

Healthy Weight Intervention: 6-Session Script

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OVERVIEW

Purpose

This manual outlines an obesity prevention intervention that has been developed and used at Stanford University, the University of Texas at Austin, and Oregon Research Institute. The intervention is the outgrowth of a 16-year program of research on the risk factors for eating disorders by this research team. The intervention, called *Healthy Weight*, draws upon behavioral weight control programs that have been found to result in effective weight control (Brownell, 1997). This program provides information about the impact of caloric intake and physical activity on body weight and encouraged participants to make lasting lifestyle changes involving reduced caloric intake and increased physical activity in an iterative manner. Participants develop individualized lifestyle modification plans and the majority of sessions are devoted to implementing these changes and overcoming barriers to change. Several trials have found that this intervention significantly reduces unhealthy weight gain and eating disorder symptoms relative to both assessment-only control conditions and alternative interventions, with some effects that persist through 3-year follow-up (Stice, Chase, Stormer, & Appel, 2001; Stice, Trost, & Chase, 2003; Stice, Shaw, Burton, & Wade, 2006; Stice, Marti, Spoor, Presnell, & Shaw, 2008). Perhaps most encouraging, participants who completed the *Healthy Weight* intervention showed a 50% reduction in obesity onset and a 60% reduction in eating disorder onset over the subsequent 3-year follow-up relative to assessment-only controls (Stice et al., 2008). To our knowledge, the *Healthy Weight* intervention is the first program to reduce initial body weight and eating disorder symptoms and reduce risk for future onset of obesity and eating disorders.

This intervention is described as a body acceptance program to facilitate recruitment and avoid stigmatization. Young women with body dissatisfaction are at increased risk for future escalation in both eating disorder symptoms and unhealthy weight gain (Berg & Neumark-Sztainer, 2007; Haines et al., 2007; Johnson & Wardle, 2005; Stice, 2001). In addition, body dissatisfaction may motivate individuals to make healthy changes to their dietary intake and activity level. A unique feature of this program is that the healthy lifestyle change plan is participant-driven, with the goal of promoting internalization of the health goals and the development of executive control over lifestyle choices.

It is important that group leaders not embellish this intervention in any way (e.g., discuss their own personal experiences related to obesity) because this may undermine the effects of the intervention that have been observed in past trials.

GENERAL CHANGE PRINCIPLES

Participants will be asked to make gradual healthy lifestyle improvements to both dietary intake and activity level. Typically, they will be asked to make improvements in each domain after sessions 1, 2, 3, and 4. For the remainder of the sessions, they are encouraged to focus on maintaining these healthy lifestyle changes on a permanent basis. However, we give facilitators some latitude, as certain participants may need to make numerous healthy changes to their

dietary intake and physical activity after all six sessions, whereas others may need to make only minor improvements to dietary intake and physical activity before focusing on maintenance.

Structure

Groups consist of a group leader, who can be a school counselor, psychologist, nurse, teacher, or a graduate student. It is often useful to include a co-leader, who can be a participant from a previous group, to help run the sessions (e.g., pass out material and write participant responses on a whiteboard). Experience suggests that the optimal group size is approximately 6 to 8 participants, as this ensures that all group members will be able to participate verbally. The group meets for six consecutive weeks in 1-hour sessions.

Common Problems

Homework assignments can pose difficulties, especially those that seem “school-like.” Participants’ adherence to between-session assignments depends on whether leaders emphasize the importance of completing these exercises and how well leaders track the assignments in subsequent session. Contacting participants via email, phone, or text message a day before the scheduled session can help prompt participants to complete their assignments and in bring them to their next session. Additionally, all home exercise forms should be placed in participants’ folders.

It is important not to allow participants to argue for unhealthy lifestyle choices. It is also crucial for group leaders to keep self-disclosure to a minimum to make sure that the intervention exercises are completed.

It is also important to engage all participants during the group sessions. Although it is crucial to follow the manual closely, participants often get bored if group leaders consistently read directly from the script. Thus, we recommend becoming familiar with the main points so that you can minimize the extent to which you read from the script. Maintaining eye contact with participants during the entire session and using first names helps encourage discussion as well. Be sure to look at each participant and try to draw her in to the discussions, paying special attention to those who are less talkative or reluctant to speak up. If one or two participants tend to dominate the discussion, call on other participants to share their opinions. We recommend going around the entire group so that *each* group member participates in each main activity (change the order so the same person does not always have to go first). Try to use humor when possible, be relaxed, smile and laugh when appropriate, and listen carefully to what participants are saying. We also encourage you to playfully push participants to make meaningful healthy lifestyle changes. Last, we strongly recommend allowing participants to spend a great deal of time reviewing excuses for not making healthy lifestyle changes – instead, focus on making positive changes in the future.

Therapist Training

This manual has been developed for school counselors, psychologists, grad students, nurses, or teachers. It is vital for group leaders to carefully read this manual and practice each

activity (i.e., role play) before attempting to lead a group. Experience indicates that participants quickly lose interest if the group leaders are not familiar with the activities and the flow of the sessions.

Manual Guidelines

The curriculum contained in this manual has been demonstrated in several randomized clinical studies to be an effective prevention program for individuals at risk for obesity and eating disorder onset. Adherence to the manual protocol is critical in obtaining positive intervention effects.

Facilitators: Keep tracking form listing the changes that each participant is committing to making/maintaining over the sessions.

It is particularly crucial for group leaders to manage the session effectively and make sure that *all listed exercises* are completed. It is sometimes necessary to tactfully interrupt particularly talkative individuals so that the group leader can move the group onto the next exercise in the manual.

If a participant misses a session, try to schedule a brief 15-minute mini-session that covers the important points and exercises with them. We often do this right before the next session begins. Although this represents extra work for the facilitators, it helps to minimize missed sessions and communicates that each session is important. It also communicates that the facilitators care about making sure each member is exposed to the intervention material.

The manual describes each of the 6 intervention sessions. For each session, information is provided on (a) materials used for the session, (b) a listing of topic areas to be covered, (c) main procedural elements for group leaders to follow, and (d) assigned home exercises for the participants to complete between sessions. Throughout the manual all handouts are distinguished by **underlined bold print**. Instructions to group leaders are presented in regular typeface. Verbal instructions that group leaders should say, or paraphrase, to participants are presented in *italics*.

SESSION 1 This Is Not a Diet

Prep: Email/call/text each participant before this session to remind them about the time and location of the first group. Before participants arrive, write the title of the session and the session agenda on the board.

Materials: Name tags
Handout: The Usual Suspects
Handout: Food and Activity Change Tracking Form
Handout: Food Record Form
Handout: Exercise Record Form
Flip chart (or whiteboard) and markers
(place all handouts for all sessions in participants' folders)
Video camera

Topic Areas:

- I. Introduction
- II. Overview
- III. The Healthy Ideal
- IV. Attaining the Healthy Ideal
- V. Input
- VI. Output
- VII. Home Exercise

I. INTRODUCTION (10 MIN)

Thanks for joining us. All of you decided to participate in these groups because of your weight concerns – a common concern among many people.

Introduce self and co-facilitator.

Let's get to know each other better. Can each of you tell us your name, where you're from and the grossest or bizarre food you have seen served in the dorms or elsewhere? I will go first.

Facilitator starts [use to learn peoples' names] by introducing him/herself and the co-leader to the group. The leader asks the co-leader and group members to introduce themselves. This is an opportunity for the facilitators to break the ice and help participants feel comfortable discussing personal thoughts and experiences.

II. OVERVIEW (5 MIN)

This intervention is based on a study performed at the University of Texas which found that young people who took a class on how to make healthy lifestyle changes to their dietary intake and physical activity showed marked reductions in weight concerns, eating disturbances, weight gain, and risk for future onset of obesity and eating disorders over 3-year follow-up.

The idea behind this class is that you can fine-tune your energy balance, and can develop a better relationship with food and your body image that is sustainable and permanent. The goal is to reach a balance that will allow you to stop obsessing about food and dieting, and achieve a lasting healthy weight. This will make you feel better about your body and result in improved health.

Further, by committing to these healthy lifestyle changes, you will gain greater control over your body shape.

Finally, we deliver this intervention in a group format so that you can provide support for each other and your weight concerns – something that is very important.

During the six sessions we will:

- 1. Differentiate the healthy-ideal from the unrealistic body images promoted by the media*
- 2. Introduce the concept of reaching an energy balance*
- 3. Work with each of you to fine-tune your energy balance so you can achieve body satisfaction and lasting weight control*
- 4. Help you to generate ideas about how to eat well and incorporate exercise into your daily lives in a way that is sustainable for the long term.*

Each week we will ask you to set behavioral goals related to healthy eating and exercise. Each of you will be asked to report your progress in meeting those goals at the next meeting.

