

## **Project Health Manual: 6-Session Script**

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## OVERVIEW

### PURPOSE

This manual outlines a dissonance-based 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 original version of the intervention, called *Healthy Weight*, drew upon behavioral weight control programs that have been found to result in effective weight control (Brownell, 1997). That program provided 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 developed individualized lifestyle modification plans and the majority of sessions were 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 though 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.

*Project Health* is an improved version of the *Healthy Weight* intervention that integrates persuasion principles from social psychology that have appeared to be effective in an eating disorder prevention program we developed (the *Body Project*). This version of the intervention draws upon dissonance induction procedures to reduce attitudinal and behavioral risk factors for eating disorders and obesity. The new dissonance version of the intervention encourages participants to explore the negative effects of obesity, an unhealthy diet, and sedentary behaviors, and the benefits of physical fitness, a healthy diet, and regular exercise. These topics are explored in a series of verbal, written, and behavioral exercises that take

place during the 6 1-hour sessions and in home exercises that participants complete between sessions.

## **THEORETICAL FOUNDATION**

According to Festinger (1957), cognitive dissonance occurs when there is a discrepancy between one's beliefs and one's actions. This inconsistency creates psychological discomfort, which then motivates the individual to reduce the cognitive discord by changing their beliefs and behaviors to better align with the perspectives they voluntarily assume publically. As noted, in this intervention young men and women with weight concerns explore the costs of obesity, an unhealthy diet, and sedentary behavior and the benefits of physical fitness, a healthy diet, and regular exercise through verbal, written, and behavioral exercises. We use strategic self-presentation (Cialdini & Goldstein, 2004), wherein participants make verbal commitments to making healthy lifestyle changes in a group setting. Research suggests that people often change their behaviors to conform to the perspectives or behaviors enacted in group settings (Killen, 1985; Leake, Friend, & Wadhwa, 1999). Such effects putatively emerge because the cognitive dissonance that this creates increases the likelihood that participants will act or think in ways that accord more closely to the perspectives taken in the group settings. The present manual incorporates elements that putatively maximize dissonance induction, including underscoring the voluntary nature of participation in this intervention, increasing accountability for the perspectives assumed by participants in the sessions, and making in-session and between-session home exercises more effortful (Green, Scott, Diyankova, Gasser, & Pederson, 2005; McMillan, Stice, & Rohde, 2011).

In order to produce cognitive dissonance, it is vital for the participants to generate the costs of obesity and an unhealthy lifestyle, rather than the group leaders. In addition, participants should never focus on any benefits of unhealthy lifestyle choices, because this will only undermine the effects of the intervention. Likewise, participants should not spend time discussing excuses for not making healthy lifestyle changes, as this would also undermine the dissonance-induction procedure.

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.

## STRUCTURE

Groups consist of a group leader, who can be counselor, psychologist, nurse, teacher, or even a trainee (e.g., graduate students). It is often useful to include a co-leader, who can be a participant from a previous group or another clinician, 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 sessions. Contacting participants via email, phone, or text message a day before the scheduled session can help prompt participants to complete their assignments and bring them to their next session. Additionally, all home exercise forms should be placed in participants’ folders, which should be given to participants during the first session (bring backup copies of home exercises to subsequent sessions, in case participants forget their folders).

Remember that a primary goal of the intervention is to get the *participants* to explore the costs of obesity, an unhealthy diet, and sedentary behavior and the benefits of physical fitness, a healthy diet, and regular exercise. Experience indicates that the program does not work if group facilitators do all or most of the talking. It may be helpful for facilitators to say that they are simply trying to follow the script when they ask participants to focus on certain discussion topics (e.g, the costs of an unhealthy diet) and to avoid other topics (e.g., how good high-fat and high-sugar foods taste). It is also crucial for group leaders to keep self-disclosure to a minimum to make sure that participants can maximize the time spent in the intervention exercises.

It is useful to make a distinction between obesity and people who are obese. If at any point in the discussion, participants blame their family members or friends for becoming obese, bring the discussion back to the costs of obesity for that person, regardless of the cause of the obesity. The purpose is to criticize obesity, not obese people.

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/him 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 NOT 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 counselors, psychologists, nurses, teachers, and trainees. 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 outcome results.

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 participant is important.

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*.

## **Project Health: Facilitator Fact Sheet**

### 1. Obesity epidemiology:

- Obesity is a leading preventable cause of death worldwide, with increasing prevalence in adults and children, and authorities view it as one of the most serious public health problems of the 21st century.
- As of 2005 the WHO estimates that at least 400 million adults worldwide (9.8%) are obese, with higher rates among women than men.
- From 1980 to 2002, obesity rates have doubled in the U.S., reaching the current rate of 34% of the adult population. In the U.S., 58 million adults are overweight; 40 million are obese; 3 million are morbidly obese.
- Rates of obesity vary by ethnicity and gender. In the US, as of 2007, 33% of men and 35% of women are obese.
- About 65% of Americans are now considered either overweight or obese.
- 19% of children between the ages of 6 and 11 are overweight, up from 4% in the 1970s.

### 2. Obesity costs:

- Obesity in the U.S. carries an annual health care cost of about 100 billion dollars.
- Direct medical costs of obesity are easiest to calculate, coming in at \$93 billion, or 9%, of our national medical bill. But there are other costs as well that are harder to pin down.
- In 2000, health care costs associated with physical inactivity were more than \$76 billion.
- According to the United States Department of Agriculture, healthier diets could prevent at least \$71 billion per year in medical costs, lost productivity, and lost lives.

### 3. Physical activity:

- Less than 32% of US adults get regular physical activity (defined as light/moderate activity five times or more per week for 30 minutes or more each time and/or vigorous activity three times or more per week for 20 minutes or more each time).



- About 25% of young people (ages 12-21) participate in light to moderate activity (walking, bicycling) nearly every day, with half of these participating in vigorous activity.
- The decrease in physical activity is related to increased accessibility to elevators, escalators, remote controls, driving instead of walking, etc.
- U.S. Surgeon General recommends moderate physical activity on 7 days per week of at least 60 minutes per day for adults, which is important for weight loss, maintenance of weight loss, and general good health.
- Today's youth are considered the most inactive generation in history, caused in part by reductions in school physical education programs and unavailable or unsafe community recreational facilities.
- Starting in adolescence, girl's physical activity declines 7.4% per year; boys' activity decreases 2.7% per year.
- In 1969, an average of 48% of all students and 90% living no more than a mile away walked or bicycled to school. In 1999, only 19% of children walked and 6% biked.
- Exercise helps improve mood, depression, energy level, and memory.
- A 2010 UCSF study found that exercise reverses the detrimental effects of stress, including signs of ageing.
- Regular exercise helps prevent diabetes, heart disease, and even Alzheimer's disease.

#### 4. Nutrition:

- Researchers recommend eating from the four food groups and cutting normal portions in half for three balanced meals a day.
- Sweets, desserts, soft drinks and alcoholic beverages account for nearly 25% of all calories consumed by Americans. Salty snacks and fruit-flavored drinks add another 5%. Sodas alone contribute 7.1% of total calories eaten. Healthy fruits and vegetables make up only 10% of caloric intake in the U.S. diet.
- Annual sales of food and beverages to young consumers exceeded \$27 billion in 2002. Food and beverage advertisers collectively spend \$10 billion to \$12 billion a year to reach children and youth. Of that, more

than \$1 billion is spent on media advertising to children, and \$3 billion is spent on packaging designed for children.

- Eating fruits and vegetables, as part of a healthy diet, are important for optimal child growth, weight management, and chronic disease prevention.
- Consumption of away-from-home foods comprised 20% of children's total caloric intake in 1977, rising to 32% by 1996.
- More than 60% of young people eat too much fat, and less than 20% eat the recommended five or more servings of fruits and vegetables each day.
- By 14 years of age, 32% of adolescent girls and 52% of boys in the United States are consuming three or more eight-ounce servings of sweetened soft drinks daily.
- Americans are consuming more calories than they did 30 years ago, and the rate of increase is three times greater in women than men.
- Women increased their daily calorie consumption 22% between 1971 and 2000, from 1,542 calories per day to 1,877 calories; men increased 7% from 2,450 calories per day to 2,618.
- Only about one-fourth of U.S. adults eat the recommended five or more servings of fruits and vegetables each day.
- Household income spent on away-from-home foods rose from 25% of total food spending in 1970 to nearly 50% in 1999.

#### 5. Obesity and socio-economic status:

- Obesity appears to have a strong inverse relationship with SES (obesity increases as income level decreases) among women in developed societies such as the U.S.
- Low-income women in minority populations are most likely to be overweight.

#### 6. Obesity and age:

- Women are more likely to become overweight (BMI of 25 or more) as they become older.
- Obesity has increased among U.S. women of all age groups over the last decade.

