*
- *Eat Well FSA. Leaflet*
- *5aday Card NHS card*
- *Pack a Healthier Lunchbox HPS leaflet*

Resources for the session

- Handout 2.3 Smart Goals
- Handout 2.5a,b Diary 2 Eat regularly and balance what you eat
- Handout 2.6 Change Tips 2 Plan Ahead
- Resources for “family fun time” - food activity and physical activity

Welcome and review week's tasks

Food diaries. With a partner chat about the following:

Reflect on your completed three day eating diary and consider the following:

How typical were these three days?

Was your food intake different because you knew you had to write it down?

How honest were you? How accurate is the information?

Task Group problem solving

Ask the group to randomly choose three of the daily food diaries they completed last week, look at different times that they ate their meals and to find out if their eating pattern was similar every day. Did it move towards being more regular by the end of the week?

If anyone identifies an irregular eating pattern from day to day ask if they are happy to share with the group any of the reasons why they found it difficult to keep to the same pattern.

Allow the group to offer suggestions to help them stick to a daily routine e.g. breakfast, family meal times around a table, planning for meals at work.

Aim – by the end of this session you will

Know the principles behind action planning and be able to set realistic, attainable goals

Know about the different food groups

Understand the principles of a balanced diet based on the Balance of Good Health, Eat Well plate model and be able to identify how their diet differs

Become aware of unhealthy eating patterns

Be able to set goals about eating in a more regular balanced way.

Family fun time

Change to a healthier packed lunch –make a healthier sandwich

'Feel the Heat' by being active – Family circuit time

Making Changes Successfully: psychological pathway

• **Action Plans**

Planning and preparation of making changes revolves around the following

Where are you now?

Where do you want to be?

What steps do you need to take?

What needs to happen for you to get there?

• **Smart goals Small change big difference**

We all set goals to help us achieve things that are important but they can be too difficult to achieve. We want to try to use the principles of setting SMART goals and because some these will require effort and consistency you must learn to reward yourself for making these important changes.

SMART stands for Specific, Measurable, Achievable Relevant and Time specific

Eg. Plan: To eat more fruit

So be **SMART**

Specific – don't just eat fruit, eat a banana

Measurable – one banana a day

Achievable – as part of breakfast so will buy small ones

Relevant – know you don't eat enough fruit and actually like bananas

Time specific won't start yet as have a lot of other cereals in the cupboards which need eating up – don't want to increase amount of food consume

Task: ([Tutors resource 2.2 Example sheet](#))

In pairs use [Handout 2.3 Change Vague Goals into SMART ones](#)

Think of one change you want to make to what you eat and work out the smart steps

Topic: Eating well and balancing what you eat ([Tutor Fact Sheet 2.1 Getting a Healthier Balance of Foods](#))

Balance of Good Health Guide (Eat Well) A5 Leaflet

Use the picture to help you explain about the five food groups, and their role in nutrition i.e. why we need to eat them Give examples of each food group, and the contribution or proportion that these foods should make to the overall diet. (For example, 'bread, other cereals and potatoes' should make up about one-third of the overall diet) Use the 5Aday leaflet to explain about portion sizes

Ask group members to contribute to the discussion where necessary.

Choose one activity from the following: Useful to use the plastic 'Eat Well' Mat

1. Gastronomic Game is the plastic mat which has the Eat Well Guide on it and replica foods which match the picture - can be booked from HPS

2. What goes in the food groups?

Aim of the activity To reinforce the food groups re variety

How to do it:

- Write down the names of a range of foods on separate pieces of paper.
- Fold them and put them in a bag or envelope
- Get participants to take one piece of paper at a time and to identify which food group it belongs to, using the Eat Well Mat
- Ask the rest of the group to clarify any mistakes.

Making Changes to the Variety of foods that you eat

Individually Using the BOGH guide (Eat Well) identify changes you can make in what you eat this week and write them on your [Handout 2.5a,b, Diary sheet 2](#)

Remember to make your goals:

Specific Measurable Achievable Relevant Time –Specific

Changing to healthier versions of much loved meals

[\(Tutor resource 2.4 Making Healthier Choices\)](#)

Aim of the activity: To get participants to identify how they can change meals they eat regularly, so that the meals comply with the Balance of Good Health

How to do it:

Participants work in pairs to pick two meals each that they regularly eat or cook

Get them to draw a 'before' and 'after' plate for each meal In the 'Before' plate they can draw or write a description of the meal. In the 'After' plate, they can write down what changes they could make to each meal to get a healthier balance. In a third plate they can write the changes they have made

Each pair of participants can choose one meal and describe to the rest of the group the 'before' and 'after' versions of it. Add to list

For ideas refer to the Get Cooking Manual – Back of Recipes refers to healthier changes

What's in our fridge and cupboards that we can change

Aim of the activity: To get participants to identify three SMART goals around changing the Balance of their diet

How to do it:

Ask participants to identify three changes they are prepared to make in the next few weeks to work towards a healthier balance of foods

Ask them to describe their proposed changes as SMART goals. Ask each member in turn to state one of their SMART goals

Remember to ask the rest of the group to identify any non-SMART goals and suggest ways to make them 'SMARTER'.

What myths do we know about eating well?

Aim of the activity: Remove 'beliefs' that may be undermining good eating habits

Eg Bread and potatoes are fattening

You shouldn't mix protein and carbohydrate foods

You shouldn't eat after 8pm

Grapefruit breaks down fat

Spend 5 mins continuing this list of inaccurate food rules. Research cannot support fixed food rules like the above

Which foods to choose? General discussion about statements made on sheet 2.4 [\(Tutor resource 2.4 Making healthier choices\)](#)

Change Challenge tasks before next week

- 1) Read Key Messages and Tips sheet **Handout 2.6 'Plan Ahead'**
- 2) Diary 2 Monitor what you eat and check with your BOGH guide that your days' meals have the proportional balance **Handout 2.5 Diary**

Personal Change Challenge Goals for the week

- 1) Changes I am prepared to make. Set 4 SMART goals
- 2) Set goals for balanced eating
- 3) Get a grip and replace nutrient empty foods you find in your fridge
- 4) Organise a family activity

FAMILY FUN TIME

Topics: Change to a healthier packed lunch and recognise 'moderate' physical activity.

Food Activity

Ready Steady Healthier Sandwich

Using BOGH guide Plastic Mat as a tablecloth Place a variety of choices of breads and fillings, as identified by the packed lunch leaflet, in the appropriate food group section and ask the mums and children to make a 'healthier sandwich', choosing the bread and ingredients from each section. In discussion talk about making one small change at time to their children's packed lunch box making it 'healthier' gradually. Think about drinks.

Physical Activity

'Feel the Heat' - Get warm and slightly out of breath by being active, maybe dancing, a movement game or family circuit

Session 2

GETTING A HEALTHIER BALANCE OF FOODS

This will help you understand why eating a healthy balance of foods is an important second step in developing eating patterns that will lead to a healthier lifestyle and weight loss.

Getting a healthier balance of foods is Step 2 in the Healthy eating plan but should only be taken on once you have established a regular eating pattern.

Key learning points

Eating Well is about eating a wide variety of foods that are good for you.

Five food groups

There are five main food groups:

1. Bread, other cereals and potatoes
2. Fruit and vegetables
3. Meat, fish and alternatives
4. Milk and dairy foods
5. Fatty and sugary foods.

- ✓ A healthy eating pattern includes the correct balance of foods from the first four of these food groups every day, plus a small allowance for items from the 'fatty and sugary foods' group
- ✓ All your nutritional needs will be met if you choose foods in these proportions
- ✓ It is important to remember that everything you eat – snacks as well as meals – counts towards the daily balance
- ✓ No foods are banned!

The 5 food groups

(See Eatwell leaflet and Balance of Good Health Guide)

- ✓ What does each group consist of?
- ✓ Highlight the main nutritional benefit of each group.

The basic message

- ✓ Choose most of your foods from:
 - 'bread, other cereals and potatoes' group, and
 - 'fruit and vegetables' group.
- ✓ Have smaller amounts from:
 - 'meat, fish and alternatives' group, and
 - 'milk and dairy foods' group and choose lower-fat versions of these whenever you can
- ✓ Have tiny amounts of 'fatty and sugary foods'
- ✓ Drink 6-8 cups of non-alcoholic liquid a day, and limit sugary and alcoholic drinks.