Experience indicates that you will get the most out of these groups if you attend all six meetings, participate verbally, and complete all of the home exercises. Can you commit to this?

Get public commitment from group as a whole.

If for some reason you need to miss a session, please let me (or co-facilitator) know as soon as possible. We will need to schedule a make-up session with you before the next regular group session so you will be caught up with everyone else.

We ask that everything said in our group remains confidential, as some may reveal personal information during our meetings. Also, please turn off your cell phones and don't text during group meetings

III. THE HEALTHY IDEAL (5 MIN)

First, we need to distinguish between the healthy-ideal and the unrealistic image of beauty and attractiveness promoted by the media. For women, the media has portrayed a beauty ideal that is ultra-thin, like the supermodels in fashion magazines. For men, the media promotes both a similar thin-ideal and a muscular ideal.

Many people have body image concerns that are rooted in a pursuit of these ideals, often times through very unhealthy means. Individuals may engage in very unhealthy behaviors to achieve an ultra-thin or very ripped body, such as fasting or vomiting, or taking steroids.

The healthy ideal is a reasonably slender body, but one that has muscles and fat, both of which are natural and serve important functions. So it is possible to be healthy and yet still not meet our society's unrealistic ideals for the two genders.

Facilitators should next present the benefits of pursuing the healthy ideal.

There are several benefits to pursuing the healthy ideal.

Health benefits (longer life, less illness [e.g., cancer], fewer injuries; more energy, higher quality of life, ability to get around comfortably)

Social benefits (more social acceptance, easier to meet new friends; easier to find dates, higher marriage rates, easier to get jobs, higher salaries, higher social class)

Emotional benefits (less obsessing about weight and eating; less depression, higher self-confidence, better concentration, greater productivity)

IV. ATTAINING THE HEALTHY IDEAL (10 MIN)

Many people find it difficult to reach the healthy ideal because of an incomplete understanding of the causes of weight gain and because they lack the skills to make lasting behavior change. An improved understanding of these factors will help you achieve a healthier weight, which will give you more energy, self-confidence, and greater body acceptance. This group will help you learn to make these behavioral changes, and will also provide a source of support.

A. Energy Balance

Body weight is a function of caloric intake and output. If you consume more calories than you use, you gain weight; if you consume less than you use, you lose weight. If you want to maintain weight, you need to balance this equation. So reaching a healthy weight is simply a function of limiting your intake of the foods highest in fat/sugar and increasing your caloric expenditure through physical activity. This intervention will help you fine-tune your energy balance.

Some of you may think that your weight is completely determined by genetics. However, genetics play a limited role in determining body weight compared to lifestyle behaviors. You simply need to find an intake and output balance that helps you attain a healthy weight given your genes and metabolism.

Thus, we'll spend time examining your caloric intake and output, with the goal of making slight but lasting alterations that will allow you to reach and maintain a healthy body weight. These change plans will be individualized. The goal is to help you avoid overeating that causes unhealthy weight gain because once people have gained excess weight it is extremely difficult to lose.

B. Energy Balance Versus Dieting

Please note that we are not suggesting you diet. Dieting refers to time-limited constraints on caloric intake intended to counteract the effects of overeating. Many diets involve deprivation and people typically go “on” and “off” diets.

In contrast, we suggest you make smaller, permanent changes to your caloric intake and output that you can maintain for the rest of your life. Thus, this approach represents a commitment to a lifestyle change. This involves making healthy habits a part of day-to-day life. Can you commit to this lifestyle approach?

Get group commitment.

By definition, the energy balance approach ensures that you are not deprived; rather you are simply trying to find a more appropriate level of caloric intake. If you are overweight, you will lose weight even if you eat the number of calories that you need to maintain a healthy body size.

V. INPUT (15 MIN)

A calorie is a measure of energy, which refers both to the energy potential in a food and how much energy your body takes to function.

When your basic energy requirements are met, the body stores excess calories as fat.

What are some ways to decrease high calorie intake?

- *Replace high-calorie foods with low calorie alternatives (i.e. skim vs. whole or 2% milk, yogurt vs. ice cream, mustard or low-fat mayonnaise vs. regular, etc.). But don't use this as an opportunity to eat more just because it is lower fat!*
- *Fill up on low calorie foods (i.e. increase amount of vegetables with meals, try fruit for dessert)*
- *Eat small portions of foods that have healthy fats, such as nuts, almond butter, and avocados.*
- *Eat more frequent, smaller meals throughout the day so there are no periods of intense hunger that may drive overeating.*
- *Ask parents/roommates not to buy unhealthy high-fat/sugar foods*
- *Reduce alcohol intake*
- *Reduce sugar consumption or the intake of artificial sweeteners, which increase your taste preferences for sweetened foods/beverages.*

Because intake is important we need to look at what you eat and determine the best way to improve your dietary intake. Think about the most calorically dense parts of your diet.

Can each of you name the food you suspect is the highest fat/sugar part of your weekly diet? I'll start, so we are all disclosing. I enjoy eating ... (pick your own examples)

A. Healthy Dietary Change Plan

*Can each of you pick one way that you will change your diet this week to make it healthier? We are not calling for radical changes – we only want to fine-tune your energy balance. The important point is that **YOU** get to make the decision of what, and when, you change your eating. We're going to go around the room to hear what each person's healthy change will be.*

Note that the best choice for a given individual may depend on the nature of the food and the individual's knowledge of themselves. Some options include:

1. Cutting out the food entirely to handle a given situation (e.g., stop bringing cookies back to the dorm room from the cafeteria).
2. Purchasing single-serving sized packages of the food.
3. Having a low energy density food (e.g., like a salad) and then having a limited amount of the high-calorie food, or eating a version of the food that is reduced in energy density (frozen yogurt instead of full-fat ice cream).
4. Incorporating more "healthy fats", such as those found in nuts, almond butter, and avocados into your diet, which can be filling and satisfying, and help prevent overeating unhealthy foods that are high in fat or sugar.

Go around the room and make sure everyone commits to one healthy change to their diets. Get public commitments. Encourage small changes/improvements if a participant attempts to make a change that you think will be too extreme, and therefore unlikely to be achieved.

Record the dietary change goal for each participant on the tracking sheet for the group.

It is particularly important for you to develop healthy habits regarding dietary intake at this point in your life. You are becoming independent adults and most have started living on your own. For many of you, this will be the first time that you are solely responsible for what you eat. This means that the habits you develop now may be with you for the rest of your life.

Handout: The Usual Suspects

Please refer to the handout in your folder called The Usual Suspects, which lists some of the foods with the highest fat and sugar content. When reviewing this, think about whether any of these items are currently in your diet, and how you might work toward either reducing the amount that you eat, or eliminating them entirely.

VI. OUTPUT (10 MIN)

The other side of the energy equation is output – exercise. Exercise can involve lifestyle behaviors, such as biking to school/work and using the stairs. Exercise can also be more structured or traditional, such as running, playing volleyball, or aerobics. Not only does regular exercise help balance the energy equation by using more calories, but it also increases your metabolism.

Changes in physical activity will also be individualized for each of you. Some will be encouraged to begin exercising on a regular basis, whereas others may be asked to cross-train to minimize the risk of injury.

Can each of you commit to one increase in your physical activity that you can maintain? It may be as simple as taking a 20-minute walk each day or may be more ambitious such as jogging for 45 minutes every other day.

A. Healthy Exercise Change Plan

What will each of you do to increase your output? Remember that a good fitness routine involves a balance between cardio, flexibility, and strength training.

Go around the room and get each participant to commit to making one addition to their exercise routine.

Record the activity change goal for each participant on the tracking sheet for the group.

This is an individually tailored program – it all comes down to what will work for you. On this note, it is important to consider your weight gain trajectory of your current input/output level. If you are slowly inching up the scale, only slight changes are necessary. If you are gaining weight rapidly, more intense changes are required.

It is important to point out that the only way that this approach will work is if you are honest about your eating and exercise. It will not work if you under-report intake of unhealthy foods or over-report your activity level.

VIII. HOME EXERCISES (5 MIN)

To reiterate, first we asked that you make one healthy change to your diet in the coming week. Second, we asked you to make one healthy change to your physical activity in the coming week. Please keep track of these changes in the Food and Activity Change and Tracking form.

