

FINAL LESSON PLAN

Title: Weight Management Basics		Methods Used <ul style="list-style-type: none"> • Graffiti • Circular Response • Newspaper/Magazines
Target Audience: Diverse LDS women		
Class Size: 30		
Terminal Objective Students will be able to identify ways to manage their weight.		Terminal Concept It is possible to manage weight through correct nutrition principles and lifestyle modification.
Domain Cognitive/affective	Taxonomic Level Application	
References <ul style="list-style-type: none"> • eatright.org • nutritioncaremanual.org • choosemyplate.gov 		
Preparation <ul style="list-style-type: none"> • Obtain paper, regular and dry-erase markers, tape for graffiti method. Place response papers around room before class begins – hiding words under other sheets of paper. • Give each person a piece of string to wrap around her finger. • Handouts/materials: 24-hour recall, Your daily My Plate, transparent Choose My Plate, My Daily Food Plan, What Does a Serving Look Like?, rapid weight loss magazine article, and Weight Management Tips (original educational handout). • Cereal, bowl, and measuring cup 		
Pre-assessment Graffiti method. Introduce the class members to the response papers around the room and instruct them to write their first reactions on the sheets provided. <ul style="list-style-type: none"> • “Weight loss” • Woman jogging • Family eating at the dinner table • “Diet” <p>Identify how the perception of body image can lead to eating disorders.</p> <p>Time (if in class): 5 min</p>		Introduction <p>Explain that we want to eliminate the “diet” mentality. There are no short-term changes; if you want to successfully manage your weight, you need to choose changes that can be permanently made to your lifestyle. A lot of the time people are willing to make radical changes to their diet, but are skeptical when they are told to simply eat healthier and increase physical activity.</p> <p>Explain that the key to weight management is modifying food intake, increasing physical activity, and setting realistic goals. The most important thing to do is to make it enjoyable!</p> <p>Time: 1 min</p>

Supporting Objectives	Content Outline	Time	Learning Experiences
<p>1.1 Students will be able to apply Choose My Plate principles to their meal pattern.</p>	<p>Emphasize the importance of eating a variety of healthy foods and how easy it can be.</p> <p>Introduce Choose My Plate Make Half of Your Plate Fruits and Vegetables</p> <ul style="list-style-type: none"> • Choose fresh, frozen, canned, or dried fruits and vegetables. • Eat red, orange, and dark green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes. • Use fruit as snacks, salads, or desserts. • Keep raw, cut-up vegetables handy for quick snacks. • Choose whole or cut-up fruits more often than fruit juice. • Check juice labels to ensure that they are 100% juice. <p>Make at Least Half Your Grains Whole</p> <ul style="list-style-type: none"> • Explain that every grain that grows is a whole grain in its original form. A whole grain is made up of three parts. Each of the three parts contains important components for our nutrition. The bran is the outer shell of the grain, which protects the seed. It has fiber and B vitamins. The endosperm is in the middle of the grain and provides carbohydrates and protein, which give us energy. The germ is the inner part of the grain that sprouts when the grain is planted. It has antioxidants, vitamin E and B vitamins and healthy fat. 	<p>12 min</p>	<ul style="list-style-type: none"> • Have students do a <u>24-hour recall</u>. • <u>Power Point</u>: show visual of Choose My Plate. • Which forms are the best? • What are some examples of dishes you like that include these foods? • Why is fruit a good dessert choice? • List some veggies you could use for this. • Why is this a good idea? • <u>Power Point</u>: show the visual of a whole grain. • <u>Power Point</u>: Check the ingredients list on food packages to find whole-grain foods. Choose 100% whole- grain cereals, breads, crackers, rice, and pasta.