There are two ways to make sure you get a healthier balance of foods:

1. Make sure that you eat from the five food groups in the correct proportions (i.e. adding more carbohydrate and cutting back on fat).
2. Eat healthier versions within each food group. For example, choose lean minced beef rather than non-lean beef.

Tutors resource 2.2

Example Sheet – goals to be recorded in ILPs / Family Diary

‘Why Weight’ Goal sheet

Try to make your diet more balanced and make a personal change to what you eat this week

Remember to make your goals

Specific Measurable Achievable Relevant Time –Specific

My Goal is

To eat more fruit and veg

Today’s Date
Date

Review

Maybe next week

I will take the following SMART steps

1 e.g. make sure that I buy some bananas every week

2 e.g. have a bowl of fruit at work every day

3 eg. eat a banana on my cereal twice a week

4 e.g. try making a fruit smoothie

I have thought about and planned the following

- **Things that could get in my way and how I will overcome them**
- **People who might be able to help**
- **Time I am going to give it**
- **How and when I am going to review my goal**
- **How I will reward myself if I succeed**

Handout 2.3

SMART GOALS

On the left below are some common responses people give when they are asked to set a goal. They reflect vague hopes or good intentions. On the right they are translated into SMART goals.

Vague Goals	SMART goals
I'll eat more healthily in the next few months	I'll eat a piece of fruit each day and if I succeed for two weeks I'll increase it to two
I'm going to get really fit this year	I'll go swimming after work every Monday and review it after two months.
I'm going on a health kick for a bit	
We are going to do more as a family	
I'm going to avoid all fatty foods	
I'm going to stop eating rubbish	

Translate the last four vague goals into SMART goals

Which foods to choose – Making Healthier choices Discussion Sheet

- Try to eat more wholemeal than white varieties as it fills you up more so you eat less e.g. bread, pasta and rice
- Eat wholegrain cereals such as porridge, weeatabix or bran flakes more than refined cereals such as cornflakes or sugar coated or honey coated varieties
- Try to use wholemeal flour in cooking. It's nice in crumble
- Eat new potatoes in their skins
- Don't forget nuts are useful as a snack – check allergies
- Try new fruit and veg and find different ways to eat them
- Tinned fish in water cuts out the oil or brine
- Try to eat lean meat or trim off the fat
- Beef has less fat than lamb. Chicken has less fat than beef
- Combine meat alternatives, beans, peas and lentils, with grains (bread, pasta, rice, cereals) to provide excellent source of protein
- Use semi- skimmed milk for adults instead of full fat
- Look for low fat cheeses. Edam is a good one
- Choose low fat yogurts but check the sugar content
- Choose tinned fruit in juice not syrup or rinse the syrup off
- Look for low fat spreads
- Think about cooking methods e.g. Grill and steam
- If you have chips have oven chips and fat ones rather than skinny ones as they have less surface fat
- Gradually cut down on added sugar looking for natural ways of sweetening dishes
- Alcohol and fizzy contain loads of sugar so limit the amount you drink

Tutors resource 2.5a

ILP / Diary 2
Eat regularly and balance what you eat

This Diary sheet is intended to help you monitor

- a) what you are eating and if it is balance
- b) checking that you are trying to keep to a regular eating pattern

Have a copy for each day Plan the time you are going to eat and write them in the planned time column Do this either the night before or first thing in the morning .Try to do it for a week so you can identify what is happening and influencing you

My goals for this week are

Write down your goals for the week

1 _____

2 _____

3 _____

4 _____

Handout 2.6

Plan ahead Changing what you eat takes thought and preparation

Key Messages from session 2

☺ Preparing to Change is really important and is about recording, reflecting and planning

Record: What have I learned from recording what I do through my food diary?

Reflect: What needs to change? What could get in my way? What could help?

Plan: I am more likely to achieve what I want if I have clear, realistic goals- things I really believe I can achieve.

☺ I should only ever attempt to work towards one or two goals at a time

☺ Goals should be broken down into small, specific steps

☺ There are no 'good' or 'bad' foods: you can eat anything, it's the amount that counts.

Change Tips 2

- **Get a balanced plate**

The easy way to judge a healthy meal is to ensure a third of your plate is carbohydrates (e.g. rice, potatoes, pasta) a third of your plate fruit and vegetables and a third protein (e.g. lean meat and fish) and or dairy products (e.g. milk and cheese), see the balance of good health guide. Try to limit fatty and sugary foods. Introduce healthier cooking methods like grilling, stir frying and baking don't over cook vegetables.

- **Super size fruit and vegetables and eat at every meal**

Downsize high calorie foods and sugary drinks

- **Think for the week**

Set aside time for preparation and cooking. As well as tastier healthier food you could save money too. Cook in batches and freeze things to be really efficient. Make a detailed shopping list to buy what you are going to eat for the week ahead not forgetting snacks, lunch on the run and all the major meals. Choose 5 portions a day of fresh frozen, canned or dried fruit and veg.

- **Prepare to succeed**

Writing down your goals and considering things that could help or hinder your progress is crucial. Plan ahead for situations that may not offer a healthy choice. Think about what you have in your store cupboard and fridge put the things that you are trying to avoid in a separate cupboard or get replace them with healthier options

- **Get Support**

Tell friends, family and colleagues that you are trying to make changes. You need their support and it could stop them offering you sweets, cakes and take- aways. Get them involved in being more physically active.

Session 3

'Get Moving'

Make a difference

<u>Aim</u>	To improve motivation for becoming more active
<u>Topics</u>	Rewarding successful changes Positives of being physically active and overcoming blocks and barriers Becoming more physically active and using a pedometer
<u>Family fun time</u>	Change to a healthier drink Relay races or active story time using stepometer

Resources to support the session

- Tutor Fact Sheet 3.1 PHYSICAL ACTIVITY
- 'Physical Activity for Weight Loss' British Heart Foundation Leaflet.
- '30 Ways to Get your 30 a Day' British Heart Foundation Leaflet.
- 'Snack Attack' HPS Leaflet

Resources to for the Session

- Handout 3.2 Being active in every day life helps you manage your weight.
- Handout 3.3 Vague Versus SMART Goals
- Handout 3.4 Diary Sheet
- Handout 3.5 Change Tips 3 Make a difference
- Resources for "family fun time" - food activity and physical activity

Welcome and review week's tasks

Diary keeping

Changes you have made with SMART goals – blocks and barriers

Aims - by the end of this session you will

Understand how unhealthy patterns of physical activity will lead to overweight

Know what gets in the way of becoming more physically active

Realise how you can increase yours and your family's levels of physical activity in their daily lives

Be able to improve motivation for becoming more physically active

Have a specific goal for increasing their level of physical activity

Family fun time

Change to a healthier drink

'Step it out' relays or active story time

Making Changes Successfully the psychological pathway

- **Rewards** make it more likely that you will achieve your goals For every goal you set you should plan to receive a reward, preferably something that you would work hard for, that you will receive when successful.

Could be:

- Time to your self
- A new CD
- A magazine
- A coffee with a friend
- Someone else doing the washing up
- Bunch of flowers

Group discussion - Rewards for you and your children that are positive but don't work against what you are trying to do

Topics: Physical Activity ([Tutor Fact Sheet 3.1 Physical Activity](#))

Importance of Physical Activity

Use the ([Tutor Fact Sheet 3.1 Physical Activity](#)) to explain the energy balance and the health links to being active. Have a discussion on how being physically active can make you feel 'Put a smile on your face.' Leaflet '30 Ways to Get your 30 a day'

How much Physical Activity Should I Do?

[Handout 3.2 Being Active in Every Day Life](#)

Try using the pedometer to recognise moderate level i.e. slightly out of breathe but able to talk and getting warm.

Overcoming Blocks and Barriers

Choose one activity from the following

1. Aim of the activity: To help participants identify ways in which they can increase the amount of time they spend doing 'lifestyle' activities

- Get group members to call out ways in which they could spend more time doing 'lifestyle activities'.