Handout: Food and Activity Change Tracking Form

Third, please keep a food record for 2 weekdays and 1 weekend day. Record everything you eat and drink and provide a general index of portion size, as well as the general time of day each was eaten. Try to record after every eating episode, because we forget otherwise. Please record the one healthy change to your diet that you are going to make. Bring these forms next time because we will use them to make further healthy dietary changes.

Handout: Food Record Form

Fourth, we would like you to keep an exercise log. These recording forms are in your folders. Please write down every time you exercise for at least 20 min and record the other lifestyle behaviors in which you engaged. Please also record the one healthy increase to our physical activity that you are going to make. Bring these forms next time because we will use them to make further lifestyle changes.

Can someone tell me the four home exercise assignments for this week, to make sure I was clear?

1. Make 1 healthy change to diet
2. Make 1 healthy change to exercise
3. Keep food record for 2 weekdays and 1 weekend day.
4. Keep an exercise log

Handout: Exercise Record Form

Remember, attendance is very important for this program to work.

Collect email addresses and phone numbers so that you can remind people about the home exercises and importance of attending each group.

Thanks again for coming to this first session. We are looking forward to seeing you next week.

SESSION 2

Achieving Balance

Prep: Email/call/text each participant before this session to remind them about the time/location of group and to complete each home exercise. Before participants arrive, write the title of the session and the session agenda on the board.

Materials: Name tags
Handout: Exercise and Caloric Expenditure
Handout: Tips for Eating Out
Handout: Food and Activity Changes Tracking Form
Handout: Food Record Form
Handout: Exercise Record Form
Video camera

Topic Areas:

- I. Review and Overview
- II. Healthy Dietary Changes
- III. Food Record Review and Further Dietary Change
- IV. Healthy Exercise Changes
- V. Exercise Record Review and Further Exercise Change
- VI. Home Exercise

I. REVIEW OF SESSION 1 AND OVERVIEW OF SESSION 2 (2 MIN)

Last session we discussed the goals of this intervention, which are to make small, healthy, sustainable changes to your diet and exercise routines.

Who remembers the difference between the thin-ideal and the healthy ideal?

Yes, the media-created image of beauty and attractiveness is ultra-thin / very ripped and unrealistic, and often the result of unhealthy behaviors. The healthy ideal includes muscles and fat too, and is what we are striving for in this intervention.

II. HEALTHY DIETARY CHANGE (15 MIN)

Last week we discussed the importance of reducing your intake of unhealthy foods to achieve a better balance between caloric input and output.

I would like to hear how each of you did with the change you planned on making to your dietary intake and whether you encountered any problems. Please refer to your Food Tracking Form when you report on how your goals went

Have each participant discuss how the change plan worked last week. **Participants** should offer this information on their own; otherwise prompt those who don't. Ask participants to reference the goal sheet on which they wrote down their goals the week before - cross-referencing your tracking sheet - so that this check-in process is focused on participants' specific goals. If they did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other.

Apply principles of behavior modification when possible (e.g., making small, observable changes, doing the behavior change plan before giving yourself an enjoyable activity, reinforcing changes).

III. FOOD RECORD REVIEW AND FURTHER HEALTHY DIETARY CHANGE (10 MIN)

Based on last week and the patterns you identified, what additional healthy improvement to your dietary intake will you make next week? Feel free to use your food record for ideas.

Go around the room and get a public commitment to one healthy change for each participant.

Remind participants that in our group there are several options for dealing with over-consumption of high-calorie foods. The best choice for a given individual will depend on the nature of the food and the individual's knowledge of herself. Some options include:

- Cutting out the food entirely to handle a given situation (e.g., stop going out for ice cream after partying late).
- Purchasing single-serving sized packages of the food.
- Having a low energy density food first and then having a limited amount of the high-calorie desert.
- Eating a version of food that is lower in energy density (frozen yogurt instead of full fat ice cream).
- Drinking alcoholic beverages with less calories (e.g., straight hard alcohol versus sweetened mixed drinks or beer)

A. The Importance of Breakfast and Avoiding Deprivation

How many of you tend to skip breakfast? For students, skipping breakfast can result from having early classes and busy schedules, but some people skip breakfast as a way to lose weight. Skipping meals, especially breakfast, can make weight control more difficult. Has anyone ever overeaten at lunch or opted for a less healthy mid-morning snack because they skipped breakfast and felt hungrier than usual at these times?

We want to reiterate that you should not go long periods without eating. What can happen as a result of going long periods between meals?

How do you feel when you do this and what types of foods are you likely to reach for?

- Such caloric deprivation often precipitates overeating and is thus self-defeating.
- What are some healthy snacking options that can keep you from feeling deprived in between meals?

Caloric deprivation – being hungry – can make us more prone to choosing less healthy options for snacks or compensate at the next meal, resulting in greater caloric intake than would have occurred if we just had breakfast or ate regular meals and snacks throughout the day. What are some healthy breakfast options? What are some healthy snack options that we can pack along with us during our busy day?

Elicit responses from participants.

Another way to improve your dietary intake is to be more conscious of what to eat when you're eating out. This is especially important to those who eat at campus dining halls, where meals are often presented buffet style. Please look in your packet for "Tips for Eating Out".

Handout: Tips for Eating Out

IV. HEALTHY EXERCISE CHANGE (15 MIN)

Last week we discussed the importance of increasing your exercise to help you achieve a better balance between your intake and output. I'd like to hear how each of you did with the changes you committed to making to your exercise level. Please refer to your Activity Tracking Form when you report on how your goals went.

Have each participant discuss how the change plan worked last week. **Participants** should offer this information on their own; otherwise prompt those who don't. Ask participants to reference the goal sheet on which they wrote down their goals the week before – cross-referencing your tracking sheet - so that this check-in process is focused on participants' specific goals. If they

did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other. Go around the room, trouble shoot as necessary.

Apply principles of behavior modification when possible. For example:

1. Make exercise a social event – take a walk with a friend. See if you can get a roommate to commit to this on a regular basis with you.
2. Come up with a back-up plan for exercising. For instance, if a participant planned on running outside but it is raining that day, have an alternate plan ready, such as attending a Pilates class.
3. Make enjoyed activities contingent on exercise (e.g., you can only watch your favorite TV show if you exercised that day).

Increased exercise has additive benefits. Adding 60 minutes a day of a light activity such as walking will reduce your risk of heart disease. Moderate activity such as biking or dancing for 30 minutes or more at least 4 days a week can help reduce elevated blood pressure. Vigorous activity such as running can protect you even more from heart disease.

V. EXERCISE RECORD REVIEW AND FURTHER HEALTHY EXERCISE CHANGE (10 MIN)

Based on your exercise record, can you identify a way to make a second improvement to your physical activity in the coming week?

Try to get participants to identify potential changes, but leader can suggest changes if necessary. Get public commitment.

Here are some other ideas regarding ways to exercise more if participants have problems coming up with ways to increase exercise.

- *Ride a bike to campus vs. driving*
- *Make regular plans to go to the gym at specific times and stick to it*
- *Get an exercise partner to help get you going and keep you motivated*
- *Register for an exercise or dance class through the PE department*
- *Don't view exercise as having to be done in one big chunk; split it up into smaller pieces*
- *Take a 30-minute walk in a pleasant area in the morning or afternoon*
- *Take the stairs to a class that's on a higher floor, or to your dorm room*
- *Get off the bus a few stops early and walk the rest of the way to campus*
- *Identify activities that you like to do and locations that you enjoy. Don't force yourself to work out in a way or place you dislike (e.g., you may not like the gym at the busiest time of day).*

Handout: Exercise and Calorie Expenditure

In your folder is a handout listing various types of exercise and calories that are expended activity. Are there any numbers that surprise you?

VI. HOME EXERCISES (8 MIN)

To reiterate, please make one additional healthy change to your diet and one additional healthy change to your physical activity in the coming week. Continue to record and track these changes on your Food and Activity Changes and Tracking form.

Handout: Food and Activity Changes Tracking Form

We would also like to ask you to keep a food and exercise record over the next week – like you did last week. Be sure to note barriers to making healthy changes.

Handout: Food Record Form

Handout: Exercise Record Form

Can someone describe the home exercises for this week to make sure I was clear?

1. 1 additional healthy change to diet (2 changes total)
2. 1 additional healthy change to exercise (2 changes total)
3. Record & track changes on Food & Activity Changes and Tracking form
4. Food & Exercise record

Next meeting, we will continue to develop your healthy lifestyle change plan to balance your energy equation.

Get email addresses and phone numbers you are missing.

Thanks again for coming today. We look forward to seeing you next week.

SESSION 3

Recognition and Reward

Prep: Email/call/text each participant before this session to remind them about the time/location of group and to complete each home exercise. Before participants arrive, write the title of the session and the session agenda on the board.