<p>1.2 Students will be able to apply principles of portion control to their meal pattern.</p>	<ul style="list-style-type: none"> • The difference between whole grains and refined grains is that whole grains include all three parts of the grain and refined grains have been stripped, leaving only the endosperm portion of the grain. <p>Vary Your Protein Food Choices/Switch to Fat-Free or Low-Fat Milk</p> <ul style="list-style-type: none"> • Twice a week, make seafood the protein on your plate. • Eat beans, which are a natural source of fiber and protein. • Keep meat and poultry portions small and lean. • Ask for chicken or fish to be broiled or grilled instead of fried. <p>Return to the idea of variation. Emphasize that we don't want them to stop eating the foods they love, but rather eat high-caloric foods in moderation.</p> <p>Recommendations for Choose My Plate are based on a 2200-calorie diet.</p> <p>Explain to the students that healthy portion sizes are probably a lot smaller than they are used to eating on a regular basis, and that "super-sizing" one's meals is a quick and unhealthy way to exceed daily caloric intake values and gain weight.</p>	<p>10 min</p>	<ul style="list-style-type: none"> • <u>Power Point</u>: show visual of variety of foods. • Pass out <u>Your daily My Plate</u> (breakfast, lunch, dinner, and snack) • Pass out <u>transparent Choose My Plate</u>. Have students visualize how their plate compares to Choose My Plate based on their 24-hour recall. What foods are they high in? Low in? • Pass out <u>My Daily Food Plan</u>. • <u>Power Point</u>: show visual of super-sized meal.
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	<p>Mot foods consumed as a single serving actually contain multiple serving sizes such as a 20-ounce soda or a jumbo size bag of popcorn.</p> <p>Let's pretend you just woke up and you are eager to eat breakfast. I need a volunteer to come pour out a bowl of cereal. Many of you already know this, but we want to help everyone see how easy it is to eat too much.</p> <p>It is easy to know the size and amounts of certain foods by associating food with other objects.</p> <ul style="list-style-type: none"> • 1 cup fresh fruits and vegetables = baseball • ½ cup canned fruits and vegetables = half a tennis ball • 1 slice bread = cassette tape • ¾ cup dry cereal = half a softball • 1/3 cup rice, pasta, grains = half a tennis ball • 1 cup dairy = size of fist • 3 ounces meats, poultry, fish= deck of cards • 1 tsp oil, butter, margarine = 1 dice • 2 tbs peanut butter = ping pong ball • 1.5 ounces cheese slice = size of thumb • ½ bagel, muffin, pancakes = compact disc <p>Using portion control with your drinks is important with fruit juices and those with added sugar. Many drinks are sweetened with added sugar: sweet tea, soft drinks, and lemonade.</p>		<ul style="list-style-type: none"> • <u>Power Point</u>: have students identify how many serving sizes are in each package. • Let the volunteer pour cereal into a bowl. Then measure the amount poured with a measuring cup. How much did your volunteer pour into the bowl? <u>Power Point</u>: ask them to look at the actual serving size on the cereal box and discuss the difference of the serving suggestion and how much the client poured out. • Pass out <u>What Does a Serving Look Like?</u> • Why should you use portion control with sweetened drinks and fruit juice? These drinks are high in calories and can lead to weight gain.
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<p>1.3 Students will be able to identify ways to modify eating behaviors.</p>	<p>4 fl ounces (½ cup) is the typical serving size for most drinks. You might find it easier to use a glass that you know only holds four or eight ounces, to help control your portion size. You can also place a piece of tape on the outside glass to mark a 4 or 8-ounce line so you will be able to measure easily.</p> <p>General Tips</p> <ul style="list-style-type: none"> • Drink plenty of calorie-free drinks (water, tea, coffee, diet soda). You may be thirsty, not hungry. • Keep all food in the kitchen. Eat only in a chosen place, such as at the table. Don't eat in the car or the bedroom or in front of the TV. <p>Food Preparation</p> <ul style="list-style-type: none"> • Plan meals ahead of time. • Try cooking methods that cut calories: cook without adding fat (bake, broil, roast, boil). Use nonstick cooking sprays instead of butter or oil. You can also use broth, or fruit juice instead of oil when cooking. • Use low-calorie foods instead of high-calorie ones when possible. • Cook only what you need for one meal (don't make leftovers). • If you do make extra portions, put them away as soon as they are ready so you can save them for other meals. Store the leftovers in containers that you can't see through. 	<p>10 min</p>	<ul style="list-style-type: none"> • Ask a volunteer to pour the amount they normally drink. How much do you think you poured into the glass? • What are some things you do to help you manage your weight? • Eating context: have students keep track of who, what, where, when, and why, that influences eating habits.