- List these on a flipchart.

- Ask participants not to present barriers to putting these ideas in place at this stage.

2. Aim of the activity: To get participants to identify potential barriers to increasing levels of physical activity and to think creatively about how to overcome these

- Split the group into two teams. Get one team to call out potential barriers to implementing physical activity changes

- Write these down on one side of a flipchart sheet. When you have enough, get the second team to come up with some practical ways of overcoming the barriers suggested by the first team

- After they have generated enough, invite all group members to discuss the barriers and the suggested solutions.

Deciding What Activities To Do – it has to be relevant to you

Aim of exercise: To get participants to make specific plans about how they are going to increase their levels of physical activity.

Research shows that if you encourage people to make very specific plans they are more likely to do something rather than just talking in the abstract about doing something. Take small realistic steps and build up as you get fitter. [Handout 3.3 Vague Goals to SMART goals](#)

In setting your own goals you need to find something that you would enjoy and is realistic so ask yourself these questions

- What activity could I do? Is it safe for you? You might need to check with your doctor.

- Where would you do it?

- When would you do it?

- Do you need to involve others?

- Will you keep it up ?

Look at [Handout 3.4 Appendix Diary Sheet 3](#) and set some realistic goals

Think About Healthier Snacks whilst being active or after at the leisure centre refer to Sport Candy which is just a name given to a piece of fruit but seems to motivate children to want to eat it as linked to a television programme. What can replace sweets?

Change Challenge tasks before next week

- 1) Read Key Messages and Tips sheet **Handout 3.5 'Make a Difference'**
- 2) Complete **Handout 3.4 Diary Sheet 3** Physical Activity Diary 3 and SMART Goals
- 3) Find out what is on in your area re. physical activity and share information with the group next week

Personal Change Challenge Goals for the week

- 1) Being a role model to your children Try a new activity with your family
- 2) Find a way of being active every day – 'Shake Up' try to establish a routine
- 3) Healthier snacks Introduce the idea of Sport Candy i.e. fruit after physical activity and try water and fruit smoothies as drinks

FAMILY FUN TIME

Topic: Change to a healthier snack and count your steps.

Food Activity

Make a fruit smoothie.

Try some healthy snacks from the 'Snack Attack' leaflet

Physical Activity

Use stepometer and count steps whilst taking part in some made up team relay races with a bean bag

or Active Story time

Rewards and stickers - to be designed by all

Session 3

PHYSICAL ACTIVITY

This will help you to understand the importance of physical activity for weight management.

Key learning points

What's the connection between weight control and physical activity?

Overweight occurs when the amount of energy (calories) you take in from food and drinks is regularly greater than the amount of energy you use up in daily life.

To lose weight, you need to:

- ✓ take in less energy (i.e. change your eating habits), and
- ✓ use up more energy (i.e. increase your levels of physical activity).

Doing more physical activity will increase your chance of losing weight. Technology has made our lives less active. The toys our children play with often mean that they are sitting on a machine. We use our cars more to go short distances. All in all we need to be more conscious about fitting activity into our every day lives.

Are there any other benefits to being more active?

Yes, plenty. Apart from helping you to lose weight, being physically active on a regular basis has been proved to:

- ✓ Reduce the risk of heart disease
- ✓ Reduce the risk of diabetes
- ✓ Reduce the risk of some cancers
- ✓ Reduce the risk of developing high blood pressure
- ✓ Lower blood pressure in people who already have high blood pressure
- ✓ Improve blood cholesterol levels
- ✓ Maintain healthier joints and bones

Being more active can also put a smile on your face as it:

- ✓ Improves energy levels making you feel good
- ✓ Reduces the impact of emotional problems as you'll be more physically relaxed
- ✓ Improves self-esteem and you get the feel good factor
- ✓ Gives you a sense of achievement and can be fun

These improvements occur even if you don't lose weight.

Do you just mean that if I do more exercise then I will lose weight?

No. 'Exercise' and 'physical activity' are not the same thing. What most people think of as exercise (e.g. prancing around in Lycra) is only one of a range of physical activities that can promote health and weight loss. Many people who find it difficult to do 'exercise' can increase their physical activity level to a level that will promote weight loss.

OK then, what do you mean by 'physical activity'?

Physical activity can include all of the following:

- ✧ **Spending less time sitting down**
Examples: moving about at home or work
- ✧ **Lifestyle activities**
Examples: walking, leisurely cycling, climbing stairs, heavy housework or gardening
- ✧ **Organised activity and sports**
Examples: jogging, skipping, swimming, fast cycling, brisk walking, aerobics, tennis, dancing, football
- ✧ **Muscle fitness exercises**
Examples: stretching (e.g. yoga or pilates) and resistance work (e.g. weights, circuits, toning classes)

What am I trying to achieve?

To lose weight, you need to take in less energy than you use. This needs to happen on a fairly regular basis (i.e. more or less every day). So you need to find ways to increase the amount of physical activity you do every day. Most people find that the easiest way to do this is to look for ways to increase the amount of lifestyle activities that they do.

But I do loads of sport already. Are you saying that I need to do more?

How much more physical activity you do will depend upon your particular circumstances. However, short bursts of intense aerobic activity (e.g. playing badminton for 30 minutes twice a week) will not burn off as much energy as adding an extra 30 minutes of walking to your daily routine. (The 30 minutes don't have to be completed in one go. For example, you can do it in two 15-minute bouts.)

So which of these different types of activity will help me to lose weight?

All the types of physical activity described above have their place in weight control. The take-home message is this:

Step 1 Reduce the amount of time you spend sitting down

Step 2 Increase lifestyle activities

Step 3 Do more organised activity and sports.

Handout 3.2

BEING ACTIVE IN EVERY DAY LIFE HELPS YOU MANAGE YOUR WEIGHT

Adults should do at least 30 mins moderate intensity activity a day. To keep fit and well This will expend roughly 150 calories. For people leading sedentary lives, this is a good goal but just aim to do more.

However to maintain weight loss you need to do 60 to 90 mins moderate intensity a day. This can be a long term goal

The daily activity can be broken into bite-sized chunks. For example three 10 mins walks will burn off as many calories as one 30 mins walk

You can see from the following list the more intense the activity the less time you need to spend to doing it in order to expend 150 calories

Activity	Approximate time taken to expend 150 calories
Ironing	1 hour
Hoovering	50 mins
Walking at a steady pace	37 mins
Food shopping pushing a trolley	37 mins
Planting seeds and shrubs	32 mins
Washing the car	28 mins
Walking at a brisk pace	28mins
Mowing the lawn with a hand mower	28 mins
Dancing	28 mins
Cycling for pleasure	25 mins
Playing tennis	21 mins
Swimming (leisurely)	21 mins

Watching TV If you replace just one hour TV watching with one hour brisk walking each day you would expend an extra 200 calories a day which could result in about 2 lbs (1kg) weight loss a month

Use a pedometer

A pedometer is a small, simple device that counts the number of steps you take. You attach the pedometer to your waist band and you can monitor how many steps you are taking in a day.

A good first goal is to increase your daily step count to 3,000 a day 10,000 steps is the rough equivalent to a 60 to 90 mins brisk walk and will help your fitness level which will make it more enjoyable to be physically active

Number of steps a day	Activity level
Under 5000	Sedentary
5,000 -7499	Low active
7,500 – 9,999	Quite Active
10,000 – 12,499	Active
12,500 or more	Highly Active

Handout 3.3

Vague Versus SMART Goals

Vague goals	SMART Goals
I will start doing more walking	
I am going to be more active when I do Housework	
I am going to ride my bike	
I am going to do more activities with the Family	
I am going to spend less time watching the television	

Key messages from Session 3

- ☺ To be able to attain a healthy weight I have to balance the energy I take in through eating, by using energy up by being active.
- ☺ I must try to spend less time watching the television
- ☺ Walking is a good start to being more active as I need to start gradually and build up the length of time I am active each day.
- ☺ Playing actively with my children is great because it encourages them to enjoy being active.

Change Tips 3

- **Make exercise a regular part of your life**

Choose something that you enjoy and can do daily as the organised activity. At the end of a workout think about how good you feel and how much you have achieved.