Materials: Nametags
Handout: Emotional Eating
Handout: Food and Activity Changes Tracking form
Handout: Food Record Form
Handout: Exercise Record Form
Video camera

Topic Areas:

- I. Review and Overview
- II. Review of Healthy Dietary Changes
- III. Food Record Review and Further Dietary Change
- IV. Recognize Positive Features
- V. Reward Yourself
- VI. Healthy Exercise Change
- VII. Exercise Record Review and Further Exercise Change
- VIII. Home Exercises

I. REVIEW OF SESSION 2 AND OVERVIEW OF SESSION 3 (2 MIN)

Last week we discussed the ways in which we can cut out unhealthy foods from our diets, as well as strategies to increase physical activity in our lives. In this session we will discuss how these changes went, and how we can think about continuing to make these small sustainable changes.

II. REVIEW OF HEALTHY DIETARY CHANGE (15 MIN)

*Last week we discussed the importance of making slight decreases in your caloric intake to achieve a better balance between caloric input and output. Were you able to make the **two** planned adjustments to your intake? How did it go? Please refer to your Food Tracking Form when you report on how your goals went*

Discuss solutions to problems people encountered to making healthy improvements to dietary intake. Let group members recommend solutions to each other.

Have each participant discuss how the change plan worked last week. Prompt participants who do not offer this information on their own. Ask participants to reference the goal sheet on which they wrote down their goals the week before – cross-referencing your tracking sheet – so that this check-in process focuses on participants’ specific goals. If they did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other.

Apply principles of behavior modification when possible (e.g., making small, observable changes, doing the behavior change plan before giving yourself an enjoyable activity, reinforcing changes).

A. Important Considerations

It is also important to note that you should not engage in radical weight control efforts, such as vomiting or laxative use. These behaviors are not effective in producing weight loss, can cause medical problems, and have been found to predict weight gain.

Smoking tobacco to control weight is also a very bad idea, since smoking leads to lasting health problems and makes exercise more difficult. Also, smoking is not a sustainable method of weight control, and most people gain weight when they quit.

We also want to encourage you to focus on shape rather than weight. Weight is just a proxy measure of shape and does not differentiate increases in muscle (which weighs more) from increases in fat. You may be moving toward a healthy ideal but show slight increases in weight. Use your clothes to provide you with feedback about your shape.

III. FOOD RECORD REVIEW AND FURTHER HEALTHY DIETARY CHANGE (10 MIN)

We asked you to keep a food record so that we could see how we might best balance your energy equation. Based on your food records, can you identify a third change you can make to improve your diet in the coming week?

Go around the room and get a public commitment to one healthy change for each participant.

Handout: Emotional Eating

Some of you may be eating in response to emotions. For instance, you may be eating because you are stressed by your classes or are feeling lonely because you are just starting college. It will be important for you to identify healthier responses to these emotional triggers. For example, rather than going out for ice cream when you're feeling lonely, visit a new friend or call an old friend or a family member.

Here is some additional information on emotional eating to review on your own and keep for future reference.

IV. RECOGNIZING POSITIVE FEATURES (5 MIN)

We encourage you to recognize all of the positive facets of yourself in addition to your physical health, including your humor, wit, intelligence, and talents. We hope this will make you more willing to take care of yourself by making healthy lifestyle changes. Can each of you share two non-body-related qualities that you like about yourself?

V. REWARD YOURSELF (5 MIN)

Remember to appreciate your efforts. You're doing something very important for yourself by attending these classes and making these changes. Sometimes it's difficult to remember the progress we've made when we're focused on moving toward our goals. One way to appreciate your efforts is to reward yourself for your accomplishments. What are some small non-food rewards that you can give yourself for achieving your healthy dietary and exercise change goals? (write on white board)

Sample rewards:

- Take a long bath
- Go see some live music
- Buy new music
- Treat yourself to a favorite magazine
- Watch a favorite television show
- Purchase some new exercise clothing
- Get a massage
- Call a friend to talk

VI. HEALTHY EXERCISE CHANGE (15 MIN)

Last week we also talked about the importance of increasing your exercise level to help you achieve a better balance between your intake and output.

*Were you able to make the **two** planned changes to your exercise routine? How did it go? Please refer to your Activity Tracking Form when you report on how your goals went*

Have each participant discuss how the change plan worked last week. **Participants** should offer this information on their own; otherwise prompt those who don't. Ask participants to reference the goal sheet on which they wrote down their goals the week before – cross-referencing your tracking sheet - so that this check-in process focuses on participants' specific goals. If they did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other. Go around the room, trouble shoot as necessary.

Apply principles of behavior modification when possible.

I want to talk a little more about exercise. Sometimes people get bored with their exercise routines because they only do one type of exercise or they select a type of exercise that they don't enjoy. These are major reasons that people stop exercising.

Let's brainstorm as many types of exercise as we can think of. I'll write them down on the board, and I'd like you to write them down to keep as a reference. You can look at this list when you want more variety in your exercise routine. [Get suggestions and write on board]

It's also important to have a balance between cardiovascular exercise, strength training, and flexibility. These are three important components of fitness that should be balanced in an exercise routine. Each contributes to overall health in its own unique way, and all are equally important. Let's go through this list that we've generated and classify each exercise as cardio, strength, or flexibility.

Go through list and let participants classify each; help as necessary.

VII. EXERCISE RECORD REVIEW AND FURTHER EXERCISE CHANGE (5 MIN)

We asked you to keep an exercise log so that we can take a closer look at your output to see how we might best help balance your energy equation.

Looking at your exercise record, see which of the three components of exercise you should add – cardiovascular, strength training, or exercises to increase your flexibility.

For the next week, can each of you identify one additional way you can improve your exercise routine? You might consider adding the exercise component that is not well represented in your routine currently.

Go around the room and ask each participant how they plan to improve their exercise routine. Try to get participants to make the suggestion changes to their exercise plan, but the group leader can do it if necessary. Get public commitment.

VIII. HOME EXERCISES (8 MIN)

To reiterate, please make one additional healthy change to your diet and one additional healthy change to your physical activity in the coming week. Track these changes on your Food and Activity Changes and Tracking form.

Handout: Food and Activity Changes Tracking Form

We would also like to ask you to keep a food and exercise record over the next week – like you did last week. Be sure to note barriers to making healthy changes.

Hand out: Food Record Form

Hand out: Exercise Record Form

Can someone describe the home exercises for this week?

1. 1 additional change to eating (3 changes total)
2. 1 additional change to exercise (3 changes total)
3. Track changes on Food & Activity Changes & Tracking forms
4. Food/exercise record

Next meeting, we will continue to develop our tailored healthy lifestyle development plan intended to balance your energy equation

Thanks again for coming today. We are looking forward to seeing you next week.

SESSION 4

Tailor Healthy Lifestyle Change Plan to your Concerns...

Prep: Email/call/text each participant before this session to remind them about the time/location of group and to complete each home exercise. Before participants arrive, write the title of the session and the session agenda on the board.

Materials: Name tags
Handout: Beverage Calorie List
Handout: Food and Activity Changes Tracking Form
Hand out: Food Record Form
Hand out: Exercise Record Form
Video camera

Topic Areas:

- I. Review and Overview
- II. Reasons for Signing Up for this Class
- III. Review of Healthy Dietary Change
- IV. Future Dietary Change
- V. Review of Healthy Exercise Change
- VI. Future Exercise Change
- VII. Home Exercises and Conclusion

I. BRIEF REVIEW OF SESSION 3 AND OVERVIEW OF SESSION 4 (2 MIN)

Last week we discussed our previous week's small, healthy dietary and exercise changes and how they went. You also identified additional changes to your diet and exercise routines, and we discussed the importance of rewarding yourself for the progress you're making in reaching and maintaining these goals.

This week we discuss our reasons for signing up for the class, and continue to make small, sustainable changes to our lifestyles.

II. REASONS FOR SIGNING UP FOR THIS CLASS (10 MIN)

As we near the end of our meetings, it's helpful to share the reasons you were interested in participating in this group. Are any of you willing to share the weight concerns that prompted you to sign up for this study?

Have group members share as much as they are comfortable with. Ask them to give a reason other than for the money, if they say that is why they enrolled.

Have the changes you have made helped you feel better about your body?

Lead this discussion into ways that they can further improve their life styles to approximate their goals.

Is there an additional change that you can think of that you may not have already made that directly addresses the body image concerns or reasons that prompted you to sign up for this class?

Go around the room and have each participant identify a change they could make to more directly address their weight concerns.

