



Session Eleven: Talking to Yourself

In this session, the participant will:

1. Explain how self-talk influences actions.
2. Identify negative thought patterns by listening to self-talk.
3. Replace negative self-talk with positive thoughts.
4. Identify low-fat lunch ideas.

Checklist of Materials Needed															
Supporting Materials															
<input type="checkbox"/> Fat Scans															
Food & Paper Supplies															
<input type="checkbox"/> Beverages of choice (coffee, tea, juice)															
<input type="checkbox"/> Creamer, sugar, and coffee stir sticks, optional															
<input type="checkbox"/> Paper supplies: plates, napkins, cold cups, and hot cups (if needed)															
<input type="checkbox"/> Plastic forks or spoons															
<input type="checkbox"/> <u>Food Tasting</u> : Low-fat lunch choices															
<i>Note:</i> If you choose different foods for the Food Tasting, emphasize lower-fat lunch alternatives (homemade or commercial).															
Participant Manual															
Worksheets	<table> <tr> <th>Worksheet</th><th>Page(s) #</th></tr> <tr> <td>11-1</td><td>11</td></tr> <tr> <td>11-2</td><td>12</td></tr> <tr> <td>11-3</td><td>13</td></tr> <tr> <td>11-4</td><td>14</td></tr> <tr> <td>11-5</td><td>15</td></tr> <tr> <td>11-6</td><td>16-17</td></tr> </table>	Worksheet	Page(s) #	11-1	11	11-2	12	11-3	13	11-4	14	11-5	15	11-6	16-17
Worksheet	Page(s) #														
11-1	11														
11-2	12														
11-3	13														
11-4	14														
11-5	15														
11-6	16-17														
Resource Section	<p>Additional materials available in Participant Manual</p> <table> <tr> <th>Resource</th><th>Page(s) #</th></tr> <tr> <td>Low-Fat Lunch Hints</td><td>41</td></tr> </table>	Resource	Page(s) #	Low-Fat Lunch Hints	41										
Resource	Page(s) #														
Low-Fat Lunch Hints	41														

Session 11 Outline—Key Activities

Activity Type (Time)	Activity
Large Group Discussion (15 minutes)	<p data-bbox="764 447 1162 483">Review of Home Activity</p> <ul style="list-style-type: none"> ◆ Discuss experiences using the solution identified with the problem-solving process. <p data-bbox="431 621 496 657">Q/A:</p> <ul style="list-style-type: none"> - What happened when you used the solution you identified last month to handle your challenge? - If your solution worked, what did you do to help it work? - If your solution didn't work, how can you modify it to make it work?
 <i>Notes</i>	
Large Group Discussion (15 minutes)	<p data-bbox="857 1178 1068 1213">New Material</p> <ul style="list-style-type: none"> ◆ Identify potential lunch-related challenges that involve thoughts or feelings. <ul style="list-style-type: none"> • No interesting ideas. • Too busy to plan. • Everything good is bad for you. • Don't want to appear different. ◆ Participants identify positive and negative thoughts. ◆ Participants discuss how their thoughts influence their actions. ◆ Key point—participants recognize the importance of their thoughts on their progress.
	

Large Group
Discussion
(15 minutes)



- ◆ Briefly describe common forms of negative thoughts.
 - Assuming the worst
 - Being ruled by shoulds
 - Right or wrong thinking
 - It's not my fault thinking
- ◆ Ask participants to volunteer examples (use **Worksheet 11-1**, ideas).
- ◆ Key point—participants identify types of self-talk they use.

Small Group
Activity
(15 minutes)



- ◆ Form small groups (3-4).
- ◆ Use situations on **Worksheet 11-2**.
 - Identify self-talk messages.
 - List negative messages on **Worksheet 11-3**
(use **Worksheet 11-1** as a reference).
- ◆ Key point—participants practice identifying self-talk messages.

Large Group
Activity
(10 minutes)



- ◆ Introduce idea of stopping negative thoughts.
 - Ask participants to repeat their negative thought in their heads.
 - Use paper STOP sign for activity.
- ◆ Key point—participants develop image to help them stop negative self-talk.

Large Group
Discussion
(15 minutes)



- ◆ Describe positive self-talk. Ask participants for examples.
- ◆ Participants use **Worksheets 11-3** and **11-4** to:
 - Discuss and practice ways to reword their negative messages to make them positive.
- ◆ Key point—participants practice developing positive self-talk messages.