- Middle-age women are at a particularly high risk of becoming obese. The prevalence of obesity among middle-age women (ages 35 to 64) has increased at a minimum of 2 percentage points per year over a 40-year time period from 1960 to 2000.

7. Obesity and race:

- Among U.S. adults, African American (non-Hispanic) women have the highest prevalence of overweight (78%) and obesity (50.8%).
- Mexican American adults have the second-highest prevalence of overweight (72%) and obesity (40%).
- 57.5% of White (non-Hispanic) adults in the U.S. are overweight, and 30% are obese.

8. Mortality rates of obesity:

- Obesity results in about 112,000 deaths per year in the United States (CDC).
- When BMI exceeds 30, the relative risk of death related to obesity increases by 50%.

9. According to a report by the Trust for America's Health titled, *F as in Fat: How Obesity Policies are Failing in America 2009*:

- Adult obesity rates increased in 23 states and did not decrease in any state in the past year.
- The percentage of obese or overweight children is at or above 30% in 30 states.
- The current economic crisis could exacerbate the obesity epidemic. Food prices, particularly for more nutritious foods, are expected to rise, making it more difficult for families to eat healthy foods. At the same time, safety-net programs and services are becoming increasingly overextended as the numbers of unemployed, uninsured and underinsured continue to grow. In addition, due to the recession, rates of depression, anxiety and stress, which are linked to obesity for many individuals, also are increasing.

10. Oregon specific obesity statistics:

- Oregon has the 28th highest rate of adult obesity in the nation, at 25.4% and the third lowest of overweight youths (ages 10-17) at 24.3%, according to a new report by Trust for America's Health (TFAH) and the Robert Wood Johnson Foundation (RWJF).

## 11. Neuroscience findings

- Consumption of energy-dense foods (e.g., ice cream) results in a down-reduction of responsivity of reward regions to food intake (suggesting that food becomes less rewarding).
- High levels of adipose tissue (fat) appears to cause inhibitory regions of the brain to shrink, increasing vulnerability for further overeating
- A period of obesity alters the expression of your genes, rendering any children you have at much higher risk for obesity (even if you lose weight before childbirth!).

## **SESSION 1**

### **Fast Food Nation**

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

**Materials:** Name tags  
Handout 1: Food and Activity Change Plan  
Handout 2: Letter About Costs of Obesity and the Benefits of a Healthy Weight  
Flip chart (or whiteboard) and markers  
(place all handouts for all sessions in participants' folders)  
Video camera

**Topic Areas:**

- I. Introduction
- II. Group Rules and Expectations
- III. Discuss How Society Promotes Overeating
- IV. Discuss Costs of Obesity and Benefits of A Healthy Weight
- V. Small Healthy Changes to Diet and Activity Levels
- VI. Home Exercise

#### **I. INTRODUCTION (5 MINS)**

*Thanks for joining us. All of you decided to take part in this group because of weight concerns. In these sessions, we will focus on ways to achieve and maintain a healthy body weight. Being at a healthy weight is also an important goal given that over 60% of U.S. adults are overweight or obese. You can begin reversing this trend with your own healthy weight.*

*We need to record sessions for supervision purposes.*

Start video recorder.

*Let's start by getting to know each other better. Can each of you tell us your name and the grossest or bizarre food you've ever seen or eaten? I will go first...*

The group leader begins by introducing him/herself to the group. Group leaders should spend a few moments speaking with each participant.

*Research has indicated that this class motivates people to make healthy lifestyle changes that result in maintaining a healthy weight, which can be a challenge as you become independent adults. Research shows that making small but lasting healthy lifestyle improvements promotes healthy weight.*

*Through these meetings, you will develop a better relationship with food and exercise, and the ability to manage your weight effectively. The goal is to reach a balance that will allow you to achieve a lasting healthy weight.*

## II. VOLUNTARY COMMITMENT AND OVERVIEW (5 MINS)

*People get the most out of these groups if they attend all 6 meetings, participate verbally, and complete home exercises. It is important to note that participation is voluntary. Is each of you willing to voluntarily participate in the group and complete the home exercises?*

Have each participant verbally confirm that they are willing to actively participate (at a minimum a simple “yes” response).

Note: we have found that when facilitators start this verbal commitment by saying, “I’m really excited to be here and participate today”, people follow suit and it tends to facilitate a really positive tone for the whole group.

### Attendance

*It is important that everyone attends all 6 sessions. If you absolutely must miss a session, we still need to make it up - so please contact me right away so we can set up a time to meet. We really want to encourage you to come to every session, because much of what we get out of this class is because it is in a group format.*

Group leaders should **call or email participants** the day before each session to remind them about the session and to bring completed home exercise assignments. If a participant must miss a session, please schedule a brief (15 minute) individual make-up session to discuss key points from the session and get the participant “caught up” before the next session.

*Also, please turn off your cell phones and don’t text during group meetings.*

### III. DISCUSSING HOW SOCIETY PROMOTES OVEREATING (15 MINS)

*I brought pictures that we commonly see in magazine and TV ads, as well as in our everyday food environments—on posters in fast food restaurants, etc. I would like each of you to choose at least two pictures that caught your eye. Maybe you find that food particularly delicious looking, or you've eaten something like it lately.*

*The first exercise is to discuss ways in which our society promotes overeating. Looking at these ads, what seem to be some of the ways our culture does this?*

Answers (ask a participant to write main responses brought up in the discussion on the whiteboard):

- Fast food restaurants, groceries stores, and convenience stores are everywhere.
- Cues (signs) for unhealthy foods are everywhere, and places they never used to be (e.g.; the gas station), prompting cravings for those foods
- Commercials for unhealthy foods, but not for healthy foods, are extremely common.
- Unhealthy food is cheaper than healthy food.

*What are some of the ways in which our government promotes overeating?*

- Provides subsidies for growing corn, which is used to produce high-fructose corn syrup.
- Does a poor job regulating health claims made by food producers.
- Does not require that healthy foods be served in our schools.

*What are some of the tactics that food companies use to trick us into overeating or into thinking we're eating healthy foods when we are not? Identify what's wrong with each of the following claims/ads:*

- Nestle gives away free exercise sessions to those who submit proof-of-purchase vouchers for 24 of their products highest in sugar and fat (e.g., KitKat bars).
- Coke makes smaller, 90-calorie cans. (The profit margins are larger for smaller cans and people may drink two cans instead of just one.)
- Cocoa Krispies claims it can boost immunity.
- Frosted Mini wheats claims it helps kids do better in school.

- Vitamin Water claims it is “healthy hydration for every occasion.” (It contains 33 grams of sugar. Soda has around 39 grams.)
- Nutella claims it is a delicious hazelnut spread with a hint of cocoa that moms can serve as part of a balanced breakfast. (The first ingredient for Nutella is sugar; contains 21 grams of sugar and half of the calories in a serving come from fat).
- 100 calorie snacks contain trans fat, white sugar, and preservatives.

*Are there other food products that proclaim to be healthy in their packaging or ads but are not actually healthy?*

(Bring in examples of foods to show them – “fortified breakfast cereals?”, Vitamin Water, etc.)

“Fortified” food products. The processing of foods depletes several key nutrients that companies try to “add back in”. A lot of cereals and breads make this health claim.

*Who benefits from us being overweight or obese? Who gains financially while we gain weight?*

Food companies, diet industry, food advertising.

*Are you someone who personally benefits from the current environment that promotes overeating?*

Ask group members if they personally benefit from an environment that promotes overeating.

#### **IV. DISCUSSING COSTS OF OBESITY AND BENEFITS OF A HEALTHY WEIGHT (10 MINS)**

*The second exercise is to review the costs of obesity and benefits of achieving a healthy weight, which will help motivate you to make healthy lifestyle changes.*

Note: If at any point in this discussion, participants blame people for becoming obese, bring the discussion back to the costs of obesity for that person, regardless of the cause of the obesity. The purpose of this section is to criticize obesity, not obese people.



*What are some of the **health problems** associated with obesity?* [again, ask a group participant to write main answers on the whiteboard.]

Answers (make sure the following medical conditions are discussed and described):

- Heart attacks
- Strokes
- High blood pressure
- Diabetes (touch on consequences of diabetes: damage to circulation, leading to amputation of fingers/hands, toes/feet and/or blindness)
- Cancer (involving most of the organs in the gastro-intestinal track)
- Arthritis
- Knee/hip/back/joint problems
- Sleep problems
- Gastric reflux
- Irritable bowel syndrome
- Pregnancy complications/lower sperm count, poor sperm quality

*Trivia time: How many deaths do you think result from obesity in the US per year? Let's see who can get the closest with their guess.*

300,000 deaths each year from illnesses related to obesity. This means that 1 out of every 8 deaths in the U.S. is caused by an obesity-related illness.

*Does anyone know how much life is shortened by obesity? Again, let's see who can get the closest with their guess.*

7 years on average; range 4-10 years.