III. REVIEW OF HEALTHY DIETARY CHANGE (15 MIN)

We have discussed the importance of making slight decreases in your caloric intake to achieve a better balance between caloric input and output.

*Were you able to make the **three** planned adjustments to your intake? How did it go? Please refer to your Food Tracking Form when you report on how your goals went*

Have each participant discuss how the change plan worked last week. **Participants** should offer this information on their own; otherwise prompt those who don't. Ask participants to reference the goal sheet on which they wrote down their goals the week before, so that this check-in process focuses on participants' specific goals. If they did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other.

Apply principles of behavior modification when possible.

IV. FUTURE DIETARY CHANGE (10 MIN)

You have all done a great job with your changes. Looking over your food logs and goal sheets, and thinking about some of the ideas we've discussed in this group (such as which are your worse food "culprits" to eliminate), let's go around the room and have each of you identify one additional way that you can make your eating healthier.

Go around the room so that each participant can commit to one additional healthy change to their diet.

Continue to encourage small, achievable changes. Again, let group members provide support for each other with regard to future changes.

Handout: Beverage Calorie List

It is very important to be aware of the calories that beverages have. It can feel like we're not adding any calories or fat to our diets with drinks, when in fact some drinks are very high in sugar, fat, and calories and can be a major impediment to our reaching our healthy lifestyle goals. This handout lists the calories contained in popular beverages so that you can be aware of the role they play in your diet. You may choose to eliminate a particular beverage as part of your healthy dietary change plan.

V. REVIEW OF HEALTHY EXERCISE CHANGE (15 MIN)

We also talked about the importance of increasing your exercise level to help you achieve a better balance between your intake and output.

*Were you able to make the **three** planned changes to your exercise routine? How did it go? Please refer to your Activity Tracking Form when you report on how your goals went*

Have each participant discuss how the change plan worked last week. **Participants** should offer this information on their own; otherwise prompt those who don't. Ask participants to reference the goal sheet on which they wrote down their goals the week before, so that this check-in process focuses on participants' specific goals. If they did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other. Go around the room, trouble shoot as necessary.

Apply principles of behavior modification when possible.

VI. FUTURE EXERCISE CHANGE (5 MIN)

Can each of you identify one additional way that you can make your exercise routine healthier? Please review your exercise record for ideas. Let's go around the room and have each of you identify one additional way that you can make your exercise healthier.

Go around the room so that each participant can say one additional healthy change to their exercise routine. Get verbal commitment. Again, let group members provide support for each other with regard to future changes.

VII. HOME EXERCISES (3 MIN)

To reiterate, please make one additional healthy change to your diet and one additional healthy change to your physical activity in the coming week. Please continue tracking these changes on your Food and Activity Changes and Tracking form.

Handout: Food and Activity Changes Tracking Form

We would also like you to keep a food and exercise record over the next week. Be sure to note barriers to making healthy changes.

Hand out: Food Record Form

Hand out: Exercise Record Form

Can someone please restate the homework assignments to the group just to ensure that everyone understands?

1. 1 additional change to eating (4 changes total)
2. 1 additional change to exercise (4 changes total)
3. Track changes on Food & Activity Changes & Tracking forms
4. Food/exercise record

Thanks again for coming today. We are looking forward to seeing you next week.

SESSION 5

If at first you do not succeed...

Prep: Email/call/text each participant before this session to remind them about the time/location of group and to complete each home exercise.
Before participants arrive, write the title of the session and the session agenda on the board.

Materials: Name tags
Handout: Fruits and Vegetables - Benefits by Color
Handout: Food and Activity Changes Tracking form
Handout: Food Record Form
Handout: Exercise Record Form
Handout: Slip Response Plan
Handout: Exercising or Preparing a Healthy Meal with a Friend
Video camera

Topic Areas:

- I. Review and Overview
- II. Relapse Prevention
- III. Review and Maintaining Healthy Dietary Changes
- IV. Review and Maintaining Healthy Exercise Changes
- V. Home Exercises and Conclusion

I. OVERVIEW OF SESSION 5 (2 MIN)

We are glad all of you made it today.

Last week we continued to fine tune our energy balance by making small, sustainable changes to our input and output. You have all made great progress and we hope that this is all going well! We also hope that you are continuing to reward yourself for your efforts!

This week we discuss making a plan to deal with slips that might happen with your healthy behavior change plans, and continue to make small, sustainable changes to our lifestyles.

II. RELAPSE PREVENTION (10 MIN)

Can you anticipate things that will make it difficult to continue these healthy behaviors? Think about things that have made past behavior change plans fail. For example, have scheduling

difficulties resulting from changing classes from one quarter to the next caused problems? For many, finals are a particularly stressful time when eating and exercise patterns get dropped (and sometimes never resumed!). Romantic breakups, pregnancy, and becoming a parent are other challenges.

Thinking ahead, let's identify challenges and ways to respond. [Go around the room so that everyone talks]

In your folder is a handout with some tips on how you can respond to these challenges in the future.

Handout: Slip Response Plan

So, as you can see, having a response plan is key to dealing with slips.

We should note that sometimes people “slip” and eat something high in fat or blow-off a planned workout. Often people use this as an excuse to go back to their old, unhealthy lifestyle. Don't do it!

It's important to “get back on the horse” if you fall off. Slips are inevitable—no one is perfect. The trick is to not let the slip because you to abandon the improvements you are making in your life.

Also, if you have a slip, don't punish yourself. For example, if you plan to jog 4 miles every day and you miss two days, don't make yourself jog 12 miles on the third day; just get back to the 4 miles you're committed to. Or, if you eat a higher-calorie food on a certain day, don't starve yourself the next day. Just go back to your healthy eating habits the next day.

The important thing is to view slips as opportunities to learn how to not slip next time. Don't let something like eating too much dessert derail your entire healthy plan. Saying, ‘I ate chocolate, so I totally blew my diet’ is like saying ‘Oops, I dropped my phone. I guess I'll smash it now.’ If you view it as a life-long process, you can see that one slip-up is not anywhere close to complete failure.

III. REVIEW AND MAINTAINING DIETARY CHANGES (20 MIN)

We discussed the importance of making slight decreases to your caloric intake to achieve a better balance between caloric input and output.

*Were you able to make the **four** planned adjustments to your intake? How did it go this week? Please refer to your Food Tracking Form when you report on how your goals went.*

Have each participant discuss how the change plan worked last week. **Participants** should offer this information on their own; otherwise prompt those who don't. Ask participants to reference the goal sheet on which they wrote down their goals the week before, so that this check-in process focuses on participants' specific goals. If they did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other.

What benefits have you noticed since making these changes?

What about your feeling of self-efficacy for improving your dietary intake and activity level?

Although you are encouraged to continue to make further healthy changes to your diet, at this point we typically ask participants to focus on maintaining the healthy dietary changes they have been making.

Please take a minute to review your food logs and change goals, and see if there are any areas that you are finding challenging to maintain.

Can you anticipate any problems in the near future that might cause difficulties in maintaining your healthy dietary changes? What can you do better to maintain all of the healthy changes you are trying to make?

Go around the room so that each participant can identify any change goals that they are having difficulty with and troubleshoot. Encourage group members to provide support for each other with regard to maintaining changes. If they would like to add a new change to their dietary intake, encourage them to do so!

One factor that often causes difficulties in maintaining healthy changes to your diet is intake of alcohol or other intoxicants. Alcohol obviously has a lot of non-nutritive calories, which can promote weight gain, but people often make poor food choices when intoxicated. Does anyone feel that they should include a focus on alcohol intake or other intoxicants as part of the healthy dietary intake change plan?

A great way to decrease your caloric intake and add vitamins, minerals, and fiber to your diet is to eat more fruits and vegetables. The American Dietetic Association recommends 5-9 servings of fruits and vegetables per day. It's easy to replace less-healthy foods with fruits and vegetables. For example, instead of having cookies as a snack, try fruit and yogurt. Have a salad or vegetable soup or extra veggies with meals to help you feel full and to add nutrients. Can anyone think of other ways to incorporate more fruits and vegetables into your own diet?

Handout: Fruits and Vegetables – Benefits by Color

This handout lists over 100 different fruits and vegetables. Changing your eating habits might mean introducing new foods into your diet that you've never tried. A new, healthy food might turn out to be a good substitute for an unhealthy food.

IV. REVIEW AND MAINTAINING EXERCISE CHANGES (20 MIN)

Last week we also talked about the importance of increasing your exercise level to help you achieve a better balance between your intake and output.