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<p>1.4 Students will be able to explain the relationship between physical activity and weight maintenance.</p>	<p>Mealtimes</p> <ul style="list-style-type: none"> • Use smaller plates, bowls, glasses, and serving spoons. • Do not put serving dishes on the table. This will make it harder to take a second portion. • Make mealtime special by using pretty dishes, napkins, and glasses. • Eat slowly. Take a few one-minute breaks from eating during meals. Put your fork down between bites. Cut your food one bite at a time. • Leave a little food on your plate. (You control the food; it doesn't control you.) <p>Snacking can be part of your plan for healthy weight loss. You can eat six times per day as long as you plan what to eat and don't eat too many calories.</p> <ul style="list-style-type: none"> • Plan ahead. Be sure to have healthy snacks on hand. If the right food is not there, you may be more likely to eat whatever are available, such as candy, cookies, chips, leftovers, or other "quick" choices. • Split up pre-packaged foods into individual serving sizes. <p>Explain that it's important to eat as many calories as you burn, not more, not less. When you eat more calories than your body burns, you store the excess calories as fat.</p> <p>Examples of different types of physical activity include:</p> <ul style="list-style-type: none"> • Aerobic activity (walking, biking, swimming) • Being active throughout the day 	<p>8 min</p>	<ul style="list-style-type: none"> • What are some things you do to stay physically active?
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	<p>(taking the stairs instead of an elevator)</p> <ul style="list-style-type: none">• Strength training (lifting weights or using resistance bands)• Flexibility exercises (stretching and yoga) <p>Here are some examples of aerobic activity:</p> <ul style="list-style-type: none">• Take a brisk walk• Go dancing• Take an aerobics class• Swim or do water aerobics• Go for a bike ride or use a stationary bike indoors <p>Be active throughout the day:</p> <ul style="list-style-type: none">• Walk instead of drive• Get off the bus a stop early and walk the rest of the way• Work in the garden, rake leaves or wash the car• Play actively with kids• Walk around while talking on the phone• Park at the far end of the lot and walk <p>Steady weight loss over a longer period favors reduction of fat stores, limits the loss of vital protein tissues, and avoids the sharp decline in metabolic rate that accompanies rapid weight loss.</p> <p>Calorie deficits that result in a loss of approximately 0.5 to 1 lb per week should continue for approximately 6 months for a reduction of 10% of body weight.</p> <p>For the next 6 months the focus changes from weight loss to weight maintenance. Following this phase, further weight loss may be considered. It's important to avoid</p>		
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<p>1.5 Students will be able to set appropriate goals for weight maintenance.</p>	<p>rapid weight loss. Significant weight loss can lead to health complications.</p> <p>A lot of people who try to lose weight experience a weight plateau, when weight remains the same for a long period. The plateau may reflect metabolic adjustment and weight maintenance. If you want to maintain weight loss you need to make changes to your diet or physical activity.</p> <p>The key to losing weight in a healthy way is to do so gradually. Avoid crash diets, and above all, follow the guidance of your doctor or dietitian to create a diet that will work for you.</p> <p>Set short- and long-term goals. Goals should be:</p> <ul style="list-style-type: none"> • Specific • Attainable (doable) • Forgiving (less than perfect) <p>Reward your success (but not with food). Frequent small rewards, earned for meeting smaller goals, are more effective than bigger rewards that require a long, difficult effort.</p>	<p>5 min</p>	<ul style="list-style-type: none"> • Newspaper/Magazines method. Show newspaper/magazine articles promising rapid weight loss. Why do “quick fix” diets not support long-term weight loss/weight maintenance? • Have students write down short- and long-term goals for weight management.
<p>Assessment Circular Response. Give each person a piece of string to wrap around her finger. She can talk as long as it takes to unwind the string. Ask students to express their thoughts on weight management.</p> <p>Time: 9 min</p>			
<p>Closure Thank the audience for being there. Pass out <u>Weight Management Tips</u>.</p>			