*What are some of the **psychological costs** of obesity?* [Write their answers on a whiteboard]

- Low self-confidence
- Depression
- Anxiety
- Body image concerns
- Obsession with dieting
- Substance abuse

*How can obesity negatively affect our **relationships** with other people?*

- Spending less time with friends socially because of appearance concerns (e.g., going to the beach)
- Not doing things because of excess weight (like not going on vacation due to plane seating, etc.)
- Difficulty making friends or romantic connections due to low self-esteem and/or weight stigma
- Illness due to obesity can prevent quality relationships or premature death
- Weight-related teasing

*What are some of the **financial** costs of obesity?*

- More difficult to get good jobs or promotions
- Wages are typically less for obese individuals – particularly women
- More difficult to get loans (for a house or business)
- Increased medical costs (medication for diabetes, hypertension)
- Larger sized clothes cost more
- More expensive furniture to provide adequate support
- Larger more expensive vehicle
- Health and life insurance premiums are higher
- Excess money spent on food
- Money spent on diet plans/weight loss treatments (over \$100 million yearly)

*What are some of the **costs of obesity for our broader society**?*

- Excess burden on the health care system (total annual cost of obesity in the U.S. in 2010: \$319 billion)
- Drives up health insurance costs due to more illness and more complications to interventions such as surgery
- Having to change our public transportation and buildings (e.g., theaters, planes) to accommodate obese individuals
- Food that contributes to obesity could be used for the malnourished
- Loss of productivity due to increased sleep problems, sick leave, disability pensions, and premature deaths
- Some have argued that this will leave our society unable to compete globally both economically and militarily

*What are some of the **health benefits** of a lower weight?*

- Fewer medical problems
- Fewer injuries
- More years of life in which to do the things you enjoy
- Feel better physically

*What are some of the **psychological benefits** of a healthy weight?*

- Greater self-confidence
- Free to focus your thinking on more important topics (mastery of a fun skill)
- More energy, clear thinking

*What are some of the **interpersonal benefits** of a healthy weight?*

- Greater interpersonal acceptance
- Increased confidence in relationships and in social situations
- More opportunities to join in fun activities (travel, play sports, exercise)
- Dating easier

*What are some of the **financial benefits** of a healthy weight?*

- Waste less money on clothes that is necessary as weight changes
- No spending on weight loss diet plans
- No expenses due to obesity-related medical problems
- Easier to get jobs and loans

## **V. SMALL HEALTHY CHANGES TO DIET AND ACTIVITY LEVEL (20 MINS)**

*Next, we would like each of you to make one healthy change to your diet and one healthy change to your activity level this week, with the ultimate goal of balancing energy intake with energy needs to achieve and maintain a healthy weight. The idea is to help you avoid overeating that causes unhealthy weight gain because once people have gained excess weight it is extremely difficult to lose.*

*We've talked about the consequences of being too heavy, but we want to emphasize that the aim here is to be healthy. Being too thin can also be unhealthy.*

*Think about the least healthy or least nutritious part of your weekly diet. Also think about the best single way to improve your fitness level, keeping in mind that a good fitness routine includes a balance of cardio, flexibility, and strength.*

*Given that the “buddy system” helps people stick with their change plans, we suggest you pair up with a roommate, friend, or someone from this group to do your new exercise activities. You could also pair up and prepare a healthy potluck or shop together for food. Having a partner will make the healthy lifestyle changes more fun and will increase your accountability. Can you pick a healthy change partner?*

*Let’s go around the room to see what healthy changes people can make and who you think will be your healthy change partner for your healthy exercise and/or nutrition changes. Next week we will ask you how you did with your change goals.*

Refer to **Session 1, Handout 1: Food and Activity Change Plan.**

Get everyone to publically commit to making a small healthy change to their diet and activity level. Ask them to write the changes in their **Food and Activity Change Plan** handouts and to sign it. If people are not forthcoming, suggest eating less high-fat food or more veggies and fruit. Likewise, encourage people to exercise a little if they are sedentary or turn it up a notch if they already exercise. If a participant is already exercising a lot, encourage cross-training or flexibility-focused exercises.

Record the dietary change goal for each participant on the **Group Tracking Sheet.**

## **VI. HOME EXERCISE (5 MINS)**

*For your home exercise, please write a letter to a younger friend, sibling, or someone else you know about the health, inter-personal, and societal costs associated with overweight/obesity—or the benefits of achieving a healthy weight. Think of as many costs or benefits as you can, and feel free to work with others to come up with ideas.*

*Please bring this home exercise form to our next meeting so you can read it to the group.*

Refer to **Session 1, Handout 2: Letter About Costs of Obesity and Benefits of a Healthy Weight.**

*Does everyone understand what we are asking you to do between sessions?*

*Can someone use their own words to describe the home exercises?*

- Make 1 food change
- Make 1 activity change
- Write a letter about the costs of obesity or benefits of a healthy weight

*Please include your full name and signature on your letter. I will be collecting all home exercises.*

*Experience shows that participants get the most out of this program when they do the exercises the best they can. Does everyone feel that they can do this?*

Get some form of public commitment from each participant.

Time permitting: *Can one or two of you tell me something that “hit home” in this session?*

*We wanted to give out some free workout clothes to say thanks for participating in this study. Please select something that appeals to you. If you attend all 6 sessions, you get to pick another item at the last session too.*

*That’s all for today. Thanks for coming. We look forward to seeing you next week!*

## **SESSION 2**

### **What Does ‘Healthy’ Mean?**

**Prep:** Email/call/text each participant before this session to remind them about the time/location of group meeting 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 1: Calories in Beverages  
Handout 2: “What’s In It For Me?”  
Handout 3: How Society Encourages Overeating (Exercise #2)  
Video camera

**Topic Areas:**

- I. Voluntary commitment
- II. Letter about Costs of Obesity/Benefits of A Healthy Weight Debriefing
- III. Costs of an Unhealthy Diet and Benefits of a Healthy Diet
- IV. Importance of Eating Three Healthy Meals a Day
- V. Why I Should Commit to the Group and Making Lifestyle Changes
- VI. Small Healthy Changes to Diet and Activity Level
- VII. Home Exercise

#### **I. REINFORCING VOLUNTARY COMMITMENT (1 MIN)**

Start video recorder.

*As I mentioned last week, participation is voluntary. Is each of you willing to participate in today’s session?*

Go around the room and get verbal affirmation that each participant is willing to participate.

Again, saying “I am really excited to be here and participate today” is a good way to increase enthusiasm.

## II. LETTER ABOUT COSTS OF OBESITY/BENEFITS OF A HEALTHY WEIGHT DEBRIEFING (11 MINS)

*We asked you to write a letter to someone you know about the costs of obesity or the benefits of achieving a healthy weight.*

*Can each of you please read what you wrote?*

Ask each participant to read her/his letter standing at the front of the room or sitting in a chair at the head of the table. For those that may be hesitant, allow them to go last. Encourage everyone to read as much of their letter as possible.

Collect **Session 1, Handout 2: Letter About Costs of Obesity and Benefits of a Healthy Weight**. Make sure each participant has written their name on it and signed their name.

## III. DISCUSSING COSTS OF AN UNHEALTHY DIET AND BENEFITS OF A HEALTHY DIET (10 MINS)

*The next exercise is to discuss the costs of an unhealthy diet. What are the main types of unhealthy foods?*

Make sure people bring up each of the following unhealthy food types, prompting as necessary (ask a group participant to write main points on the whiteboard):

- High-fat food, such as ice-cream, donuts, chips, fries, pastries (e.g., scones/muffins at Starbucks)
- High-fat meats, such as hamburgers, steaks
- High-sugar foods, such as candy, desserts, pastries
- High-sugar/high fat beverages, such as soda, sports drinks, or sweetened coffee drinks
- Highly processed foods, such as boxed mac and cheese, sweet cereals

*What are some of the negative effects of eating high-fat and high-sugar foods?*

- Feel stuffed, sleepy, low energy
- If you feel like you have a brick in your stomach, you may not feel like exercising.
- Unhealthy weight gain

- Eating a lot of sugar increases preferences for sweet tastes in a self-perpetuating cycle, causes sugar crash, may be as addictive as drugs, leads to unhealthy weight gain

*What is the most consumed vegetable in the U.S.?*

French fries

*Do people know the downsides of sugar substitutes?*

- They increase preferences for sweet tastes
- They are associated with weight gain because they give your body false signals about the energy content of foods (i.e., although foods with sugar substitutes taste like they have a lot of calories, they do not, leading to weight homeostasis disruption)
- They cause a preference for sweeter tastes, causing you to want more sweet foods/drinks
- There have also been medical problems from some sugar substitutes

*What are the benefits of eating healthy foods?*

- Greater energy
- Easier to concentrate
- Clear complexion
- Feel better about how I am treating my body
- Reduces health risks (cancer, heart disease)

*What are some of the barriers to eating well? Who creates these barriers and how?*

Possible answers:

- Government subsidies of crops like corn and soybeans make highly processed food cheap
- Fresh produce is more expensive than fast food
- A lot of fast food restaurants are open 24-7
- Unhealthy food is in places it never used to be like gas stations and pharmacies
- Lack of time to prepare healthy meals
- We create barriers by not allowing down-time to eat well



- The food industry creates barriers to eating well with advertisements and accessibility of unhealthy food
- Watching TV during meals

*Trivia time: How many extra calories do you need to eat per day to gain 1 pound in a week?*

Answer: 457 calories per day. This is roughly equivalent to a serving of sweet and sour pork, half of a small cheese and sausage pizza, half of a pint of Ben and Jerry's vanilla ice cream, or 3 energy bars.