Large Group
Discussion
(10 minutes)



Summary

Discuss the issues and identify participants who need more help.

- ◆ Focus on identifying and replacing negative thoughts.

Q/A:

- How could you make it easier to become aware of your "self-talk"?
- What might you do to help yourself identify positive thoughts?

Large Group
Discussion
(8 minutes)




Home Activity

- ◆ Assign two Fat Scans.
- ◆ Ask them to complete **Worksheet 11-5** at home. Answer questions.

Large Group Discussion (10 minutes)	Food Tasting <ul style="list-style-type: none">◆ Emphasize lower-fat lunch choices (commercial or homemade). Promote fruits/vegetables as part of lunch meals or snacks.◆ Encourage discussion of food/recipe acceptability.
Total Time: 113 minutes	Participant Reminder for Next Session <ul style="list-style-type: none">◆ Bring a favorite home-baked-good recipe to modify.

Session Eleven: Talking To Yourself

Activity Type (Time)	Activity
Large Group Discussion (15 minutes) 	REVIEW OF HOME ACTIVITY
	<p>♦ Discuss experiences using the solution identified with the problem-solving process.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - What happened when you used the solution you identified last month to handle your challenge? - If your solution worked, what did you do to help it work? - If your solution didn't work, how can you modify it to make it work?
	<p style="text-align: center;">OVERVIEW OF SESSION</p> <ul style="list-style-type: none"> • Many things can get in the way of maintaining a lower-fat eating pattern. They usually fall into two groups. First, the actions that you or others take; and second, the thoughts that you have about what you're doing. • Until today, we have talked about actions. For example, we have discussed buying lower-fat foods, changing recipes, and asking other people for help. This session asks you to look at how your thoughts influence your food choices and actions. We will use lunch examples to show you how this works.

NEW MATERIAL

Lunches and Self-Talk

PURPOSE: Participants identify how negative thoughts make it more difficult to change eating habits.

Large Group Discussion
(15 minutes)

◆ **Identify potential lunch-related challenges that involve thoughts or feelings.**

- No interesting ideas.
- Too busy to plan.
- Everything good is bad for you.
- Don't want to appear different.

◆ **Participants identify positive and negative thoughts.**

◆ **Participants discuss how their thoughts influence their actions.**

◆ **Key point—participants recognize the importance of their thoughts on their progress.**

- Lunches can present many interesting challenges. Some people eat lunch alone, other people eat with friends at work, or grab a quick meal as they run errands.



Q/A:

Ask the following questions and encourage discussion.

- Where do you eat your lunch?
- What are some of the things that make it difficult to select lower-fat lunches?
- Many lunch-time challenges can be handled by using some of the skills you have already learned. For example, you could ask other group members to share low-fat lunch ideas. You could also use some of the dining out skills you learned in Session 6 when you eat with friends, or ask family members to help by trying some lower-fat lunch choices.
- However, if your thoughts are the challenge you may not use some of the strategies you have learned. Your thoughts will get in the way of your progress.

- The things we think about influence our feelings and the decisions we make. These thoughts can be positive or negative. For example, picture this situation:

Example Situation:

You've had a particularly bad day. Nothing has gone right and you are very tired. It is late in the evening and you are packing your lunch for tomorrow. You open the refrigerator and discover that all the low-fat lunch meat is gone. Of course, you can make a tuna sandwich, but there's no more fat-free mayonnaise in the house.



Q/A:

- What thoughts would you have in this situation about eating lower-fat lunches?
- What actions you would take if your thoughts are negative?



Group Nutritionist Note: Ask the women for their thoughts (both positive and negative). Ask them how their thoughts might influence the decisions they make.

Examples:

Positive: "No problem, I'll just buy lunch tomorrow. There are low-fat choices available." "I guess my husband likes the low-fat lunch meat as much as I do."

Negative: "This program is too hard. I'll never get it right." "I can never eat anything that's really good."

- Think about the examples of positive and negative thoughts we just mentioned. One example of a positive thought is: "I guess my husband likes low-fat lunch meats as much as I do." Positive thoughts, like this one, make you feel good about the eating changes you have made.
- On the other hand, a negative thought such as "I can never eat anything that's really good," may push you into a higher-fat lunch choice because you feel that all the good foods are forbidden. You may even decide to give up making low-fat lunches.
- These two examples show how thoughts can influence actions and progress. Positive thoughts help you stay on track, while negative thoughts decrease your motivation and slow down your progress.