For each activity consider your smart goals:

Specific

Measurable

Achievable

Realistic

Time Specific

- **For Example if it is walking:**

Where will you walk? Will it be near your workplace during your lunch break, or will you walk from home?

When will you walk? In the morning after dropping the children at school or at lunch time perhaps?

How many times a week is realistic for you? What time of the day will suit?

What will you need? Do you need some good walking shoes or new trainers?

What might get in the way of achieving your goal? Think of potential barriers and how you might overcome these.

- **Take every opportunity to be active**

Stop using the remote controls

Stand up during adverts and do an advert break routine

If you work at a desk take regular breaks and fit in a quick walk at lunch time

- **Start small and build on**

Increase your activity levels to 30 mins and burn off the calories. It can be in 10 mins blocks.

Wear a pedometer and aim to walk 10,000 steps every day Start with 1,000.

Exercise bike - moderate effort - 490 calories

Swimming leisurely pace - 420 calories

Gardening - general - 350 calories

House cleaning - vigorously - 320 cal

Walking - moderate pace - 250 cal

- **Re- motivate**

Putting a motivating picture on the fridge to remind you why you are making changes

Keep your diaries going and celebrate successful sustained changes with rewards

Session 4

'Change challenges'

Get Control

Aim Making good choices and influencing family change

Topics Checking portion sizes
Shopping food labels and budgeting
Cooking methods
Fussy children

Family fun time

Change your shopping basket and choose new foods
Walk and talk / Shake Up routine

Resources to support the session

Tutor Fact Sheet 4.1a FOOD SERVING SIZES. HOW TO CUT DOWN THE QUANTITY.

Tutor Fact Sheet 4.1b WHAT IS A PORTION / SERVING? TRY TO EAT SMALLER AMOUNTS AT A MEAL.

Tutor Fact Sheet 4.1c UNDERSTANDING FOOD LABELS

- 'HELP My Child Won't Eat' BDA Leaflet.
- 'Food Labels' FSA Booklet
- 'Using Traffic Lights' FSA Card
- Recipes chosen from 'Get Cooking in Cornwall' Eatsome Project

Resources for the Session

- Handout 4.2a,b Diary 4
- Handout 4.3a,b Making Good Changes
- Resources for "family fun time" - food activity and physical activity

Welcome and review week's tasks

How more active have you managed to be?

How was the pedometer?

Do you think the rewards system help?

Where is there to go in this area to do organised activity?

How do you feel about using these facilities?

Aims - by the end of the session you will:

Be aware of food portions

Be able to understand the information on food labels

Have considered ways in which you can shop more effectively

Shared tips for influencing the family to make positive changes to eating and being physically active

Family fun time: Change to shop wisely

Walk and Talk / 'Shake Up' routine

Making Changes Successfully: psychological pathway

- Get Control and build on successes and address new challenges that are arising.
- Remotivate yourself by looking at your original aim in your log book and reflect on how far you have got

Topics: Recognising what a normal portion is and cutting down
([Tutor Fact Sheet 4.1a Food serving sizes and how to cut down](#))
Portion sizes.

Cutting down on the amount that you eat is the 3rd step in healthy eating and by having a variety of servings from each food group you will find that you are not just filling up on empty nutrients.

See the table re. how many servings from each group you should be aiming for. ([Tutor Fact Sheet 4.1b What's a portion / serving?](#))

Aim of the activity: To help participants get a better understanding about cutting down on quantity

Materials: Have illustrations or examples of the number of daily servings recommended for each food group. For those who want to take this further ([Tutor Fact Sheet 4.1b](#)) identifies specific examples of servings that are recommended daily and these can be used

- Put the servings in the middle of the table
 - Ask people whether they are shocked or surprised about how little food there is
 - As a group create some meals that is similar to what they would have on a typical day
 - Ask the group to comment on the difference between the quantity they would eat usually and what is in front of them
- Form some group tips for eating less e.g. Smaller plate,

Using food labels to shop wisely ([Tutor Fact Sheet 4.1c](#))

Materials: the FSA Food labelling leaflet and Using Traffic Lights leaflet plus the photocopied food labels

Aim of the activity: To help participants get a better understanding about food labels and their importance in making healthier food choices

Materials: Sheets of food labels, photocopy in pack or you can bring in your own, or ask participants to bring in food labels.

How to do it:

- Get participants to split into small groups of about 4 or 5 per group
- Give each group one or more of the food labels
- Using the Session 4 handout look at the Tips for smart shopping and ask the group to look at the food labels and decide the following:
 - Would you choose to eat this product on the basis of the information on the food label?
 - What lies behind your decision?
 - Were you surprised by anything on the food label?
- Ask each group to feed back their reasoning for each answer
- Highlight the following points about the specific labels:
 - 'Reduced fat' does not always mean reduced calories. For example, the reduced fat digestive biscuits contain less fat than the standard version, but more sugar and about the same number of calories per 100g
 - It is important to check the fat, sugar and calorie content of a product before deciding if it is a healthy choice.

The challenges of dealing with Fussy children

- Use the following leaflets for the parents to look through and comment on '*HELP My child won't eat*'. BDA leaflet
- Develop Peer tips from above. Can look on www.5aday.com Mom2Mom

Change Challenge tasks before next week

- 1) Read Key Messages and Tips Sheets **Handout 4.3a,b Making Good Choices**
- 2) Complete your diary sheet to monitor what you are eating **Handout 4.2a Eat regularly and balance what you eat**
- 3) Check out your supermarket and find the lower fat foods and lower sugar varieties of what you would normally eat

Personal Change Challenge Goals for the week

- 1) Try some new food from the supermarket/shop that isn't high in fat or sugar and eat as part of a balanced meal. Take new recipes to next weeks session.
- 2) Do the 'Shake Up' routine as often as you can
- 3) Update your personal log book with new goals. One on healthier eating and one physical activity

FAMILY FUN TIME

Topics: Change to shop wisely.

Food Activity

Shopping Trolley Dash – Visit to local store and set tasks to find low fat, low sugar, low salt varieties ,– checking labels. Try different fruit and veg. Take back and see if you like the tastes. Could compare taste and price of fresh as against tinned

Physical Activity

Walk to shops with children and have a chat as you go –even children in pushchairs benefit from being outside

10 mins 'Shake Up' routine that you can repeat in the home as a family

Session4

FOOD SERVING SIZES

HOW TO CUT DOWN THE QUANTITY

Why looking at food serving sizes is an important step in developing eating patterns that will lead to a healthier lifestyle and weight loss.

Key learning points

Food serving sizes

Step 3 in eating healthily – Cut down the quantity

- ✓ The quantity (or amount) of food you eat will determine how much energy (calories) you take in. Quantity is often referred to as: 'portion sizes' or 'food servings' or 'serving sizes'
- ✓ Reducing the amount of food you eat is Step 3 in the Healthy eating plan. However, you should only take this step once you have developed a regular eating pattern and are eating a healthy balance of food
- ✓ You will lose weight as you develop a regular eating pattern and start to change the balance of food you eat. However, if you want to continue to lose weight you need to cut down on quantity.

Understanding food serving sizes

- ✓ In order to lose weight you must expend more energy than you consume
- ✓ You don't have to count calories. Instead you can count the number of servings you eat from each of the five food groups
- ✓ By including a good mixture of foods in the quantities suggested below, you should be consuming about 1,200-1,500 calories a day if you are a woman and 1,500-1,800 calories a day if you are a man. For most people this is enough for gradual weight loss
- ✓ Don't expect to lose weight quickly by reducing the amount of food that you eat. It is much healthier to lose weight gradually over time

What is a portion / serving? Try to eat smaller amounts at a meal

One serving is:

- about a handful of veg
- one or two pieces of fruit as illustrated by the five a day leaflet
- 1 slice of bread or 2 egg sized potatoes
- a medium glass of milk and a small pot of yogurt or cottage cheese
- a match box size portion of hard cheese is enough
- 3 slices of meat –each a similar size to a playing card
- 2 eggs
- Not more than one glass of wine is recommended as it is full of sugar

HOW MANY SERVINGS PER DAY SHOULD I AIM FOR?