*Here is a handout that can help you be aware of the calories in what you're drinking. Often we don't realize how many calories are in the things we drink. Alcoholic beverages are sometimes a major source of non-nutritive calories that can cause weight gain.*

Refer to **Session 2, Handout 1: Calories in Beverages** form to participants.

#### **IV. IMPORTANCE OF EATING THREE HEALTHY MEALS A DAY (3 MINS)**

*We know most of you are very busy and may be on limited budgets, but it is still very important to eat three healthy meals each day. Many people do not eat a healthy breakfast. How does skipping a meal, particularly breakfast, affect a person?*

Answers:

- Poor concentration, memory, and brain functioning
- Worse work performance
- Lower grades in school
- Depressed or anxious mood
- Predicts future weight gain and heart disease (high levels of "bad" cholesterol)
- Can cause insulin changes that lead to diabetes
- Can also cause menstrual problems

*Please keep this in mind when you are thinking about future healthy changes you would like to make in your life!*

## V. WHY I SHOULD COMMIT TO GROUP AND LIFESTYLE CHANGE (10 MINS)

Refer to **Session 2, Handout 2: “What’s In It For Me?”** to participants.

*Next, I would like you write 2 or 3 responses to this statement “Why should I make a commitment to this group and to make small, meaningful, sustainable changes?” “What are some benefits I could get from being in this group?” Once everyone is done, I’d like each of you to share what you wrote.*

After most group members have written their statements, ask each to share.

## VI. SMALL HEALTHY CHANGES TO DIET AND ACTIVITY LEVEL (20 MINS)

*We want to talk a bit more about the importance of making small healthy changes. Research shows that the more you eat high-sweet or high-fat foods, the more sugar or fat you need to add to your food in order to taste these flavors, which leads to increased intake of sugar and fat. One healthy dietary change you should consider is gradually reducing how much sugar and fat you have in your meals and beverages. For instance, you could begin to gradually reduce the amount of sugar and cream you put in your coffee or the amount of soda you drink.*

*Last week we asked each of you to make one healthy change to your diet and one healthy change to your activity level over the last week.*

*Let’s talk about how it went and what you’ll add to your plan next week. This is for you, so please be honest about whether you met your goals. This will help us brainstorm solutions to help you succeed next time. And let us know if you used the buddy system and if it helped.*

Go around the room and ask each participant:

- How their change plan went. Ask for specific examples of what they did. Double-check your **Group Tracking Sheet** for the person. Have them record whether they succeeded on their **Food and Activity Change Tracking Form**
- What 2<sup>nd</sup> healthy diet change they will make in the coming week
- What 2<sup>nd</sup> healthy exercise change they will make in the coming week

If participants had a difficult time meeting one of their goals, ask the group for ideas or suggestions for how they might achieve more success in the future.

If people begin to give excuses, say, *“We are not going to focus on excuses for not making healthy changes – instead we want to focus on making positive changes and carrying this momentum into the future.”* If a participant needs suggestions or problem solving, allow the other group members to come up with the ideas first (e.g., Have others come across the same problems? How have you handled it?); only jump in if needed.

Get a verbal commitment from each participant that is highly specific. Have them write the changes on their **Food and Activity Change Plan** and sign it. Each participant should make **two** healthy changes to their diet and **two** healthy changes to their activity level. If a certain participant is already exercising a lot, encourage cross-training or flexibility-focused exercises. Having group members tell others in their life can be a good way of increasing accountability.

Record the dietary change goal for each participant on the **Group Tracking Sheet**.

## **VIII. HOME EXERCISE (5 MINS)**

*We would like you to dig a little deeper into the ways in which our society encourages overeating in young people. Please write a 2-minute presentation that you can give to the group next session.*

*Topics can cover how school environments and the food industry contribute to overeating and obesity, junk food ads aimed at children, the low cost/huge portions of fast foods, or how the food industry promotes junk foods through misleading health claims. We would like you to discuss how society contributes to overeating AND talk about what you can do to fight these social pressures to eat poorly. Please feel free to bring in an example of an ad showing product placement, making a health claim for unhealthy food, or targeting kids with games/toys.*

*Can each of you tell me the topic you want to investigate?*

Refer to **Session 2, Handout 3: How Society or the Food Industry Encourages Obesity Presentation**.

*Does everyone understand what we are asking you to do between sessions?*

*Can someone use their own words to describe the home exercises?*

- 1 additional food change (2 total changes)
- 1 activity change (2 total changes)
- Write 2-minute presentation to give to the group in Session 3

Ask a participant to paraphrase the assignment back to you.

*We want this exercise to be fun as well as thought provoking, so please feel free to talk about it with others between group sessions.*

*Again, experience shows that students get the most out of this class when they do the exercises the best they can. Does everyone feel that they can do this?*

Get some form of public commitment from each participant.

Time permitting: *Can one or two of you tell me something that “hit home” today?*

*That’s all for today. Thanks for coming. We look forward to seeing you next week!*

## **SESSION 3**

### **I Like to Move It**

**Prep:** Email/call/text each participant before this session to remind them about the time/location of group meeting 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 1: Exercise and Calorie Expenditure

Handout 2: Tips for Eating Out

Handout 3: Top-10 Costs of Unhealthy Foods and Sedentary Behaviors

Video camera

**Topic Areas:**

- I. Voluntary commitment
- II. Presentations about How Society Encourages Overeating
- III. Discussing Costs of Sedentary Behaviors/Benefits of Exercise
- IV. Importance of Making Time for Exercise Role-Play
- V. Saying No to Excuses
- VI. Small Healthy Changes to Diet and Activity Level
- VII. Home Exercise

#### **I. REINFORCING VOLUNTARY COMMITMENT (1 MIN)**

Start video recorder.

*Again, it is important to note that participation is voluntary. Is each of you willing to participate in today's session?*

Go around the room and get verbal affirmation that each person is willing to actively participate.

Again, saying "I am really excited to be here and participate today" is a good way to increase enthusiasm.

## II. PRESENTATIONS ABOUT HOW SOCIETY ENCOURAGES OVEREATING (12 MINS)

*We asked you to write a brief presentation on one way in which our society encourages overeating. I would like each of you to read your presentation. Please tell us if you learned anything unexpected while preparing your presentation.*

Ask participants to stand for their presentation or sit at the head of the table.

Collect **Session 2, Handout 3: How Society or the Food Industry Encourages Obesity Presentation**. Make sure each participant has written their name on it and signed their name.

## III. DISCUSSING COSTS OF SEDENTARY BEHAVIORS AND BENEFITS OF EXERCISE (8 MINS)

*We've talked about unhealthy foods—now we're going to talk about sedentary behaviors. Increasingly, as our society has shifted to becoming more technologically than agriculturally based, people have become less active. What are some types of sedentary behaviors?*

(ask a participant write main points on the whiteboard) For example, sitting at computer, playing video games, watching TV/movies, checking Facebook/Twitter, chatting online, taking elevator, and driving. People typically eat more if they eat while watching TV.

*Trivia time: How many hours a week do you think young adults spend on a computer and watching TV?*

Answer: 40 hours per week.