**Large Group
Discussion
(15 minutes)**

Identifying Common Forms of Negative Thoughts

PURPOSE: To become aware of some common forms of negative thoughts.

- ◆ **Briefly describe common forms of negative thoughts.**
 - Assuming the worst
 - Being ruled by shoulds
 - Right or wrong thinking
 - It's not my fault thinking
- ◆ **Ask participants to volunteer examples (use Worksheet 11-1, ideas).**
- ◆ **Key point—participants identify types of self-talk they use.**

- Negative thoughts are so common in our lives that they are invisible. Let's start looking at some of the common negative messages (thoughts) that most of us tend to use. We'll call them:
 - Assuming the Worst.
 - Being Ruled by Shoulds.
 - Right or Wrong.
 - It's Not My Fault.
- As we talk about each of these types of negative messages, think about the situations or times you may have used them.



Group Nutritionist Note: Involve participants, ask them to volunteer examples as each type of negative message is described.

Assuming the Worst

- You are using this type of negative thought when you believe that if you do "____" then something terrible will happen. For example:
 "If I ask my friends to go to a restaurant that serves low-fat vegetarian lunches, they'll never eat with me again."

Being Ruled by Shoulds

- These messages usually have words such as *should*, *must*, or *need to*. Thoughts that contain these words often create negative feelings. Most people see them as something they have to do but don't really want to do. For example:
 "I must keep my food record."
 "I should never eat bologna in my sandwiches or have a chocolate bar."

- At first, you may only feel a mild anger at not being able to eat the food you want, or having to keep track of the foods you eat. However, over time you can get more upset and angry. Think about the changes that you have made in your eating patterns.



Q/A:

- What examples can you think of when you had a thought that began with "I should..." or "I must..."?

Right or Wrong

- When you label foods "right or wrong," you tell yourself that it's either: "good or bad," "legal or forbidden." This type of negative thinking is very common when people change their eating patterns. For example:
"All the good lunch meats are high in fat."
"I really blew it yesterday when I ate that rich dessert at lunch. Now I am off the program."



Q/A:

- Think about the changes you've made. What foods do you think of as "forbidden" or "bad"?
- How would it influence your actions if you ate a food that you had labeled "forbidden"?

It's Not My Fault

- These negative messages happen when you give someone or something else the responsibility for your food choices. All of us would like to blame someone else for our difficulties. For example:
"If my husband or friend wouldn't buy ice cream, I wouldn't eat it."
"If I just had more willpower, I could follow this program."



Q/A:

- Think about the times you may have slipped. When have you blamed the slip on your lack of willpower?
- What situations may have made you think, "Everything would be fine, if I didn't have to buy these high-fat foods for my husband," etc.?

**Small Group
Activity
(15 minutes)**

Identify Your Own Negative Thoughts

PURPOSE: Participants identify their own negative thought patterns.

- ◆ **Form small groups (3-4).**
 - ◆ **Use situations on Worksheet 11-2.**
 - **Identify self-talk messages.**
 - **List negative messages on Worksheet 11-3 (use Worksheet 11-1 as a reference).**
 - ◆ **Key point—participants practice identifying self-talk messages.**
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- Most of us don't hear the tape recorder in our heads. Our thoughts are like the instructions we hear when we learn to drive a car. Over time, driving becomes second nature. We don't think about how to drive, we just drive. This is also true of our negative thoughts. We don't notice the negative thought when it occurs, we just act on the feelings it produces.
 - To improve your messages, listen to your thoughts. Identify whether your messages are positive or negative. Do they help you move forward, or do they slow you down?
 - Let's begin to identify some of our negative thoughts. Start by looking at **Worksheet 11-1**, it lists the types of negative thoughts we just described. Check off any of the examples that sound like thoughts you have used.
 - You might be thinking: "I don't have any negative thoughts." However, all of us have negative thoughts at one time or another. So start listening and see if you can identify them.
 - I want you to form small groups of 3-4 people. Each of your groups will have two situations from **Worksheet 11-2**. Have one group member read the situation aloud. Allow about 1 minute to read the situation.
 - Be aware of your thoughts as you read (or listen) to the situations. At the end of each situation, allow about 5 minutes to share and talk about some of your negative messages. Have one group member make a list of everyone's negative thoughts on **Worksheet 11-3**.

- I will write some questions on the blackboard. You can use these questions to help focus your thoughts. If you can't pinpoint your thoughts, see if you can identify the emotion you're feeling. Then try to go back to the idea or thought that caused that emotion. For example, if you felt angry—what thoughts did you have to make you angry?