	WOMEN	MEN
Bread, cereals and potatoes	7	8
Fruit and vegetables	At least 5	At least 5
Meat, fish and alternatives	2	2
Milk and dairy foods	3	3
Fatty and sugary foods Fats Other fatty /sugary foods	No more than 2 No more than 1	No more than 2 No more than 1

UNDERSTANDING FOOD LABELS

Key learning points

Food labels

Food labels contain a lot of information that can help you choose healthy foods when shopping and planning meals. However, they can be confusing.

The ingredients list

Every food package has a list of ingredients in descending order of weight. This means that the ingredient that weighs the most is listed first, and the one that weighs least is the last. The higher up the list you find fat or sugar, the more that product contains.

Some foods contain a number of different types of sugar or different types of fat. This makes it difficult to identify if the food actually contains large quantities of sugar or fat.

The following are all types of sugars:

- ✓ fructose
- ✓ maltose
- ✓ sucrose
- ✓ glucose
- ✓ dextrose
- ✓ syrup
- ✓ honey
- ✓ raw sugar
- ✓ cane sugar

The following are all types of *fat*:

- ✓ animal fat (bacon, beef, chicken, ham, lamb, pork or turkey)
- ✓ butter
- ✓ cocoa butter
- ✓ coconut
- ✓ coconut oil
- ✓ coconut cream
- ✓ egg and egg yolk solids
- ✓ hydrogenated vegetable oil or fat
- ✓ lard
- ✓ palm kernel oil
- ✓ palm oil
- ✓ vegetable oil
- ✓ shortening – vegetable or animal
- ✓ whole milk solids
- ✓ non-milk fat.

The nutrition information label

The Nutrition information label shows you how many calories, and how much protein, fat, carbohydrate and fibre there is in a food. Sometimes the vitamins and minerals in the food, such as calcium or iron, are listed too.

Most labels give two sets of figures – one showing how much of the nutrients there is in a food per 100g, and one set showing how much there is in a typical serving. (Note that a typical serving on a food label is determined by what the manufacturer considers to be a serving. It is not a recommended standard serving.)

As far as weight management is concerned, the three most important things to look for on the label are total fat, sugar and calories.

The Food Standards Agency has produced this set of guidelines to help you to make sense of food labels and are now traffic light colour coding products with certain retailers see leaflet

MAKING SENSE OF FOOD LABELS

Per 100g

	A lot	A little
Sugars	10g	2g
Fat	20g	3g
Saturated fat	5g	1g
Fibre	3g	0.5g
Salt	1.5g	0.3g
Sodium	0.5g	0.1g

Reproduced with permission from the Food Standards Agency.

Tips for smart shopping

1. Look at the fat, sugar and calorie content per 100g. How does this compare with similar products? Choose the product with the lower values per 100g

2. Do the fat, sugar, sodium and fibre content of the product match up to the guidelines in the **Making sense of food labels** box above?

3. Check the ingredients list. The first ingredient listed on the list is present in the greatest amount while the last ingredient in the list is present in the smallest amount. If fat or sugar is fourth in the list or lower, this is likely to be a low fat/low sugar option. Remember that fat and sugar can come under many different names on a food label

4. Take care with any nutritional claims such as 'reduced fat' or 'low fat'. These foods may contain less fat, but may contain more sugar and a similar amount of calories per 100g as the standard product. Compare the labels of the 'reduced fat' or 'low fat' product with the standard product – looking at the fat, sugar and calories per 100g – before deciding which product to choose.

Diary 4

Eat regularly and balance what you eat and control quantity

This Diary sheet is intended to help you monitor

- a) what you are eating and if it is balance
- b) checking that you are trying to keep to a regular eating pattern
- c) how many servings you are having – checking on quantity

Have a copy for each day Plan the time you are going to eat and write them in the planned time column Do this either the night before or first thing in the morning .Try to do it for a week so you can identify what is happening and influencing you

My goals for this week are
Write down your goals for the week

1 _____

2 _____

3 _____

4 _____

Making Good Choices

Key Messages from session 4

- ☺ I will use 'labelling' to make wise choices, choosing the product that I like, with the lowest fat, sugar and calorie content per 100 grams
- ☺ The first ingredient listed is present in the greatest amount
- ☺ I need to cut down on quantity by making my portion sizes smaller
- ☺ I can adapt the children's favourite recipes so that they are less full of fat and sugar.

HANDY HINTS For Cooking



Pasta is great – It's quick to cook and if you do too much you can turn it into a salad and eat it cold.

Keep a supply – Of canned vegetables in the cupboard such as peas and sweetcorn which are a good source of fibre. Canned fruit in natural juice is useful too as a tasty and low fat dessert. Canned fruit in syrup is often cheaper and you can wash off the syrup.

Add vegetables – such as potatoes, carrots, onions, peas and pulses to soups and casseroles which add extra flavour, vitamins and fibre, makes food go further and adds to your 5 A DAY (not including potatoes).

Dry fry – mince without additional fat and skim off any fat that comes to the surface of casseroles and stews.

Always – store vegetables in a cool dry place.

Cook – vegetables in a small amount of water with the lid on the pan for minimum cooking time or steam, which saves the vitamins and your fuel bill.

Don't pour oil – straight into the pan. Measure it out on a spoon to avoid using too much. **Try stir frying** – as it's quick and economical.

When you are using the oven - make sure it is full to make the most of the heat. You can always use jacket potatoes for a meal the next day!

Never – Shop when you are hungry **Plan** – your meals for the week, before you go shopping. Make a shopping list and stick to it.

Remember – that frozen and canned fruit and vegetables are often cheaper, easier to store and are still full of nutrients.

Shopping Choices

1. Which of the following apply to you?

- I end up buying unhealthy foods just because they are on special offer
- I do my shopping on an empty stomach or when I am hungry
- I go into a shop without a list and buy things that I fancy
- I hardly ever write a shopping list
- I shop whenever I think about it
- I buy quite a lot of prepared foods

You cannot change your eating habits unless you change your shopping habits.

2. Shopping Tips

- Plan what you and your family are going to eat and write a shopping list
- Check them off as you buy and then you won't stray from the list
- Don't be swayed by special offers on unhealthy foods
- Don't buy foods that you will not be able to resist such as biscuits and cakes
- Don't go shopping when you are hungry as the check out is loaded with tempting foods
- Use your freezer to store essentials for a meal so that you can always make something

SHOPPING ON A BUDGET

Tips on budgeting:

- Buy seasonal fruit and vegetables as likely to be cheaper (see seasonality chart from Get Cooking)
- Buy locally as travel costs etc should be taken into account.
- Use tinned, canned and frozen fruit and vegetables (can cut down on waste).
- Buy from Farmers Markets, Road Side Stalls, Food Co-ops, Veg Box Schemes as they are often cheaper.
- If you don't use all your fresh vegetables either make soup, fruit smoothies with it or freeze it for future use
- Look out for special offers, vouchers and money off coupons.
- It is often cheaper to buy at the deli counter than to buy pre-packed food.
- Shop at the end of the day – the food may be reduced in price.
- Buy in bulk or shop with a friend and take advantage of buy one get one free offers.
- Use quality meat and bulk it up with pulses or pasta.
- Buy own brand products where possible – Often the nutritional content of supermarket own brand is identical to named brands.



Session 5

'Re-motivating munchies'

New Plans

Aim To explore lapsing and overcoming unhealthy triggers which make you lapse into unhealthy ways

Topics Keeping going

Fast foods and temptations

Family fun time

Change your Party Food

Active party game / active story time

Resources to support the session

- Tutor Fact Sheet 5.1 DEALING WITH EXTERNAL TRIGGERS
- Tutor Fact Sheet 5.2 DEALING WITH INTERNAL TRIGGERS
- **Resources for the Session**
- Handout 5.3 Lapses What to do if you have a lapse
- Handout 5.7b,c Finding more helpful ways of thinking
- Handout 5.8 Lapses Tips
- Resources for "family fun time" -food activity and physical activity

Welcome and Review last week's tasks

Look at new recipes

Share thoughts about taste of low fat and low sugar foods

Look at recipes and see if you can make them healthier.

Successful changes you have made particularly around being more active.