*Were you able to make the **four** planned changes to your exercise routine? How did it go? Please refer to your Activity Tracking Form when you report on how your goals went.*

Have each participant discuss how the change plan worked last week. **Participants** should offer this information on their own; otherwise prompt those who don't. Ask participants to reference the goal sheet on which they wrote down their goals from the week before, so that this check-in process focuses on participants' specific goals. If they did not make the behavior change, briefly assess what happened and brainstorm solutions. Let group members provide input to each other. Go around the room, trouble shoot as necessary.

Apply principles of behavior modification when possible.

At this point we would like to encourage you to shift your focus to maintaining the activity changes you have committed to in prior sessions.

Please review your exercise logs and change goals, and see if you think there are any goals that you didn't reach in the past or are having trouble with. We would like to encourage you to focus on working on a previous change that has been challenging to achieve or maintain.

Can you anticipate any problems that may arise in the future in maintaining the changes you have made so far?

Remember that with exercise, it is important to balance cardiovascular exercise, strength training, and flexibility. Think about how well you are balancing these three components when you consider what you want to focus on for this upcoming week.

If you feel that you have been successful in maintaining the changes you have committed to thus far, please feel free to make an additional healthy change to your exercise routine.

Go around the room so that each participant can identify one activity change goal that they are having difficulty with and troubleshoot (or identify an additional change, if relevant). Encourage group members to provide support for each other with regard to maintaining changes, and making future changes.

Inadequate sleep can cause major problems with healthy exercise improvement plans. When people are not well rested they often blow off exercise or don't get a particularly good work out. Thus, some of you may want to think of changes you can make that will improve the quality of your sleep. Does this sound useful to any of you?

V. HOME EXERCISES: (3 MIN)

To reiterate, please continue to work on maintaining your diet and exercise goals, paying particular attention to those that have been more difficult to integrate into your lifestyle. Continue tracking these changes on the Food and Activity Change and Tracking form, and continue to keep your food and activity logs.

Handout: Food and Activity Change Tracking Form

Handout: Food Record Form

Handout: Exercise Record

Handout: Exercising or Preparing a Healthy Meal with a Friend

Also, please make one additional change that you identified that will help more directly address your weight concerns.

We'd also like you to either make an exercise plan or prepare a healthy meal with a friend or family member together this week. We'll hear how this went in our final session next week!

Could someone please restate what the homework assignments are?

1. 1 additional change to eating (5 changes total) or maintain 4 current changes
2. 1 additional change to exercise (5 changes total) or maintain 4 current changes
3. Track changes on Food & Activity Changes & Tracking forms
4. Food/exercise record

Thanks for your participation this week, and we'll see you next time for our last meeting!

SESSION 6 It's a Lifestyle

Prep: Email/call/text each participant before this session to remind them about the time/location of group and to complete each home exercise.
Before participants arrive, write the title of the session and the session agenda on the board.

Materials: Video camera
Name tags

Topic Areas:

- I. Review and Overview
- II. Exercising or Preparing a Healthy Meal with a Friend
- III. Review and Maintaining Healthy Dietary Changes
- IV. Review and Maintaining Healthy Exercise Changes
- V. Plan for Next 6 Months for Healthy Dietary and Exercise Change Maintenance
- VI. Exit Exercises and Conclusions

I. OVERVIEW OF SESSION 6 (2 MIN)

Welcome to your final session! We would like to congratulate you for coming to this session and working so hard to make and maintain healthy, sustainable changes to your lifestyles.

This week we'll review your home exercise assignment (meeting a friend to exercise or preparing a healthy meal with a friend). We'll also review the changes you have committed to over the last five weeks, and discuss a plan for maintaining these changes in the future.

II. EXERCISING OR PREPARING A HEALTHY MEAL WITH A FRIEND (10 MIN)

Last week we asked you to choose a friend or family member to either meet for some sort of exercise, like going for a run, hiking, or any other physical activity, or to share in the preparation and eating of a healthy meal.

Let's go around the room and discuss how that went. Who would like to start?

Let's talk about whether it is useful to schedule time for either exercising or eating healthily with someone else, whether you think you will do this in the future.

III. REVIEW OF FOOD RECORD AND DIETARY CHANGE MAINTENANCE (15 MIN)

Last week we discussed the importance of maintaining the many healthy changes you have already committed to making to your diets in this class. We asked you to focus on changes that may have been difficult to maintain, but also encouraged you to make additional changes if you felt you were already successfully maintaining your prior changes.

*Now we'd like to go around the room and check in on how each of you is doing maintaining the **four** changes you have made so far, or on how the additional change went if you felt successful in maintaining your changes.*

As we go around the room and check in with each of you, please specify if you chose to focus on goal maintenance this week, or if you made an additional change to your dietary plan. Please refer to your Food Tracking Form when you report on how your goals went.

Go around the room and make sure that each participant discusses how they are doing in continuing to maintain the changes they have already made. **Participants** should offer this information on their own; otherwise prompt those who don't.

IV. REVIEW OF EXERCISE RECORD AND EXERCISE CHANGE MAINTENANCE (10 MIN)

*Much like we just did with your dietary changes, now we would like to check in with each of you on how you did this past week either maintaining your **four** changes to your activity level, or adding a new one to your routines. What changes did you maintain or add? How did it go? Please refer to your Food Tracking Form when you report on how maintaining your goals went (and a new goal, if relevant).*

Go around the room and make sure that each participant discusses how they are doing in continuing to maintain the changes they have already made in this program, or how they did with their new change. **Participants** should offer this information on their own; otherwise prompt those who don't.

Have you noticed any benefits since making these changes?

Has your confidence in your ability to improving your dietary intake and activity level increased?

V. PLAN FOR NEXT 6 MONTHS FOR DIET AND EXERCISE CHANGE MAINTENANCE (20 MIN)

In this class we have emphasized the importance of making small changes that are sustainable over a lifetime. That means the goal now is to maintain these changes in the future! In reviewing your goals and what you have accomplished, can everyone identify one additional

change you can make to your diet and exercise routines or how you can plan to continue to maintain these healthy changes?

[Go around the room and make sure that everyone talks. NOTE: the additional change for the next six months could include a "tweaking" or revision of one of the existing goals.]

Looking ahead, how to you plan on maintaining these changes for the next 6 months? [Go around the room and make sure that everyone talks]

VI. EXIT EXERCISE AND CONCLUSIONS (3 MIN)

We would like to ask you to email us in 1 week to tell us how your lifestyle changes are going. Is each of you willing to do this?

Get public commitment.

Send them an email message reminding them to do the exit homework.

VI. CLOSURE

Thank you very much for participating in this group. We have been very impressed with your thoughtful comments and participation. It is wonderful that you have all successfully made healthy lifestyle changes that have helped you feel better about your bodies.

We'd like to talk a little bit about people's feelings about the class ending. We have been meeting for 6 weeks now, and it might be stressful thinking of how you are going to maintain these changes outside of the group. If you haven't already done so, you might consider exchanging emails or phone numbers with other group members or creating a group on Facebook to offer each other support in the future. You could also post a list of all of the changes that you have committed to in a visible place in your dorm room or living space to serve as reminders to continue to maintain these healthy changes.

How do you feel about your ability to continue these healthy changes into the future?

[Go around the room and make sure that everyone talks]

We hope that everyone feels really good about the positive changes you have made to your lifestyles in this class. Remember, this class has been shown to be effective in the long run, so we want to encourage you to continue making tweaks to your lifestyle to make it healthier. Thanks again for participating in this group!



The Usual Suspects

High Calorie Foods that are Obvious (and not so obvious) Weight Gain Culprits

Fried food

- French fries
- Fried chicken
- Chicken nuggets

Cheese and cream cheese

Butter or Mayonnaise

Hamburgers, cheeseburgers, hotdogs, fried chicken

Pizza

Peanut butter

Salami, bologna, ham

Fish sticks, fish cakes, fish sandwich (fried)

Beef

- Steak
- Roast
- Meatballs
- Meatloaf

Lamb

Bacon or sausage

Salad dressing (not low calorie)

Potato chips, corn chips, Doritos, nachos with cheese

Desserts

- Cake
- Pie
- Cookies
- Brownies
- Twinkies
- Snack cakes

Pastries

- Donuts
- Croissants
- Pop-tarts
- Muffins

Chocolate candy bar or other chocolate candy (i.e. M&Ms)

Milkshake or ice cream, smoothies

Fast food

Sweetened yogurts

Healthy Weight Manual
Large/jumbo bagels
Regular (not diet) soft drinks



Healthy Weight Food and Activity Changes Tracking Form

Please write down the healthy changes to your food and activity habits you intend to make each session. These should be small and do-able changes that you're committed to doing for the next week. Each time we meet, we will ask you to make an additional change.