*What are some benefits of having an active lifestyle versus a sedentary lifestyle?*

- Improved fitness, performance in sports
- More restful sleep
- Less stress, anxiety, depression
- Stronger immune system, less illness, quicker recovery time
- Increased self-confidence
- Increased metabolism

*In your folder is a handout with information about how many calories are burned on average doing these different exercises. Take a moment to examine these numbers – does anything surprise you?*

Refer to **Session 3, Handout 1: Exercise and Caloric Expenditure.**

#### **IV. IMPORTANCE OF MAKING TIME FOR EXERCISE ROLE-PLAY GAME (12 MINS)**

*Now I would like each of you to do a role-play game in which you try to convince a fellow college student about the importance of making time for exercise. My co-facilitator and I will pretend like we are either a very busy student or a sedentary student and your job is to convince us to begin to engage in regular exercise. Who would like to go first?*

Sample statements:

*I heard it is healthy to exercise for at 30 minutes a day – I just don't know how to fit it into my busy schedule.*

*I have no idea why so many students run – I would much rather watch TV.*

*I have been thinking of beginning to work out, but I don't have much free time.*

*My friend has been trying to get me to play pick-up basketball games, but I prefer to spend my spare time checking Facebook.*

*I was toying with the idea of doing a spin class to get in shape, but I am already taking 6 classes and don't think I can make time for exercise.*

*My roommate has been getting up at 7 to go for a run before classes – I know I should join her, but I would rather sleep an extra hour.*

*I was thinking of starting to lift weights, but it can take an hour, which I can't really fit in on a regular basis.*

*My sister started biking for exercise and has gotten in great shape. I was thinking of following suit, but I prefer to just hang out with friends.*

*I have so much homework, I can't make time to keep exercising.*

*Do you think you could try to convince others about the value of exercise outside this group? Do you know of any friends who could benefit from exercising more?*

## V. SAYING NO TO EXCUSES (5 MINS)

*Next, we'd like to discuss why you should SAY NO to making excuses. This could refer to either excuses you make to yourself or excuses that other people in your life make for you to not be healthy. What happens when you don't follow through on your goals and commitments? How do you feel about yourself and your life? Does it matter when we give into excuses?*

The goal of this exercise is to have each group member speak out against giving into excuses and noting the psychological and maybe physical costs it has on them. If they give into internal excuses, they can become demoralized and give up on their changes. If they give into excuses or pressures made by family and friends, they can end up resentful.

## VI. SMALL HEALTHY CHANGES TO DIET AND ACTIVITY LEVEL (18 MINS)

*Eating out frequently can lead to eating a lot of calories that you don't intend to eat. Here is another handout that has helpful tips on what to do when eating out.*

Refer to **Session 3, Handout 2: Tips for Eating Out.**

*Last week we asked each of you to make **two** healthy changes to your diet and **two** healthy changes to your activity level this week. Let's talk about how it went and what you'll add to your plan next week. Have you noticed any benefits since making these changes? Are things working out well with the buddy system?*

Go around the room and ask each participant:

- How their change plan went. Ask for specific examples of what they did. Double-check your **Group Tracking Sheet** for the person. Have them record whether they succeeded on their **Food and Activity Change Tracking Form**.
- What 3<sup>rd</sup> healthy diet change they will make in the coming week
- What 3<sup>rd</sup> healthy exercise change they will make in the coming week



If participants had a difficult time meeting one of their goals, ask the group for ideas or suggestions for how they might achieve more success in the future.

Get a verbal commitment from each participant that is highly specific. Have them write the changes on their **Food and Activity Change Plan** and sign it. Each participant should make **three** healthy changes to their diet and **three** healthy changes to their activity level. If a certain participant is already exercising a lot, encourage cross-training or flexibility-focused exercises.

Record the dietary change goal for each participant on the **Group Tracking Sheet**.

If people begin to give excuses, say, *“Again we are not going to focus on excuses for not making these healthy changes – instead we want to focus on making positive changes and carrying this momentum into the future.”* If a participant needs suggestions or problem solving, allow the other group members to come up with the ideas first, and only jump in if needed.

*Do any of your friends or family know about the changes you are making? Telling others increases the odds of successfully making these changes.*

## **VII. HOME EXERCISE (4 MINS)**

*Now that we have discussed the costs of consuming unhealthy foods and of engaging in sedentary behaviors, we would like you to generate a top-10 list of costs of eating unhealthy foods and being sedentary that are personally meaningful to you.*

Refer to **Session 3, Handout 3: Top-10 Costs of Unhealthy Foods and Sedentary Behaviors**.

*Please bring your top-10 list to our next meeting so you can read some of it and we can discuss your experience writing it.*

*Can someone use their own words to describe the home exercises?*

- 1 additional food change (3 total changes)
- 1 additional activity change (3 total changes)
- Generate a top-10 list of costs of eating unhealthy foods & being sedentary that are personally meaningful

Ask a participant to paraphrase the assignment back to you.

*Again, experience shows that students get the most out of this class when they do the exercises the best they can. Does everyone feel that they can do this?*

Get some form of public commitment from each participant.

Time permitting: *Can one or two of you tell me something that “hit home” in this session?*

*That’s all for today. Thanks for coming. We look forward to seeing you next week!*

## **SESSION 4**

### **Just Say ‘No’ (Thank You)**

**Prep:** Email/call/text each participant before this session to remind them about the time/location of group meeting 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 1: We Don’t Do Diets

Handout 2: Adding Fruits and Vegetables to Your Diet

Handout 3: Make Exercise Plan/Prepare Healthy Meal Together

Video camera

- Topic Areas:**
- I. Voluntary Commitment
  - II. Top-10 List Debriefing
  - III. Role-play: Unhealthy Food and Drink Refusal
  - IV. Lifestyle Changes versus Transient Dieting
  - V. Adding Fruits and Vegetables to Your Diet
  - VI. Small Healthy Changes to Diet and Activity Level
  - VII. Reward Yourself
  - VIII. Home Exercise

#### **I. REINFORCING VOLUNTARY COMMITMENT (1 MIN)**

Start video recorder.

*As I mentioned last week, participation is voluntary. Is each of you willing to participate in today’s session?*

Go around the room and get verbal affirmation that each participant is willing to participate.

Again, saying “I am really excited to be here and participate today” is a good way to increase enthusiasm.

## II. TOP-10 LIST OF COSTS OF UNHEALTHY DIET AND SEDENTARY BEHAVIOR DEBRIEFING (10 MINS)

*Last week we asked if you would be willing to list the top-10 personal costs of an unhealthy diet and sedentary behavior.*

Have each participant read at least the top 4 personal costs they generated.

*What were your feelings as you generated this list?* Say this to the group, not to each participant individually.

Collect **Session 4, Handout 3, Top-10 Costs of Unhealthy Foods and Sedentary Behaviors**. Make sure each participant has written their name on the list and signed their name.

## III. ROLE-PLAY: SAYING NO TO UNHEALTHY FOOD/DRINKS (12 MINS)

*I've heard from a lot of group members that one of the challenges to sticking with healthy changes is dealing with pressure from others and from ourselves to eat unhealthy foods. So, I'd like to role-play refusing unhealthy foods and beverages. Your job is to politely but firmly refuse my suggestion and say the benefit of not eating the food. Experience has shown that the more you practice these refusals, the more comfortable you feel doing it and it can become routine.*

If there are two facilitators, they should demonstrate the role-play with each other first. If there is only one facilitator, he/she should choose a talkative participant and conduct an example role-play with that participant for the other group members.

You can use the examples below if necessary. Try to use examples that are particular to your participants in their environment. Often at a university there will be certain cafeterias or restaurants that are known for unhealthy choices (e.g. offering brunch or late night snacks). Try to keep the exercise playful. Do one example per person, but push them on the refusal a few times.

*Let's go around the room so that each of you can try.*

Sample statements:

*I have been craving pancakes and bacon— want to go to the brunch buffet with me and get some?*

*Do you want to go get some donuts?*

*I'm hungry from partying all night, we must have burned a lot of calories, let's go to McDonald's!*

*Have you tried one of those deep-fried Twinkies at that new diner? We should go get one!*

*Do you want to go to Burger King for lunch?*

*Let's go grab a 6-pack to celebrate finishing that exam.*

*I bet I can finish that extra-large pizza faster than you can!*

*We don't have time to get food before class, let's just grab some chips or a candy bar from the convenience store!*

*Look at those (e.g., brownies/cookies) there in the window; they look so good! Want to get one?*

*It's sunny outside, want to go get a banana split?*

*I am going to run down to the store for a soda – can I get you one?*

*I have been craving a milkshake – want to get one with me?*

*Did you want to go out to pizza for dinner?*

*Since it's your birthday tomorrow, we should go out to that local dessert place and celebrate!*

*I know you're full but just try a few of these cookies—they are SO good.*

*We worked so hard on that final, exam, paper, etc.—let's treat ourselves to some dessert!*

Spend a little time debriefing after this exercise.

*What was it like to participate in this exercise? How did this exercise prepare you to refuse unhealthy food offers?*

#### **IV. LIFESTYLE CHANGES VERSUS TRANSIENT DIETING (5 MINS)**

Refer to **Session 4, Handout 1: We Don't Do Diets.**

*Next, I'd like to do a brief writing exercise. Hopefully I've been clear that what we are aiming for in Project Health is not a diet! The research is clear – most temporary weight loss diets don't work for most people. Please write 2 reasons why making small but permanent changes in what you eat and how much you exercise is much better than going on a temporary diet. Once everyone is done, I'd like each of you to share what you wrote.*

After the majority of group members have written their statements, ask each to share.

#### **V. ADDING FRUITS AND VEGETABLES TO YOUR DIET (4 MINS)**

*The American Dietetic Association recommends 5-9 servings of fruits and vegetables a day. Here's a list of tasty fruits and vegetables. We've grouped the vegetables and fruits by color and the benefits associated with them.*

Refer to **Session 4, Handout 2: Fruits and Vegetables—Benefits by Color.**

*Look over this form and see if there are at least a few fruits or vegetables that you are eating each week from each column. Are you willing to add some more fruits and vegetables to your diet? Think about this when making your healthy behavior change plans.*

Get public commitment to increasing intake of fruits and vegetables.