How was Shake Up routine?

Aims - by the end of the session you will

Understand how unhealthy behaviours are triggered

Understand the difference between internal and external triggers to unhealthy behaviours

Be able to identify some of your own external and internal triggers to overeating and inactivity

Be able to create goals to overcome them by re-thinking

Family fun time

Change your party food – healthier pizza

Active party game / active story time

Making Changes Successfully; psychological pathway

• **Dealing with lapse**

Lapses are not a problem in themselves but they make you feel disheartened. Concentrate on the achievements and take yourself through the steps on [Handout 5.3 What to do if you have a Lapse](#)

Task Use your personal log and look at the lapses that have occurred over the weeks.

Try to identify why it happened and re-plan so that you either avoid the situation or you work out coping strategies. Don't forget getting support is useful. You will need to use techniques to help ensure that you keep going with your healthy eating plan and activity plans, making those lifestyle changes permanent

Topic: Dealing with triggers that contribute to lapsing from new healthier behaviour

External triggers ([Tutor Fact Sheet 5.1 Dealing with External Triggers](#))

Choose one of the following activities:

1. Finding ways to deal with external triggers

Aim of the activity: To identify common external triggers and think of strategies to manage them

How to do it:

- ✓ Ask each person to identify one external trigger that regularly gets in their way of a healthier eating pattern or physical activity. (For some common examples, see [\(Tutor Fact Sheet 5.1 Dealing with External Triggers\)](#))
- ✓ The group can then come up with one example of stimulus control, one of response substitution and one of resistance training for each trigger
- ✓ Pick one or two of the examples given by the group (or think of some examples yourself), and ask group members to set a SMART goal about how they would achieve it. ([Tutor resource 5.4 Common External Triggers](#))

2. Identifying external triggers

Aim of the activity: To increase awareness of possible external triggers and identify ways to manage them

Materials Pictures, cut out from magazines or newspapers, that represent some common external triggers. For example: someone going shopping for food; food advertisements; preparing or cooking food; getting into a fight with someone or people arguing; a buffet; watching TV; a celebration; an ice cream shop or chip shop; or someone or a family on holiday.

How to do it:

- ✓ Ask the group to divide into three or four separate groups. Give each group one or two pictures
- ✓ Ask them to think about the pictures and to what extent these external triggers apply to them. Give them about 10 minutes
- ✓ Then go around the room and ask each group to talk about what picture they have, why it is an external trigger and possible solutions or strategies to deal with it.

Trigger busting internal triggers

([Tutor Fact Sheet 5.2 Dealing with Internal Triggers](#))

Aim of the activity: To identify internal triggers and learn strategies for how to deal with them

- ✓ Divide a flipchart sheet into four squares that correspond to each of the four internal triggers.
- Write the headings: Hunger, Cravings, Unhelpful thoughts and Emotions
- ✓ Ask group members to come up with at least one internal trigger in each category. Write these down in the appropriate square
 - ✓ Each person then picks one internal trigger. Give them 10 minutes to come up with a formal plan to learn how to deal with that trigger
 - ✓ Go round each person or pair and get them to tell you what their plan is
 - ✓ Ask for alternative plans from other group members.

([Tutor resource 5.5 Strategies for dealing with internal triggers](#))

Finding more helpful ways of thinking (Tutor resource 5.6 Dealing with unhelpful thoughts)

Choose one activity from the following:

1) Activity: Using (Tutor resource 5.7 a Finding more helpful ways of thinking)

Choose the most appropriate statements to your group, cut them apart and then match the unhelpful thought with the thoughtful replacement

2) Activity: Using Handouts 5.7 b,c Finding more helpful ways of thinking about Healthy Eating and about becoming More Active, ask pairs to come up with their own way of re-thinking

Change Challenge tasks before next week

1) Read Key Messages and Tips sheets. **Handout 5.8, 'Lapses. What to do if you have a Lapse'**

Personal Change Challenge Goals for the week

- 1) Set your own weeks Change Goals
- 2) Try swimming

FUN FAMILY TIME

Topic: Change what you give the children.

Food Activity

Children's food / party food – pita-pizzas

Physical Activity

Active party game / active story time

Session 5

DEALING WITH EXTERNAL TRIGGERS

This will help you understand why dealing with external triggers is an important step in developing eating patterns that will lead to a healthier lifestyle and weight loss.

Key learning points

Behaviour does not just happen. It is triggered.

Triggers can be divided into two types:

- ✓ **Internal triggers:** These are triggers that come from within the person. They can include the way you think and feel, as well as physical states such as hunger and thirst
- ✓ **External triggers:** These are triggers that come from outside the person. They can include things like the sight and smell of tempting but unhealthy food. Examples include walking past a chip shop, smelling food in the kitchen, seeing food, or watching others eat.

Main three strategies for dealing with external triggers

1. *Avoiding the trigger – Stimulus control*

One of the most effective ways to beat a trigger is to avoid it. Using stimulus control means trying to avoid the triggers that make you overeat or that make you inactive.

2. *Doing something else instead – Response substitution*

This means finding other types of comfort, distraction or reward other than eating when you are confronted with things that normally trigger eating.

3. *Learning to resist – Resistance training*

It may be helpful to teach yourself how to resist in the presence of temptation. One method involves exposing yourself to mild versions of the trigger that makes you want to eat, and then gradually working up to the most difficult situations. Let's say that the sight of a packet of 'Cheddars' in the sitting room is bound to set you off eating. You could start your resistance training with something easier – say a piece of Ryvita wrapped in cling film. Put it in full view and try to keep it there for a couple of days. If that works, move up to something harder – perhaps a cream cracker. Gradually give yourself harder tasks until finally you have a packet of Cheddars sitting, open but uneaten, for seven days.

How to deal with external triggers

1. Identify those things that reliably lead to deviation from your plan
2. Make a plan about how you might overcome this trigger:
 - Stimulus control plan
 - Response substitution plan
 - Resistance training
3. Make a SMART goal to help you deal with the external triggers, and set a reward for achieving this.

Session 5

DEALING WITH INTERNAL TRIGGERS

This will help you understand why dealing with internal triggers is an important step in developing eating patterns that will lead to a healthier lifestyle and weight loss.

Key learning points

What's an internal trigger?

There are four common internal triggers to eating and physical activity behaviour. These are:

Hunger: Eating because you haven't eaten for a while and because your body physically needs food for fuel or energy.

Cravings: The desire to eat a particular food (e.g. chocolate) even when you are not hungry.

Emotions: Often you encounter situations that make you feel the need for a reward or for some comfort. Or you may find that you want to take your mind off a particular mood. Food can be used as a way to get rid of or numb those feelings.

Unhelpful thoughts: Unhelpful thoughts are thoughts that tell you that it is OK to behave in a way that you know will get in the way of your healthy eating plan or your activity plan.

For example, they can make you:

- ✓ Put things off and start again tomorrow – and then the next day and then the day after that
- ✓ Think that food will help you cope with emotions or situations that you find difficult
- ✓ Think that what you are trying to achieve is not important, or that it's not worth the effort of finding a different way to cope with a difficult situation
- ✓ Think about what you need right now (for example, a chocolate biscuit) and ignoring what you need to do for the future (for example, your increased risk of diabetes if you continue to put on weight)
- ✓ Think that you have no control or choice about how to cope with situations in which you could choose a healthy or unhealthy way of behaving
- ✓ Wish that things were different and hope that something will just happen without you having to try
- ✓ Thinking that there is no point in trying because the task is too great.

How to deal with internal triggers

1. Identify what your particular triggers are.
2. Brainstorm which strategies you could use for dealing with those triggers.
3. Make a plan to deal with one particularly important trigger and put it into action. Perhaps you could set yourself a SMART goal for dealing with it.

What to do if you have a lapse

- Stop** doing what you are doing and remove yourself from the situation

- Recognise** that one lapse is not the end of the world and don't trap yourself with negative thinking

- Learn** by thinking what has happened around you and inside you

- Plan** what to do to stop your slip becoming a fall and put your plan into action now

- Be** positive and carry on. Learn from what has happened by retracing your steps and re-planning

Common External Triggers
Which of the following apply to you?