Client's Name _____
Date _____

24 hour recall:

Breakfast:

AM snack

Lunch:

PM snack

Dinner:

HS snack

Is this a "typical day's intake"? Yes No

If not, how is it different than a typical day?

Your Daily MyPlate

BREAKFAST



SNACK



LUNCH

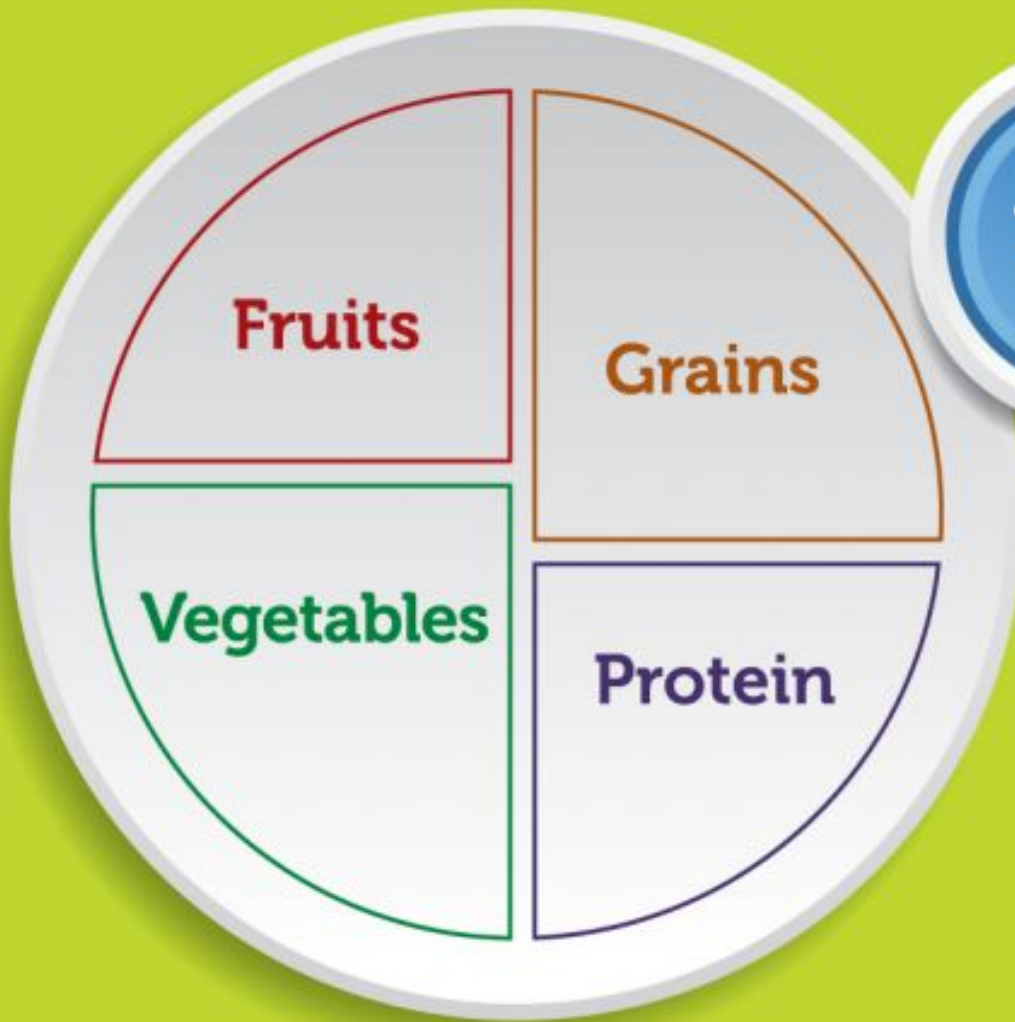


SNACK



DINNER





Choose **MyPlate**.gov

My Daily Food Plan

Based on the information you provided, this is your daily recommended amount for each food group.



Make half your grains whole

Aim for at least **3 1/2 ounces** of whole grains a day

Vary your veggies

Aim for these amounts **each week:**

Dark green veggies
= 2 cups

Red & orange veggies
= 6 cups

Beans & peas
= 2 cups

Starchy veggies
= 6 cups

Other veggies
= 5 cups

Focus on fruits

Eat a variety of fruit

Choose whole or cut-up fruits more often than fruit juice

Get your calcium-rich foods

Drink fat-free or low-fat (1%) milk, for the same amount of calcium and other nutrients as whole milk, but less fat and Calories

Select fat-free or low-fat yogurt and cheese, or try calcium-fortified soy products

Go lean with protein

Twice a week, make seafood the protein on your plate

Vary your protein routine—choose beans, peas, nuts, and seeds more often

Keep meat and poultry portions small and lean

Find your balance between food and physical activity

Be physically active for at least **150 minutes** each week.

Know your limits on fats, sugars, and sodium

Your allowance for oils is **6 teaspoons** a day.

Limit Calories from solid fats and added sugars to **270 Calories** a day.

Reduce sodium intake to less than **2300 mg** a day.

Your results are based on a 2200 Calorie pattern.

Name: _____

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.

What does a serving size look like?

- Fresh Fruits and Vegetables= baseball (1 cup)
- Canned Fruits and Vegetables= half a tennis ball (1/2 cup)
- Dry Cereal= half a softball (3/4 cup)
- Rice, Pasta, Grains= half a tennis ball (1/3 cup)
- Bagels, Muffins, Pancakes= Compact Disc (1/2 of item)
- Dairy= size of fist (1 cup)
- Cheese Slice= Size of Thumb (1.5 ounces)
- Meats, poultry, fish= Deck of Cards (3 ounces)
- Oil, butter, margarine= 1 dice (1 teaspoon)
- Peanut Butter= ping pong ball (2 tablespoons)

WORLD EXCLUSIVE NEW WEIGHT LOSS CURE!