#### **VI. SMALL HEALTHY CHANGES TO DIET AND ACTIVITY LEVEL (18 MINS)**

*Last week we asked each of you to make **three** healthy changes to your diet and **three** healthy changes to your activity level this week. Let's talk about how it went and what you'll add to your plan next week. Have you noticed any benefits since making these changes? Are things working out well with the buddy system?*

Go around the room and ask each participant:

- How their change plan went. Ask for specific examples of what they did. Double-check your **Group Tracking Sheet** for the person. Have them record whether they succeeded on their **Food and Activity Change Tracking Form**
- What 4<sup>th</sup> healthy diet change they will make in the coming week
- What 4<sup>th</sup> healthy exercise change they will make in the coming week

Get a verbal commitment from each participant that is highly specific. Have them write the changes on their **Food and Activity Change Plan** and sign it. Each participant should make **four** healthy changes to their diet and **four** healthy changes to their activity level. If a certain participant is already exercising a lot, encourage cross-training or flexibility-focused exercises.

Record the dietary change goal for each participant on the **Group Tracking Sheet**.

If people begin to give excuses, say, *“Again we are not going to focus on excuses for not making these healthy changes – instead we want to focus on making positive changes and carrying this momentum into the future.”* If situations come up when a participant needs suggestions or problem solving, allow the other group members to come up with the ideas first, and only jump in if needed.

## VII. REWARD YOURSELF (5 MIN)

*You’re doing something very important for yourself by attending these classes and making these changes. Sometimes it is 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 TV show
- Purchase some new exercise clothing

- Get a massage
- Call a friend

## VIII. HOME EXERCISE (5 MIN)

*For your home exercise, you have a choice to do one of two options. Your first option is to make a plan with a friend or family member to do some new, fun type of exercise together—something that you haven't already done with someone for this class but that you've been curious about trying. For instance, you could go play tennis, go to the rock climbing gym, go to a yoga class, take a hike, go for a run, take a bike ride, or play basketball.*

*Your second option is to make a plan with a friend or family member to prepare a healthy meal together. Ideally, you would plan the meal together, shop to get the food, prepare it, and enjoy it! This could be a great time to bring more accountability to your healthy lifestyle changes by telling this person what you are doing.*

*Write what you did and how it went and bring it back next week to tell us all how it went.*

Refer to **Session 4, Handout 3: Make an Exercise Plan or Prepare a Healthy Meal Together**.

*Does everyone understand what we are asking you to do between sessions?*

*Can someone use their own words to describe the two home exercise options?*

- 1 additional food change (4 total changes)
- 1 additional activity change (4 total changes)
- Do a new type of exercise with a family member or friend OR make a healthy meal with a family member or friend

Ask a participant to paraphrase the assignments back to you.

*Again, experience shows that students get the most out of this class when they do the exercises?*

Get some form of public commitment from each participant.



*We want this exercise to be fun as well as thought provoking, so please feel free to talk about it with others between group sessions.*

Time permitting: *Can one or two of you tell me something that “hit home” in this session?*

*That’s all for today. Thanks for coming. We look forward to seeing you next week.*

## **SESSION 5**

### **If at First You Don't Succeed...**

**Prep:** Email/call/text each participant before this session to remind them about the time/location of group meeting 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 1: Generating Goal Reframes  
Handout 2: Slip Response Plan  
Handout 3: My Slip Response Plan  
Handout 4: Mind Over Muffin  
Video camera

**Topic Areas:**

- I. Voluntary Commitment
- II. Exercising or Planning Meal with a Friend Debriefing
- III. Healthy Goal Reframes for Reducing Food Temptations
- IV. Talking a Friend Into Exercising Role-Play Game
- V. Slip Response Plan
- VI. Small Healthy Changes to Diet and Activity Level
- VII. Home Exercise

#### **I. REINFORCING VOLUNTARY COMMITMENT (1 MIN)**

Start video recorder.

*Again, it is important to note that participation is voluntary. Is each of you willing to participate in today's session?*

Go around the room and get verbal affirmation that they are willing to actively participate.

#### **II. DEBRIEF HOW THE EXERCISE PLAN OR HEALTHY MEAL WENT (10 MINS)**

*One of your assignments last week was to either plan a fun physical activity or healthy meal with a friend or family member. I'd like to hear what each of you chose and how it went. Who wants to go first?*

Review with each group member. Check to see if they used this event to tell this friend about their planned healthy changes (to create more accountability for success).

Collect **Session 4, Handout 3: Make an Exercise Plan or Prepare a Healthy Meal Together**.

*Trivia time: How long do you think you need to exercise to see a significant boost in attention and problem-solving skills?*

Answer: 10 minutes. The longer and more intense the exercise, the bigger the benefits.

### **III. HEALTHY GOAL REFRAMING FOR REDUCING FOOD TEMPTATIONS (10 MINS)**

*Research shows that when we are confronted with tempting foods, it activates our brain reward regions and relaxes our inhibitory brain regions. Our brains start saying "I really want that dessert!" and stop saying "Eating that would not be healthy."*

*Fortunately, research also shows that when we think of the health costs of eating the food or the health benefits of not eating the food, it changes this pattern of brain activity, which reduces food cravings. Indeed, these are the thoughts that occur to people who do not struggle with their weight—they see some tempting food and may have the momentary thought; "That looks kind of good," but their brain also says, "but I value being fit and healthy much more than I value the momentary pleasure from eating that."*

*For instance, you could think:*

*Eating a cheeseburger and fries would increase my cholesterol and fatty plaque deposits in my arteries.*

*Having a box of gummy bears and a Coke will cause my blood sugar to surge and increases my risk for diabetes.*

*Not eating that ice cream will keep me lean and allow me to live a longer life with less illness.*

*Not having that cake will allow me to run faster and with less effort.*

*Drinking another beer will only add to my potbelly, which is not a look most potential girlfriends dig.*

*Not eating that scone will help me look better in my skinny jeans.*

Refer to **Session 5, Handout 1: Generating Goal Reframes.**

*Please take a moment to write two personally meaningful costs to your health of eating unhealthy foods and two personally meaningful benefits to your health of not eating those foods. Alternatively, if you think it would be more motivating, you can think of appearance costs of eating the unhealthy foods or appearance benefits of not eating the unhealthy food.*

Give participants a few minutes to write their goal reframes.

*Now I would like you to read these “goal reframes” to the group.*

*I hope you will try to think these thoughts when confronted with unhealthy food temptations, as it should help you reduce cravings for unhealthy foods.*

#### **IV. TALKING A FRIEND INTO EXERCISING ROLE-PLAY (10 MINS)**

*We are going to do another role-play game. This time your job is to talk a friend into joining you for some exercise of your choice. Do your best to talk me into joining you. Let’s start with you \_\_\_\_\_.*

Go around the room and say a statement below to each group member. Playfully resist for a while so that they have to work at this role-play.

*I love Saturdays, because I can watch movies. I am planning on watching all three Lord of the Rind movies back to back today.*

*I was going to go for a bike ride, but I just don’t feel motivated because the weather is so gray and wet.*

*I know I should do something more productive with my afternoon, but I just feel like checking Facebook.*

*I am bummed out that it is summer—I just don't have the legs to wear shorts right now.*

*Do you think it bad that I spend my weekends just reading trashy novels?*

*We had a fitness test in my health class today – I was a bit embarrassed because I could only do 3 push-ups and 2 pull-ups.*

*I know the weather is nice outside, but I think I am going to stay home and just play video games all day.*

*I am growing out of all of my pants and I just don't know what to do about it!*

*I discovered this great webpage that has all of the original Star Trek episodes – want to spend the day watching them with me?*

*I was thinking of going on a run, but it is so hot today, I think I might sweat if I ran!*

*I get so winded walking up the 2 flights of stairs to our dorm room. I wish they had an elevator near our room!*

*How did it feel doing these role-plays? Do you think you could actually invite a friend to join you for some exercise?*

## **V. SLIP RESPONSE PLAN (10 MINS)**

*Sometimes people “slip” and eat things they have been avoiding or just decide to blow-off a planned workout. Other times, people get into really stressful situations and they drop their healthy eating and exercise patterns. Often people use this as a reason to give up on their healthy changes and go back to their old, unhealthy lifestyle. Let's discuss how to avoid this.*

Refer to **Session 5, Handout 2: Slip Response Plan.**

*People who maintain a healthy weight have plans in place to deal with stressful times to avoid slips and, if a slip occurs, they “get back on the horse if they fall off.” Slips can happen—no one is perfect. The trick is to not let the slip convince you into stopping all of the healthy improvements you are making.*

Refer to **Session 5, Handout 3: My Slip Response Plan.**

*Write 3 things you will do before you enter a stressful period when you might be tempted to eat unhealthy food, or abandon your exercise plans.*

*If you tend to eat junk food when you’re studying for finals, you could plan to have healthy food like grapes, carrot sticks, or almonds around to snack on so you don’t feel the need to load up on junk.*

*If you foresee being less motivated to exercise in bad weather, you could schedule time to exercise with a friend inside so the weather doesn’t deter you.*

*If you overeat on unhealthy foods when you drink alcohol or use other intoxicants, what can you do to avoid this “disinhibited” eating?*

*If you tend to blow off exercise if you did not get sufficient sleep, how can you reduce the risk of this occurring?*

*Next, write 3 things you will do if you have a slip (either with food or not exercising)? How will you deal with the slip, learn from it, and get back to your healthy life choices?*

*Once you’re done, we’ll share what everyone’s written.*

After the majority of group members have written their statements, ask each to share.