- Seeing, hearing or smelling food
- Seeing others eating fast food
- Seeing food adverts
- Shopping
- Preparing food
- Not having healthy food at home
- Arguing
- Being left alone
- Having nothing to do
- Other people friends offering me food
- Being in a food situation like a party
- Missing regular meal times and getting over hungry adverts

Make a SMART Goal that helps you deal with the external triggers and set a reward for achieving this

Tutor resource 5.5

Strategies for dealing with internal triggers

Type of trigger	Why it may lead to overweight	Strategies for dealing with the trigger
Hunger	If you don't have a regular eating pattern, you may get hungry more often and eat more than you need to	<ul style="list-style-type: none"> ✓ Get into a regular eating pattern
Cravings	Indulging your craving in a big way may make you eat more than you need to. It may lead you to give up on your healthy eating plan for that day	<ul style="list-style-type: none"> ✓ Surf the urge Distract yourself until the craving goes away. Look back at the suggestions for ways to distract yourself.
Unhelpful thoughts	You have unhelpful thoughts that suggest that eating is the solution to a particular problem, or that minimise the importance of what you are trying to achieve	<ul style="list-style-type: none"> ✓ Ask yourself if the unhelpful thought is perhaps helping you to solve one problem, but creating others ✓ Challenge your thinking. Find more helpful ways of thinking ✓ Think about the last time you overate or didn't do any activity. How did you feel afterwards? Was it worth it? ✓ Stop and remind yourself of what you are trying to achieve and why
Emotions	You need to be comforted, distracted or rewarded, and eating seems like a good way to do this	<ul style="list-style-type: none"> ✓ Distract yourself from the mood ✓ Discover and learn other ways to comfort, distract or reward yourself. Make a plan about how you will teach yourself these ✓ Ask yourself if you are having any unhelpful thoughts and deal with those ✓ Ask yourself whether eating will change the problem you are currently facing

Tutor resource 5.6

DEALING WITH UNHELPFUL THOUGHTS

The way in which you think about things often determines how you feel about a situation and the things that you do. Many people who have been trying unsuccessfully to manage their weight will have some unhelpful thoughts about a whole range of issues that affect eating and activity. See if you recognise in yourself any of the unhelpful thoughts below.

What unhelpful thoughts do I have?

Below are some of the most common unhelpful thoughts that can get in the way of successful weight management. Unhelpful thoughts are thoughts that tell you it is OK to behave in a way that you know will get in the way of your healthy eating plan or your activity plan. Think back to the last couple of times that you didn't stick to your plan. Put a tick by any of the following unhelpful thoughts that got in your way.

- Putting things off and starting again tomorrow – and then the next day and the day after that...
“I’ve blown it now. I’ll start again tomorrow.”
- Thinking that food will help you cope with emotions or situations that you find difficult.
“I’ve had such a rubbish day. I’m going to treat myself to an evening off the diet!”
- Thinking that what you are trying to achieve is not important, or that it's not worth the effort of finding a different way to cope with a difficult situation.
“I’m, tired of being made to feel guilty about my weight. A few extra pounds here and there isn’t going to make that much difference.”
- Thinking about what you need right now (for example, a chocolate biscuit) and ignoring what you need to do for the future (for example your increased risk of diabetes if you continue to put on weight).
“So what if I end up getting diabetes? I’ll cope – I always do.”
- Thinking that you have no control or choice about how to cope with situations in which you could choose a healthy or unhealthy way of behaving.
“There’s nothing I can do about this party. I may as well enjoy the food rather than making myself miserable about it.”
- Wishing that things were different and hoping that something will just happen without you having to try.
“It’s not fair that I have to watch myself in this way. Other people don’t have to keep to keep a diary, so I don’t see why I should.”
- Thinking that there is no point in trying because the task is too great.
“I’ve got to keep this up for so long. I don’t think I have the strength to keep it up.”

Tutor resource 5.7a

FINDING MORE HELPFUL WAYS OF THINKING

We don't believe that particular thoughts are either good or bad, but you do need to evaluate your thoughts on the basis of whether they help you achieve what you set out to do.

The following chart will help you identify and overcome unhelpful thoughts that make it difficult for you to stick to your healthy lifestyle plan. It will also help you to learn how to think in ways that make it easier for you to stick to your plans.

It may surprise you to know that it is possible to learn how to think differently about food, your weight and physical activity. The key to learning how to think differently is – as with many other things – practice.

Below is a list of some 'unhelpful thoughts', and for each unhelpful thought is an alternative, more helpful way of thinking.

Unhelpful thought	More helpful way of thinking
<i>"I've blown it now. I'll start again tomorrow."</i>	"Yes, I've made a mistake but if I carry on stopping and starting I will have to work a lot harder for a lot longer than if I stop right now."
<i>"I've had such a rubbish day. I'm going to treat myself to an evening off eating well!"</i>	"To be honest unhealthy food won't really take away how rubbish my day was any more than a tasty healthy option. I'll look in my cookbooks for something that will cheer me up but won't break the calorie bank."
<i>I'm tired of being made to feel guilty about my weight. A few extra pounds here and there isn't going to make that much difference."</i>	"I know that a few extra pounds does make a difference and I'm tired of not being able to get into any of my nice clothes."
<i>"So what if I end up getting diabetes? I'll cope – I always do."</i>	"I know I'd be able to cope if I get diabetes, but is that chocolate biscuit really worth all the extra effort I'll have to put in?"
<i>"There's nothing I can do about this party. I may as well enjoy the food here rather making myself miserable about it."</i>	I've always got a choice, even if it makes life a bit more difficult at times. These parties are part of my life. The only way I'm going to learn to control how much I eat at parties is by practising."
<i>It's not fair that I have to watch myself in this way. Other people don't have to keep a food diary, so I don't see why I should."</i>	"It's neither fair nor unfair that I have to watch myself. It's how things are. I know that keeping a diary helps, so I'm just going to keep doing it."
<i>I've got to keep this up for so long. I don't think I have the strength to keep it up."</i>	"Anyone would give up if they thought about being on a diet forever. I'm just going to focus on what I can do right now and put the long term out of my mind."

Handout 5.7b

FINDING MORE HELPFUL WAYS OF THINKING

Below we list some examples of 'unhelpful thoughts'. See if you can turn the unhelpful thoughts into more helpful ways of looking at things. For each unhelpful thought here are some extra ideas to help you find a more helpful way of thinking. As with other behaviours, if you regularly 'practise' helpful thoughts, they will eventually become habitual ways of thinking.

ABOUT HEALTHY EATING

Unhelpful Thought	More helpful way of thinking
-------------------	------------------------------

"It takes to long to prepare healthy food." _____

Ideas:

- You can eat healthy without cooking at all.
- Healthy foods can be very simple to buy and prepare.
- You can share the preparation with family or friends.

"Healthier eating is less filling." _____

Idea:

- Eating healthily means eating more starchy foods. These fill you up but still have a lot fewer calories and less fat. This means there are fewer calories per bite of food.

"I'll have to cook two different dinners a day for the family" _____

Idea:

- Start changing meals slowly at first. Make other changes as the family gets used to the healthier meals.

"I can't be bothered to eat more healthily." _____

Ideas:

- It might not take as much effort as you think, so why not give it a try? Weigh up the possible benefits against the effort you may need to make.
- Although it may seem an effort at the beginning, it can soon become a habit.
- Also, nowadays there is quite a wide range of healthy convenience foods available

“Healthy food don’t taste good.”

Ideas:

- Try changing small things one at a time.
- Experiment. Some foods you may like; others you may not.
- Traditionally, people have thought of diet foods as just being salad and cottage cheese, but in fact healthy foods include a much wider range of foods than you might imagine.

“I can’t afford to eat more healthily.”

Ideas:

- Eating less meat and more starchy foods can actually save you money.
- Canned or frozen fruits and vegetables are often cheaper and as nutritious as fresh.
- High fat takeaways often cost more than a home-prepared healthy meal.
- Buying fatty and sugary snacks means paying for empty calories which add to your weight.
- Shop in markets for low-cost fruit and vegetables.

“My life is too stressful to eat more healthily.”