“How I Lost **25 lbs of Fat in
2 Weeks with This New
Weight-Loss Miracle Herb!”**

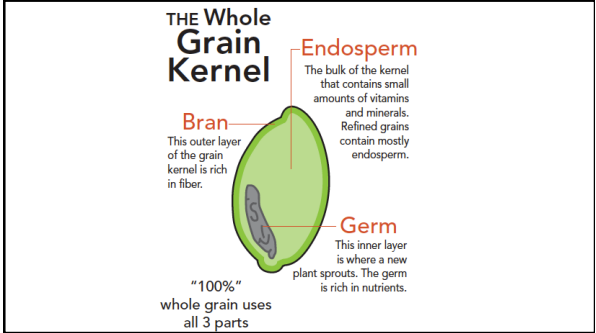
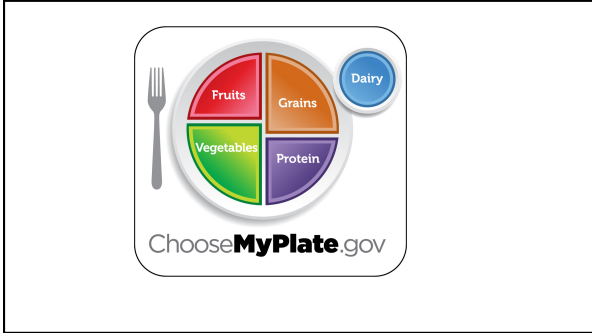
***It Worked for Me, and I'm
Confident It Will Work for You Too!***




Weight Management Tips

- Eat at least three times per day.
- Pay attention to your body. When you feel like you have had enough to eat, stop. Quit before you feel full, stuffed, or sick from eating. You can have more if you are really hungry.
- If you still feel hungry or unsatisfied after a meal or snack, wait at least 10 minutes before you have more food. Often, the craving will go away.
- Drink plenty of calorie-free drinks (water, diet soda). You may be thirsty, not hungry.
- Pick lean meats, low-fat or nonfat cheese, and skim (nonfat) or 1% fat milk instead of higher-fat/higher-calorie choices.
- Get plenty of fiber. Vegetables, fruits, and whole grains are good sources. Have a high-fiber cereal every day.
- Cut back on sugar. For example, drink less fruit juice and regular soda.
- Keep all food in the kitchen. Eat only in a chosen place, such as at the table. Don't eat in the car or the bedroom or in front of the TV.
- Remember, you don't have to completely eliminate any foods that you love. Decreasing the serving size or frequency is usually more sustainable.






Nutrition Facts	
Serving Size 2 CUPS (200g)	
Servings per Container VARIED	
Amount per Serving	
Calories 150	Calories from Fat 70
% Daily Value*	
Total Fat 7g	11%
Saturated Fat 1.5g	6%
Cholesterol 0mg	0%
Sodium 120mg	6%
Total Carbohydrate 20g	7%
Dietary Fiber 4g	16%
Sugars 8g	
Protein 1g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%

* Percent Daily Values are based on a diet of 2,000 calories a day. Your daily values may be higher or lower depending on your calorie needs.
2,000
 Total Fat 10g 20%
 Saturated Fat 2g 4%
 Cholesterol 5mg 10%
 Sodium 200mg 40%
 Total Carbohydrate 300g 60%
 Dietary Fiber 10g 20%
 Sugars 100g 200%
 Protein 10g 20%
 Vitamin A 1000IU 20%
 Vitamin C 100mg 200%
 Calcium 100mg 20%
 Iron 10mg 200%
 Calories per gram: 4
 Fat is 9, Carbohydrates 4, Protein 4



Nutrition Facts	
Serving Size 12 fl oz	
Amount Per Serving	
Calories 150	Calories from Fat 0
% Daily Value*	
Total Fat 0 g	0%
Saturated Fat 0 g	0%
Trans Fat 0 g	
Cholesterol	
Sodium 52.5 mg	2%
Potassium	
Total Carbohydrate 40.5 g	14%
Dietary Fiber 0 g	0%
Sugars 40.5 g	
Sugar Alcohols 0 g	
Protein 0 g	
Vitamin A	
Vitamin C	
Calcium	
Iron	