Session 1

Food change: _____

Activity change: _____

Session 2

Food change: _____

Activity change: _____

Session 3

Food change: _____

Activity change: _____

Session 4

Food change: _____

Activity change: _____

Session 5

Food change: _____

Activity change: _____

Session 6

Food change: _____

Activity change: _____

After Session 6 (next 6 months)

Food change: _____

Activity change: _____



HEALTHY WEIGHT Food Record Form Week 1

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Time	Food	Amount

Weekday #1



HEALTHY WEIGHT
Food Record Form
Week 1

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Time	Food	Amount



Weekday #2

HEALTHY WEIGHT Food Record Form Week 1

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Time	Food	Amount



Weekend Day

HEALTHY WEIGHT Exercise Record Form Week 1

Please write down each time that you exercise for at least 20 minutes this week. This can be planned exercise, like jogging, or incidental exercise, like walking across campus to your classes.

Please record one healthy change you're making to your exercise this week:

Day	Type of Exercise	Amount of Time



Tips for Eating Out

Balance your intake over the whole day, or over a few days.

- If you eat a large meal out, eat a little less at the next meal (but don't skip meals).
- Think about what your meal out may have lacked – such as fruits and vegetables – or what it may have contained too much of – such as fat. Plan to balance out your intake with more fruits and vegetables or less fat at the next meal.

Use portion control.

- Order a regular or junior burger rather than a larger one to reduce calories, fat, and sodium.
- Order the smallest sizes of French fries and drinks, if you choose to order these items.
- Order salad dressing on the side so you can control how much you eat.
- Consider drinking water or skim milk, having a salad rather than French fries, and skipping dessert (or having something low in calories, such as fruit) if you eat a large burger.
- Many restaurants serve very large portions. When you get your food at a restaurant, divide it in half on your plate. Eat half, and take the other half home for later.

Choose appetizers and starters wisely.

- If free bread or chips come with your meal, decide in advance how much of these items you will eat, and stick to your plan. Or, skip them altogether.
- Order a clear, broth-based soup as a starter (such as vegetable soup, miso soup, etc.). It will reduce your hunger and allow you to eat less of a heavier main course, and still feel full.

Consider modifying toppings or sauces to make your favorite foods a little healthier.

- For pasta, tomato-based sauces with vegetables generally contain less fat and calories than cream-based or meat-based sauces.
- Pizza can be made healthier in a number of ways:
 - You can order the opposite of extra cheese – ask for less than the usual amount of cheese.
 - Vegetable toppings provide more vitamins and fiber, and less fat and sodium, than meat toppings.
 - Order thin-crust pizza for fewer calories per slice.
- Order sandwiches made with whole-grain bread and lots of vegetables.
- Consider removing high-fat sauces like mayonnaise and substituting lower-fat sauces like mustard or ketchup on your sandwiches.

Look at the nutrition information for the restaurants you often go to. You'll be able to choose healthy options, or plan for the larger options you'd like to "splurge" on.



Exercise and Caloric Expenditure

This handout shows you the number of calories you burn for 20 minutes participation in different exercises. An excellent goal is to engage in at least 30 minutes of exercise 7 days a week. This can be a mixture of all types of physical activity, anything that makes you slightly out of breath and raises your heart rate slightly.

<u>ACTIVITY</u>	<u>CALORIES</u> <u>130 lb woman (approx.)</u>	<u>CALORIES</u> <u>160 lb man (approx.)</u>
Leisurely walk	68	85
Dancing	99	132
Cycling	138	170
Running	197	243
Aerobics	128	157
Weights	118	146
Cleaning	49	60
Driving	41	51
Swimming	138	170
Tennis	138	170
Rowing	167	206
Golf (carrying clubs)	89	109
Circuit Training	158	194
Skipping	197	243
Skating	118	146
Ultimate Frisbee	166	205
Yoga	49	60
Soccer	138	170
Basketball	158	194



HEALTHY WEIGHT Food Record Form Week 2

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekday #1

Time	Food	Amount



HEALTHY WEIGHT

Food Record Form

Week 2

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekday #2

Time	Food	Amount



HEALTHY WEIGHT Food Record Form Week 2

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekend Day

Time	Food	Amount



HEALTHY WEIGHT Exercise Record Form Week 2

Please write down each time that you exercise for at least 20 minutes this week. This can be planned exercise, like jogging, or incidental exercise, like walking across campus to your classes.

Please record one healthy change you're making to your exercise this week:

Day	Type of Exercise	Amount of Time



Emotional Eating: Feeding Your Feelings

Eating to feed a feeling, and not a growling stomach, is emotional eating.

When you're happy, your food of choice could be steak or pizza, when you're sad it could be ice cream or cookies, and when you're bored it could be potato chips. Food does more than fill our stomachs -- it also satisfies feelings, and when you quench those feelings with comfort food when your stomach isn't growling, that's emotional eating.

Emotional eating is eating for reasons other than hunger. It is triggered not but hunger, but by emotions

What are the telltale signs of emotional eating, what foods are the most likely culprits when it comes to emotional eating, and how it can be overcome?

How to Tell the Difference

There are several differences between emotional hunger and physical hunger:

1. Emotional hunger comes on suddenly; physical hunger occurs gradually.
2. When you are eating to fill a void that isn't related to an empty stomach, you crave a specific food, such as pizza or ice cream, and only that food will meet your need. When you eat because you are actually hungry, you're open to options.
3. Emotional hunger feels like it needs to be satisfied instantly with the food you crave; physical hunger can wait.
4. Even when you are full, if you're eating to satisfy an emotional need, you're more likely to keep eating. When you're eating because you're hungry, you're more likely to stop when you're full.
5. Emotional eating can leave behind feelings of guilt; eating when you are physically hungry does not.

Comfort Foods

When emotional hunger rumbles, one of its distinguishing characteristics is that you're focused on a particular food, which is likely a comfort food.

Comfort foods are foods used to maintain or obtain a certain feeling and are often wrongly associated with negative moods, as they are consumed when people are down or depressed, but are also consumed to maintain good moods.

Some common comfort foods are ice cream, chocolate and cookies, pizza, steak, and casseroles.

And what you reach for when eating to satisfy an emotion depends on the emotion.

According to an article published in the July 2000 *American Demographics*, "The types of comfort foods a person is drawn toward varies depending on their mood. People in happy

moods tended to prefer ... foods such as pizza or steak (32%). Sad people reached for ice cream and cookies 39% of the time, and 36% of bored people opened up a bag of potato chips."

Overfeeding Emotions

When eating becomes the only or main strategy a person uses to manage emotions, problems can arise -- especially if the foods a person is choosing to eat to satisfy emotions aren't exactly healthy. And, if you eat when you are not hungry, it's likely that your body does not need the calories. If this happens frequently, the extra calories get stored as fat, which can lead to overweight and obesity.

Recognizing Emotional Eating

To overcome emotional eating, you first need to recognize it. Keeping a food record can help—you can flag the times when you are eating even if you're not really hungry. Learning other techniques to manage your emotions is also important. As children, many learn that sweets or other foods can help you feel better. This behavior is reinforced throughout our childhoods so that we continue practicing it as adults. So, often we never learn how to deal with feelings without food so this is a new skill that needs to be learned.

Managing Emotional Eating

Here are a few tips to help you deal with emotional eating:

- Recognize emotional eating and learn what triggers this behavior in you.
- Make a list of things to do when you get the urge to eat and you're not hungry, and carry it with you
- . When you feel overwhelmed, you can put off that desire by doing another enjoyable activity.
- Try taking a walk, calling a friend, playing cards, cleaning your room, doing laundry, or something productive to take your mind off the craving -- even taking a nap, according to the Tufts Nutrition web site.
- When you do get the urge to eat when you're not hungry, find a comfort food that's healthy instead of junk food.
- Lastly, remember that emotional eating is something that most people do when they're bored, happy, or sad. It might be a bag of chips or a steak, but whatever the food choice, learning how to control it and using moderation are key.



HEALTHY WEIGHT Food Record Form Week 3

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekday #1

Time	Food	Amount



HEALTHY WEIGHT Food Record Form Week 3

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekday #2

Time	Food	Amount



HEALTHY WEIGHT Food Record Form Week 3

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekend Day

Time	Food	Amount



HEALTHY WEIGHT Exercise Record Form Week 3

Please write down each time that you exercise for at least 20 minutes this week. This can be planned exercise, like jogging, or incidental exercise, like walking across campus to your classes.