Idea:

- Eating healthily and regularly can help you to feel more energetic and better able to cope – and therefore more able combat stress. But if it’s not the right time for you to make major changes to your diet, you can always come back to it later.

“My friends and family won’t support me to eat more healthily.”

Idea:

- Learn to be more assertive about your needs. Explain to them that your eating plan is very important to you and you would really appreciate their help and support.

*"I get home
too late."*

Ideas:

- You can make up quick meals, plan in advance, or freeze meals.
- If you need to use convenience foods, you can use low-calorie ranges

*"I'll have to give
up all my
favourite foods".*

Ideas:

- You won't have to give them up, but if they're high in fat and sugar, you will need to eat less of them.
- You can learn to prepare your favourite foods using less fat and sugar.
- Explore new foods and find new favourites.

Handout 5.7c ABOUT BECOMING MORE ACTIVE

Unhelpful Thought	More helpful way of thinking
-------------------	------------------------------

"I don't have time for doing any activity." _____

Ideas:

- Get off the bus a stop or two early and walk the rest of the way.
- Try to take a 15-minute walk at lunchtime.
- Get the family to help share your household jobs.
- Encourage everyone to watch less TV.
- When the weather is good, try getting up 15 minutes early and taking a brisk walk before breakfast.
- Prioritise. You might get more done with the extra energy you can get from exercise. But remember that all exercise requires time which you would have spent doing something else. So think carefully about what you could do less of, or stop doing, in order to fit exercise in.

"Who'll look after the children?" _____

Ideas:

- Teach your children about the importance of exercise by taking part in a family activity like cricket, tennis or football.
- Make it fun for all of you.
- Walk to school with your children. Or walk just part of the way.
- Choose at-home activities such as gardening or using home exercise equipment or exercise video's.
- Negotiate for help with baby-sitting.

"I'm too tired to do any exercise." _____

Ideas:

- Try exercising at the time of day when you're most alert for example early in the day.
- Choose lifestyle activities like brisk walking that don't require a high degree of effort but leave you feeling less lethargic.
- Exercise with a partner or friend so that you encourage each other.
- Challenge yourself to doing five minutes of physical activity before deciding whether or not you are too tired.

Lapses

Key Messages from Session 5

- ☺ Lapses or 'off times' are inevitable and should be viewed as valuable opportunities to learn
- ☺ Unhelpful thoughts often crop up when I am vulnerable.
- ☺ My thoughts and beliefs affect how I feel and what I do. Considering different ways of looking at things improves how I feel, my confidence and my ability to make real changes
- ☺ Learning to think differently takes practice but everyone can do it

Tips on what to do if you have a lapse

- Stop** doing what you are doing and remove yourself from the situation
- Recognise** that one lapse is not the end of the world and don't trap yourself with negative thinking
- Learn** by thinking what has happened around you and inside you
- Plan** what to do to stop your slip becoming a fall and put your plan into action now
- Be** positive and carry on. Learn from what has happened by retracing your steps and re-planning
- Don't** be hard on yourself, keep things in perspective and move on quickly rather than dwelling on things
- Write** down the reasons you wanted to make changes in the first place to re-motivate yourself
- Think** about the new habits that you have developed that you would like to keep up – the things that you have found most useful
- Think** about how you feel now and recognise the positive differences
- Value** what you have achieved and celebrate it

Session 6 **'Congratulations in maintaining changes'**

Maintain Changes

Aim To create a Change Plan to help participants achieve personal and family, lifestyle goals

Topics Celebrating success and rewarding each other
Planning for the future

Family fun time

Celebration meal on a cultural theme or group activity e.g. recipe book, picture collage

Fun celebration disco trying different dance steps or make up a group Formation Dance

Resources for the session

- Handout 6.1 Small Change Big Difference
- Resources for “family fun time” taster -food activity and physical activity

Welcome and review of weeks tasks

Look at personal logs and goals. How do you feel you have got on?

What did you think of last week's session on triggers?

How do you feel about the group ending this week?

Aims by the end of the session you will have:

Identified what you have learnt from the programme

Set targets for future weight loss or weight maintenance

Created a personal Change Plan to achieve a sustained healthier life

Family fun time: Family meal time

Celebration disco

Making Changes Successfully: psychological pathway

- How do you feel with reference to the original goals
- What have been the benefits? Think about the following statements
Changes in your diet
Changes in your family diet
More physical activity
Feeling better - In what way?

Other positives WRITE THEM DOWN and congratulate yourself

- What lessons learned can you take forward
- What are challenges that you still want to overcome.
- How do you feel about the future
- Create a future change plan and identify where you are going to get support.

Topic: What Now? Other support you can use and your future

Websites www.weightconcern.org.uk

www.netmums.com/ic/food.phb

Other health professionals

Slimming on referral if working in your area

Health Visitors

Shape up worker / Health Trainer

Buddy group

Discuss organisation

Plan for the future

Task Complete Handout 6.1 'Small Change Big Difference lifestyle plan'

Personal Change Goal for the future

- 1) Sustain your changes by sticking to long term plan and keeping a diary going or a notebook until changes become automatically part of your life
- 2) Try where possible to influence family changes and continue to be a role model
- 3) Seek out one to one support from a health professional if you feel it would help you to manage yours and your family's weight

FUN FAMILY TIME

Topic: Change for good

Food Activity

Family meal time.

This could be:

- i) on a cultural theme- Chickpea and pineapple curry
- ii) a favourite recipe
- iii) bring dish already prepared to add to the group meal

Prepare and eat a meal as a group.

Make recipe book

Physical Activity

Celebration disco Try out dance steps that the group knows or put together a group formation dance

Gifts and certificates

Small Change Big Difference

Key Messages from Session 6

- ☺ I need to keep putting what I have learned into practice and be more active and make healthier food choices
- ☺ I will congratulate myself when I make new positive changes in my life and they have become a 'habit'
- ☺ It's good for me to try new things that might benefit me.
- ☺ What I do will influence my whole family

Lifestyle Change Plan

Hopefully you have picked up several skills on the 'Why Weight' Programme to manage your eating habits and your levels of physical activity. You now need to choose appropriate goals so that you will maintain these changes that fit in with your and your families priorities.

It's important to plan these so you can successfully move forward a step at a time. Use this chart to help you. You might need extra one to one support to think through this.

I want to achieve the following

I want to achieve this because

These are the steps I need to take to achieve this and the order in which I need to tackle them.

My Goal

Steps I need to take to achieve this Goal (SMART Goals)	Order in which I need to tackle these steps

I am prepared to tackle the following right now in order to achieve this

I need the following things to achieve this step (e.g. help from others, information, skills) and I am going to get them from the following places

What do I need	Where / How am I going to get it

I will know when I have achieved this step when

I will reward myself for achieving this step by

The following things might get in the way of me achieving this step

I am going to put the following things in place to try to overcome or limit these barriers

I will set a date and a time to review my Progress

I will know its time to move onto the next steps when

Appendix Food and Activity diary

Name _____ Date _____

Meal occasion	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Mid Morning							
Lunch							
Mid Afternoon							
Dinner							
Physical Activity							

Tips for diary keeping

- Keep a note of everything you eat and drink for 7 days
- Record what you eat in handy household measures e.g. tablespoons; teaspoons etc.
- Record as much detail as you can, remembering to include all snacks and drinks too.
- Keep your food diary close at all times, so that entries can be included 'on the go' (its hard to remember everything that is eaten at the end of the day)
- Keep a note of physical activity levels, including day to day activities as well as more structured sports

Appendix

Evaluation

On Going Evaluation:

SMS TRACKING

Questions will be sent out to all participants at 3 and 6 months on completion of a Why Weight 6 week course. SMS is a computer based system which sends a message out by text to any group on a database. Participants' mobile phone numbers will be collected on the 'end of course questionnaire' [as used by Family Learning in all courses]. The results of which will be shared with PHT.

Follow up visits:

These will be done at 3 months and at 6 month

Tutor Session Evaluation

Please indicate what you covered?

What went well?

What went badly?

What would you keep it in the programme?

What is missing?

Which handouts were useful?

What leaflets were useful?

Is there anything that you did that went well and you think would contribute to the programme?