



Tip the Balance

Session plan for group leader

About this session:

This session provides for discussion about energy intake versus energy output. It examines the use of food labels and serving size as a means to monitor food intake and discusses how to tip the balance in favor of weight loss. By the end of this session, participants will have had the opportunity to:

- Discuss how energy intake (food and beverages consumed) and energy output (the amount of energy you use each day) effect weight
- Look at food labels
- Discuss the importance of 'serving size'
- Review Food and Activity Diaries
- Set goals for the week

To do before this session:

- Review the [Introduction to Group Sessions](#). This provides an overview of facilitating groups and offers guidance on group size, format etc.
- Review the following materials on understanding food labels.
 - <http://www.cfsan.fda.gov/~dms/foodlab.html>
 - <http://www.cfsan.fda.gov/~comm/vltlabel.html>
- Review the following materials on understanding serving sizes
 - http://www.fns.usda.gov/tn/Healthy/Portions_Kit/serving_size.pdf
- Organize materials for the session:
 - Paper, pens, flip chart/white board
 - Internet Video
 - <http://www.cfsan.fda.gov/~comm/vltlabel.html>
 - A selection of empty food products with labels (For example: food wrappers, boxes, bottles, cans etc.)
 - To demonstrate serving size try to bring some of the following to the session: computer mouse, tennis ball, hockey puck, CD, dice, deck of cards
 - Worksheets
 - [Rate Your Plate](#)
 - MOVE! handouts:
 - [\(S01\) The Basics of Weight Control](#)
 - [\(N10\) How to Read A Food Label](#)
 - [\(N21\) Serving Sizes](#)
 - [\(N12\) Healthy Plate](#)
 - [\(B17\) Irrational Ideas About Eating](#)
 - [\(B15\) Hungry All the Time](#)

Introduction (may take 15-20 minutes):

- Conduct individual weigh-in in private (can also be done at the end of the session). Enter weight into the CPRS Vitals Signs package.
- Welcome everyone to the class.
- Revisit ground rules for the session (set new rules if appropriate)
- Invite participants to discuss their progress/goals since the last class.
- Review food and activity diaries and facilitate problem-solving for barriers.
- Discuss any homework from the last class.
- Discuss the purpose of today's session:
- Encourage questions and comments.

Exercise 1: How do I lose weight?

- Ask participants the question - What **do you need to do to lose weight?** Take feedback on the board. Distribute *MOVE!* handout ([S01](#)) [The Basics of Weight Control](#) and discuss the following component:

To lose weight you need to:

- Eat and drink fewer calories
- Be more physically active
- For best results do both

- Ask participants to discuss why this seemingly simple solution to losing weight is so difficult for so many of us?
- Ask participants to take out their Food and Activity Diary. Then ask the following: **“Look at those days when goals were not met. Think about what got in the way”**. Encourage the group to offer solutions. Take feedback and summarize on the board. This exercise may take some time. Remember to focus on solutions for both healthy eating and physical activity.
- Based on the discussion, distribute appropriate *MOVE!* handouts from the following:
[\(B15\) Hungry All The Time?](#)
[\(B17\) Irrational Ideas About Eating](#)

Exercise 2: Are food labels useful?

- Show the following 8 minute video on understanding food labels to the group: <http://www.cfsan.fda.gov/~comm/vltlabel.html> (If you are unable to show the video use the information in it and the following presentation to explain food labels: <http://www.cfsan.fda.gov/~dms/foodlab.html>)
- Pass around sample food products giving participants the opportunity to discuss the pros and cons of the products for the purpose of weight loss and healthy eating.

- Ask participants how they plan to use food labels to tip the balance in favor of weight loss. Distribute *MOVE!* handout [\(N10\) How to Read a Food label](#).

Physical activity break

Incorporating physical activity into the session reinforces the healthy lifestyle message and provides opportunity to demonstrate some simple but effective exercises.

- Ask participants to join you in doing the following flexibility exercise:

TRUNK ROTATION: Sit in chair and gently rotate your trunk and shoulders to one side. Use your arms to help rotate. Repeat in opposite direction. You should feel a stretch in your trunk.



Exercise 3: What is a serving?

- Distribute the [Rate Your Plate Worksheet](#). Ask participants to draw their last dinner meal on the plate. Remind participants that it is not an art competition and to focus on getting the size of the food correct. For example: If meat took up half the plate, draw a piece of meat on half of the plate. Distribute *MOVE!* handout [N12 Healthy plate](#) and ask participants to compare their plate with the handout.
- Using *MOVE!* handout [\(N21\) Serving Size](#) and the familiar items you provided for the session, demonstrate recommended serving sizes for common foods.

Exercise 4: How will you tip the balance:

- Referring to the earlier discussion on “what you need to do to lose weight” ask participants what they have learned from today’s session on tipping the balance in favor of weight loss.
- Remind the group that the best way to lose weight is to eat and drink fewer calories but also to be more physically active. Remind participants of the following fact:

1 mile of brisk walking (15-20 minutes) = about 100 calories

- Ask participants to review their Food and Activity diary and to write a goal for the next week.

Close the session:

- Remind participants to:
 - Maintain their food and activity diaries,
 - Wear their pedometers, and
 - Bring both the diaries and the pedometers to all of the sessions.