Please record one healthy change you're making to your exercise this week:

Day	Type of Exercise	Amount of Time

Slip Response Plan

How will you respond to a slip? It is best to prepare in advance, so that you have a response plan in place. Consider the following example of a slip, which can be easily generalized to other situations (e.g., having a holiday meal with family, going out to eat at a restaurant where it may be more difficult to eat healthily, etc.).

Before the slip: (e.g., going to a birthday party and you don't want to eat cake)
Prepare for being in a pressured situation. Recognize that you need a plan!

Possible responses:

1. Avoid the party. You could skip the party or leave early.
2. Eat your healthy, regular meal before the party.
3. Include the "slip" as part of your plan. If you only have dessert once a week, plan to have it at the party.
4. Tell a friend who will also be at the party your concern and ask them to help you avoid the temptation of cake at the party (e.g., you could ask them to keep you away from the cake, to distract you during cake time, or to join you in not eating any cake).
5. Tell the host about your healthy choices and ask that she/he support you by not offering you any cake.
6. Remind yourself of why you are changing your behavior or planning ahead for this situation. What are the long term benefits of living a healthy lifestyle? Post these reminders somewhere.

After a slip occurs:

1. Remind yourself that you're just human! Slips happen to successful people.
2. Make sure to congratulate yourself of the changes that you **HAVE** made.
3. Remind yourself that one slip does **NOT** mean you are a failure or that what you've done so far is worthless or ineffective.
4. Come up with a plan to get back on your program.
5. Learn from the slip: what could you have done differently in the situation? What **WILL** you do differently next time you are confronted with such a temptation?
6. Don't punish yourself by skipping a meal or doing extra exercise.
7. Start over **NOW**.
8. Remember to reward yourself for your successes!





Calories in Beverages

Below is a list of beverages indicating the number of calories and the number of grams of fat for each specified amount.

Beverage	Amount	Calories (kcal)	Fat (grams)
Apple juice (unsweetened)	1 cup/ 8 fluid oz	117	0.3
Beer	1 cup/ 8 fluid oz	102	0.4
Beer (light)	1 cup/ 8 fluid oz	68	0.0
Caffe Mocha, Starbucks	1 cup/ 8 fluid oz (1/2 Grande)	165	7.5
Caffe Latta, Starbucks	1 cup/ 8 fluid oz (1/2 Grande)	95	3.5
Chocolate Triple Thick Shake, McDonald's	1.5 cups/12 fluid oz (small)	440	5.0
Coffee	1 cup/ 8 fluid oz	2	0.1
Cranberry juice (unsweetened)	1 cup/ 8 fluid oz	116	0.3
Cranberry juice cocktail	1 cup/ 8 fluid oz	140	0.3
Carbonated beverage, cola	1 cup/ 8 fluid oz	91	0.1
Carbonated beverage, cola (low calorie)	1 cup/ 8 fluid oz	5	0.1
Crystal light	1 cup/ 8 fluid oz	5	0.0
Frappuccino, Starbucks	1 cup/ 8 fluid oz (1/2 Grande)	120	1.5
Hard Liquor (Vodka, Rum, Gin, Whiskey)	1 shot/1 fluid oz	64	0.0
Hot chocolate	1 cup/ 8 fluid oz	192	5.8
Long Island Iced Tea	1 cup/ 8 fluid oz	452	0.0
Orange juice (unsweetened)	1 cup/ 8 fluid oz	112	0.2
Margarita	1 cup/8 fluid oz	253	0.0
Milk (nonfat)	1 cup/ 8 fluid oz	86	0.4
Milk (2% fat)	1 cup/ 8 fluid oz	122	4.8
Milk (whole)	1 cup/ 8 fluid oz	146	7.9
Milk, chocolate (reduced fat)	1 cup/ 8 fluid oz	190	4.8
Sports drink, Gatorade	1 cup/ 8 fluid oz	63	0.0
Tea	1 cup/ 8 fluid oz	2	0.0
Tomato & Vegetable juice	1 cup/ 8 fluid oz	53	0.2
Wine (red)	1 cup/ 8 fluid oz	200	0.0
Sweeteners			
1 tsp honey	½ tablespoon	32	0.0
1 tsp sugar	1 teaspoon	16	0.0



HEALTHY WEIGHT Food Record Form Week 4

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekday #1

Time	Food	Amount



HEALTHY WEIGHT Food Record Form Week 4

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekday #2

Time	Food	Amount



HEALTHY WEIGHT Food Record Form Week 4

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekend Day

Time	Food	Amount



Exercise Record Form Week 4

Please write down each time that you exercise for at least 20 minutes this week. This can be planned exercise, like jogging, or incidental exercise, like walking across campus to your classes.

Please record one healthy change you're making to your exercise this week:

Day	Type of Exercise	Amount of Time

Fruits and Vegetables – Benefits by Color

It's easy to get into a rut when it comes to the food you eat. Here's a list of fruits and vegetables and the possible health benefits for each color category. Try eating one per category every day.

Blue/ Purple

Benefits:

- Lower risk of some cancers
- Urinary tract health
- Memory function
- Healthy aging

 Blackberries
 Blueberries
 Black currants
 Dried plums
 Elderberries
 Purple figs
 Purple grapes
 Plums
 Raisins

 Purple asparagus
 Purple cabbage
 Purple carrots
 Eggplant
 Purple Belgian endive
 Purple peppers
 Potatoes (purple fleshed)
 Black salsify

Green

Benefits:

- Lower risk of some cancers
- Vision health
- Strong bones and teeth

 Avocados
 Green apples
 Green grapes
 Honeydew
 Kiwifruit
 Limes
 Green pears

 Artichokes
 Arugula
 Asparagus
 Broccoflower
 Broccoli
 Broccoli rabe
 Brussels sprouts
 Chinese cabbage
 Green beans
 Green cabbage
 Celery
 Chayote squash
 Cucumbers
 Endive
 Leafy greens
 Leeks
 Lettuce
 Green onion
 Okra
 Peas
 Green pepper
 Snow Peas
 Sugar snap peas
 Spinach

White

Benefits:

- Heart health
- Cholesterol levels that are already healthy
- Lower risk of some cancers

 Bananas
 Brown pears
 Dates
 White nectarines
 White peaches

 Cauliflower
 Garlic
 Ginger
 Jerusalem artichoke
 Jicama
 Kohlrabi
 Mushrooms
 Onions
 Parsnips
 Potatoes (white fleshed)
 Shallots
 Turnips
 White Corn

Yellow/ Orange

Benefits:

- Heart health
- Vision health
- Immune system health
- Lower risk of some cancers

 Yellow apples
 Apricots
 Cantaloupe
 Cape
 Gooseberries
 Yellow figs
 Grapefruit
 Golden kiwifruit
 Lemon
 Mangoes
 Nectarines
 Oranges
 Papayas
 Peaches

 Yellow pears
 Persimmons
 Pineapples
 Tangerines
 Yellow watermelon
 Yellow beets
 Butternut squash
 Carrots
 Yellow peppers
 Yellow potatoes
 Pumpkin
 Rutabagas
 Yellow summer squash
 Sweet corn

Red

Benefits:

- Heart health
- Memory function
- Lower risk of some cancers
- Urinary tract health

 Red apples
 Blood oranges
 Cherries
 Cranberries
 Red grapes
 Pink/Red grapefruit
 Red pears
 Pomegranates
 Raspberries
 Strawberries
 Watermelon

 Beets
 Red peppers
 Radishes
 Radicchio
 Red onions
 Red potatoes
 Rhubarb
 Tomatoes



Food Record Form Week 5

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekday #1

Time	Food	Amount



HEALTHY WEIGHT Food Record Form Week 5

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you’re making to your food intake this week:

Weekday #2

Time	Food	Amount



HEALTHY WEIGHT

Food Record Form

Week 5

Please keep track of the food you eat for 2 weekdays and 1 weekend day over the course of this week. This will help you become aware of what you are putting in your body. You can also use the back of the page.

Please record one healthy change you're making to your food intake this week:

Weekend Day

Time	Food	Amount



**HEALTHY WEIGHT
Exercise Record Form
Week 5**

Please write down each time that you exercise for at least 20 minutes this week. This can be planned exercise, like jogging, or incidental exercise, like walking across campus to your classes.

Please record one healthy change you're making to your exercise this week:

Day	Type of Exercise	Amount of Time
	66	



Make an Exercise Plan or Prepare a Healthy Meal

Please chose to either make an exercise plan with a friend to do something fun this week, or meet a friend to prepare a healthy meal together. Please write down what you did and share this with the group next week. If you prepared a healthy meal, you can even share your recipe with the group if you'd like!