## **VI. SMALL HEALTHY CHANGES TO DIET AND ACTIVITY LEVEL (15 MINS)**

*Last week we asked each of you to make **four** healthy changes to your diet and **four** healthy changes to your activity level. Was each of you able to make your planned health improvements? Are things working out well with the buddy system?*

Go around the room and ask each participant if they did it (ask for specifics). After each participant has reviewed their goals, cross-reference this information with what you recorded on your **Group Tracking Sheet** for the person. Have them record whether they succeeded on their **Food and Activity Change Tracking Form**.

If people begin to give excuses, say, *“Again we are not going to focus on excuses for not making these healthy changes – instead we want to focus on making positive changes and carrying this momentum into the future.”*

If a participant needs suggestions or problem solving, allow the other group members to come up with the ideas first, and only jump in if needed.

*Have you noticed any benefits since making these changes?*

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

*Is each of you willing to continue these changes for next week? If any of you want to add other healthy changes to your diet and activity level, that’s fine but it’s also okay to just focus on continuing to make the small but hopefully significant changes to your eating and activity level that you have already committed to.*

*And again, we encourage you to work with a friend to make these healthy lifestyle changes.*

Go around the room and get a verbal commitment from each participant that is specific. Ask them to write their changes on their handout and sign it. Each participant should identify all of the healthy changes to their diet and activity level that they are committed to.

Have them write the changes on their **Food and Activity Change Plan** and sign it. Record the change goals for each participant on the **Group Tracking Sheet** for the group.

## **VII. HOME EXERCISE (4 MINS)**

*For the home exercise, we would like to ask you to apply your goal reframes when confronted with tempting unhealthy foods. You can use the health or appearance reframes, or both. Please apply this at least twice, if not more frequently. The more*

*you do it, the more habitual it will become. Also please complete the home exercise form to tell us how it worked.*

Refer to **Session 5, Handout 4: Mind Over Muffin.**

*Can someone use their own words to describe the home exercises?*

- 1 food change (maintain 4 or 5 changes)
- 1 activity change (maintain 4 or 5 changes)
- Use goal reframes at least twice

*Experience shows that participants get the most out of this class when they do the exercises.*

Ask a participant to paraphrase the assignment back to you.

*We want this exercise to be fun as well as thought provoking, so please feel free to talk about it and work with others between group sessions.*

*Again, experience shows that students get the most out of this class when they do the exercises the best they can. Does everyone feel that they can do this?*

Get some form of public commitment from each participant.

Time permitting: *Can one or two of you tell me something that “hit home” in this session?*

*That’s all for today. Thanks for coming. We look forward to seeing you next week 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 meeting 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 1: Where Am I Now?

Handout 2: Letter to Your Future Self (Exit exercise)

Video camera

**Topic Areas:**

- I. Voluntary Commitment
- II. Healthy Goal Reappraisal Debriefing
- III. Small Healthy Changes to Diet and Activity Level
- IV. Acknowledging Gains
- V. Healthy Changes for the Next 6 Months
- VI. Letter to Future Self
- VII. Closure

#### I. REINFORCING VOLUNTARY COMMITMENT (1 MIN)

Start video recorder.

*Thanks for coming. I'm glad that all of you are here and I hope each of you is willing to actively participate today.*

Go around the room and get verbal affirmation that each participant is willing to participate.

Again, saying "I am really excited to be here and participate today" is a good way to increase enthusiasm.

#### II. APPLICATION OF HEALTHY GOAL REFRAMES (10 MINS)

*Last week we ask you to apply the health or appearance goal reframes when confronted with unhealthy foods. For example, you could think of the health or appearance benefits of not eating the food or the negative effects of eating it.*

*Let's go around the room and hear from each of you about how this worked for you.*

*How could you apply this reappraisal strategy on a regular basis?*

*Are you willing to commit to giving this a try again for the following week?*

### **III. SMALL HEALTHY CHANGES TO DIET AND ACTIVITY LEVEL (10 MINS)**

*Last week we asked each of you to continue making several healthy changes to your diet and activity level this week or maintain your prior changes. How did each of you do? Were you able to work with your friend and use the buddy system?*

Take time to go around the room and ask each participant if they did it (ask for specifics). Have them record whether they succeeded on their **Food and Activity Change Tracking Form**. After each participant has reviewed their goals, cross-reference this information with what you recorded on your **Tracking Sheet** for the person.

Remind people to avoid giving excuses and to focus on making positive change in the future. Let group members help each other problem solve.

### **IV. ACKNOWLEDGING GAINS (10 MINS)**

Refer to **Session 6, Handout 1: Where Am I Now?**

*Next, I'd like to do a brief writing exercise focusing on what you have accomplished in this group and what benefits you are seeing. Would each of you write 5 positive changes you have made or noticed as a result of being in Project Health? Once everyone is done, I'd like each of you to share what you wrote.*

After the majority of group members have written their statements, ask each to share.

### **V. SMALL HEALTHY CHANGES FOR THE NEXT 6 MONTHS (10 MINS)**

*In this class we have emphasized the importance of making small changes that are sustainable over a lifetime. That means the goal 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 goal.

Refer to **Healthy Changes for the Next 6 Months**.

*Looking ahead, how do you plan to maintain these changes for the next six months?* [Go around the room and make sure that everyone talks.]

## **VI. LETTER TO YOUR FUTURE SELF (6 MINS)**

Refer to **Session 6, Handout 2: Letter to Your Future Self**.

*For the last exercise in this group, I’d like you to write a letter to yourself in the future (6 months from now) about how you hope that your goals have been met and maintained by the time you receive it. Write to yourself about how you will feel having met your goals, and how you will encourage yourself to continue to make small, healthy changes. Be sure to sign your letter to yourself! We’ll collect these letters and mail them to you six months from now.*

Give them time to write and sign their letters. While they are writing, go around the room to see if anyone has any questions. Collect the letters once they are completed.

## **VII. CLOSURE (12 MINS)**

*Now that we are about done, is anyone willing to say what you feel you got out of participating in this group?*

*What particular activity stands out as especially helpful to you?*

*How has making healthy changes altered how you feel about your body?*

*Has anyone given you positive feedback on your healthy lifestyle changes that you've made?*

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

*Once again, thanks again for deciding to be a part of this group. We have been impressed with your thoughtful comments and participation—they are much appreciated!*

*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.*

*Finally, if you've come to all six sessions, I would like to offer each of you another item of exercise clothing. Please select something that appeals to you.*



## Session 1, Handout 1

### Food and Activity Change Plan

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. Please also use the **Food and Activity Changes Tracking Form** to record whether you succeeded in making the intended changes each week.

#### Session 1

Food change: \_\_\_\_\_

Activity change: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Session 2

Food change: \_\_\_\_\_

Activity change: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Session 3

Food change: \_\_\_\_\_

Activity change: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Session 4**

Food change: \_\_\_\_\_

Activity change: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Session 5**

Food change: \_\_\_\_\_

Activity change: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

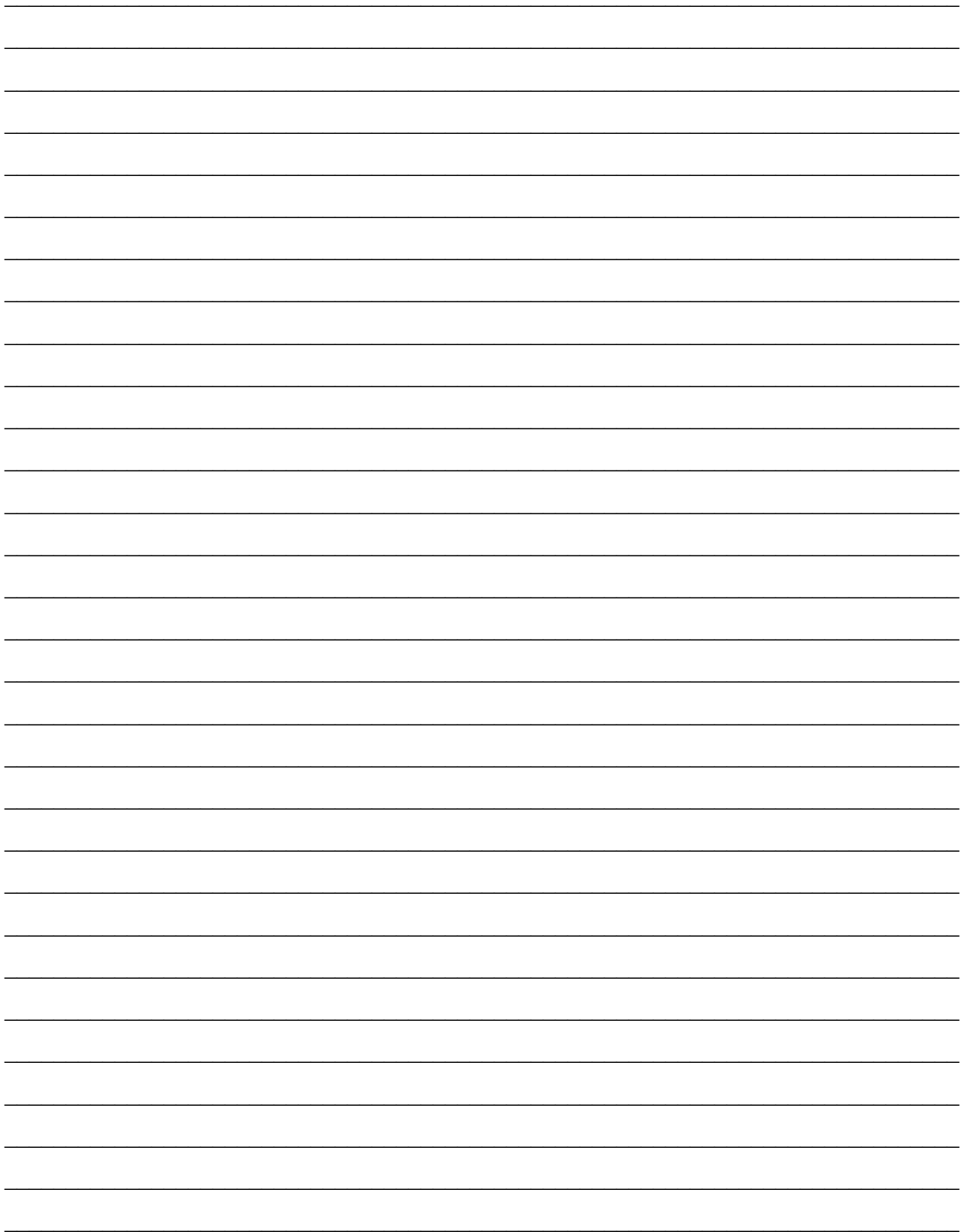
**After Session 6 (next 6 months)**

Food change: \_\_\_\_\_

Activity change: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_









## Session 2, Handout 1 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
<b>Sweeteners</b>			
1 tsp honey	½ tablespoon	32	0.0
1 tsp sugar	1 teaspoon	16	0.0



## Session 2, Handout 2

### “What’s In It For Me?”

Please write and share 2-3 responses to this statement: “Why should I really make a commitment to this group and to make small, meaningful, sustainable changes?”

1.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







## Session 3, Handout 1

### Exercise and Caloric Expenditure

This handout shows you the number of calories you burn for every 20 minutes you participate 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
Skiing	118	146
Ultimate Frisbee	166	205
Yoga	49	60
Soccer	138	170
Basketball	158	194



## Session 3, Handout 2

### 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:
  - o You can order the opposite of extra cheese – ask for less than the usual amount of cheese.
  - o Vegetable toppings provide more vitamins and fiber, and less fat and sodium, than meat toppings.
  - o 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.**



## Session 3, Handout 3

### Top-10 Costs of Unhealthy Foods and Sedentary Behaviors

Please generate a top-10 list of costs of consuming unhealthy foods and of engaging in sedentary behaviors that are personally meaningful to you. Please bring your top-10 list to our next meeting so you can read some of it and we can discuss your experience about writing it.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)





## Session 4, Handout 1

### We Don't Do Diets

Please write and share 2-3 reasons why small, permanent changes to your lifestyle are better than going on a diet.

1.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Session 4, Handout 2

### 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  
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

#### **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



## Session 5, Handout 1

# Generating Goal Reframes

### Health/Appearance Costs of Eating Unhealthy Foods:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

### Health/Appearance Benefits of Not Eating Unhealthy Foods:

1. \_\_\_\_\_

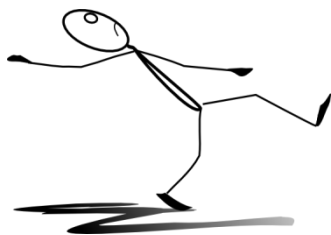
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



## Session 5, Handout 2

### 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 examples of a slip, which can be easily generalized to other tricky situations (e.g., having a holiday meal with family, eating or drinking too much at a party, not exercising during finals, etc.).

Example: Going to an all-you-can-eat buffet and eating too much.

Before the slip: Be prepared – recognize that you need a plan!

Possible responses:

1. Avoid the buffet. Ask your friends to eat somewhere else.
2. Include the “slip” as part of your plan. If you only have dessert once a week, plan to have it at the buffet.
3. Tell a friend who will be eating with you about your concerns and ask them to help you (e.g., commit to a certain amount of food beforehand, ask them to remind you of your commitment once you’ve started eating).
4. There are almost always healthy choices – fill up on tasty and nutritious food!
5. Remind yourself of why you are changing your behavior or planning ahead. What are the long term benefits of living a healthy lifestyle? Post these reminders somewhere.

Example: You skip exercising because of bad weather (too cold, too hot, rainy, etc.).

Before the slip: Be prepared – recognize that you need a plan!

Possible responses:

1. Get the right gear or clothing so you can still exercise comfortably in this weather.
2. Ask a friend to exercise with you – that will make it more fun.
3. Exercise inside.
4. Do a different outdoor exercise (e.g., swim if it’s hot, cross-country ski if it’s cold).
5. Exercise at a different time of day (e.g., early in the morning if it’s hot) or be flexible (e.g., go run when there’s a break in the rain).
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!







## Session 5, Handout 4

### Mind Over Muffin

Please apply your goal-reframes (e.g., health benefits of not eating high-fat foods) when confronted with tempting unhealthy foods. You can use the health or appearance reframes, or both. Please apply them at least twice, if not more often. The more you do it, the more habitual it will become. Let us know how this worked for you below so you can share it next week.

For example:

- Eating a cheeseburger and fries would increase my cholesterol and fatty plaque deposits in my arteries.
- Not eating that ice cream will keep me lean and allow me to live a longer life with less illness.
- Not eating that scone will help me look better in my skinny jeans.

**Unhealthy food:**

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**Goal-Reframes:**

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## Session 6, Handout 1

### Where Am I Now?

Please write down and share 5 healthy changes that you have made in your life as a result of being in Project Health. Select those that you take the greatest pride in having made.

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_
- 4.) \_\_\_\_\_
- 5.) \_\_\_\_\_





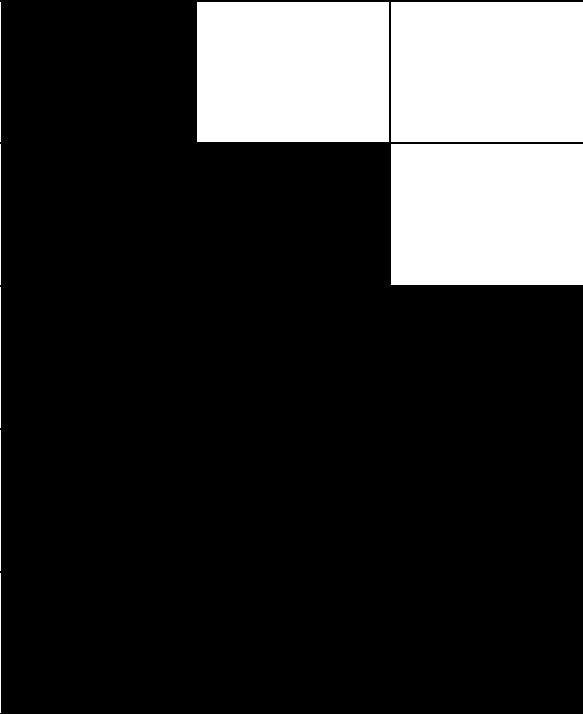


## Food and Activity Change Tracking Form

Record your healthy food and activity changes and whether you met these goals each week.  
Check off the box for each day that you met your goal.

Healthy Activity Change	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1.)						
2.)						
3.)						
4.)						
5.)						
6.)						

Project Health Manual (6-session)

<b>Healthy Food Change</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
1.)						
2.)						
3.)						
4.)						
5.)						
6.)						