Group Nutritionist Note: To help focus some of the group discussion, write the following questions on a blackboard or flip chart:

- When have you been in similar situations?
- What do you picture happening in these situations?

At end of activity, move right into the Thought Stopping Process.

**Large Group
Activity
(10 minutes)**

New Ways of Thinking

PURPOSE: To learn ways to reduce or replace negative messages.

Stopping the Negative Thoughts

♦ **Introduce idea of stopping negative thoughts.**

- Ask participants to repeat their negative thought in their heads.
- Use paper STOP sign for activity.

♦ **Key point—participants develop image to help them stop negative self-talk.**

- Okay, now we are going to use some of those negative thoughts that you identified in your groups. The first step in handling your negative thoughts is to learn how to stop them. This can be done by using an easy method called Thought Stopping.



Group Nutritionist Note: Wait about 5 seconds. Then, suddenly, in a very loud voice shout **STOP**. This should surprise everyone, but it will also have the added effect of getting rid of the negative thought from their minds. Continue.

- Pick one of the negative thoughts you identified when you read the sample situations (**Worksheet 11-3**). Say the thought aloud in your head. Hear it as clear as you can.
- Now, besides being surprised, did you notice that the negative thought left your mind when I shouted STOP? This happens because your mind can't think about two different things at once. The word STOP replaces your negative thought. Of course, you can't go around shouting the word "Stop" every time you have a negative thought. So let's work on making the Thought Stopping method a little quieter.
- I want you to begin thinking your negative thought as you did before. This time, when I say the word "now", I want you to shout out the word "Stop" along with me. Does anyone have any questions? Okay, let's begin.



Group Nutritionist Note: Ask participants to shout "Stop" when you say "Now". This time wait about 5 seconds and then say "Now" and then shout "Stop" along with the women.

- Again, did you notice that the thought went away? But we're still shouting and we need to turn the word "Stop" into a message that only you can hear. So let's move on to the next step. This time, when I say "Now," say the word "Stop" without shouting; just use a normal tone of voice. But add something new—picture a big red stop sign in your mind, so big that it takes up all the room. Okay, start imagining your negative thought.



Group Nutritionist Note: Repeat the exercise, but ask participants to say (not shout) "Stop." Don't shout. Consider using a cardboard picture of a STOP SIGN to help the participants visualize the sign. Repeat exercise one more time, but have participants think the word "Stop" (not say it aloud).

- Now we're ready to move to the last step of the process. This time, think the word "Stop" in your mind. Don't say it out loud but imagine yourself shouting the word as loud as you can. In addition, picture a huge STOP SIGN. Start thinking your negative thought.
- From now on, whenever you find yourself bothered by negative thoughts, picture a huge red STOP SIGN. At first, you'll probably notice that your negative thoughts quickly return and you may have to repeat the process. That's okay. You'll get better with practice.

**Large Group
Discussion
(15 minutes)**

Developing Positive Messages

PURPOSE: Learn steps to stop negative messages and replace them with positive messages.

- ◆ **Describe positive self-talk. Ask participants for examples.**
- ◆ **Participants use Worksheets 11-3 and 11-4 to:**
 - **Discuss and practice ways to reword their negative messages to make them positive.**
- ◆ **Key point—participants practice developing positive self-talk messages.**

- After you have stopped your negative thought, the next step is to develop a positive replacement message.
- Negative thoughts don't help you change—they get in your way. Look at the words you are using in your negative thought. How could they be changed to make your thought more positive?
- Use the following guidelines to help reword your negative thought into one that is more positive and supportive:
 - Think about the successful changes you have already made.
 - Be specific (what can you do).
 - Use the present tense (not future).
 - Forget what you should be doing.



Group Nutritionist Note: Provide an example of a reworded negative message.

Negative message:

"If my family didn't want to have cookies around for their lunches, I wouldn't eat them."

Positive messages:

"My choices are mine alone to make. I decide to eat or not to eat the cookies."

"I like fresh fruit, my family can eat the cookies."

- Now, it's your turn to practice. I want you to stay in your small groups. You will be using **Worksheets 11-3** and **Worksheet 11-4** to do this exercise.

- Use the list of negative thoughts you wrote on **Worksheet 11-3**. In your group, talk about the ways you can reword these negative thoughts into positive messages. Use the guidelines on **Worksheet 11-4**.
- When your group decides on a positive message, write it down on **Worksheet 11-3** across from the negative thought it will replace. If you need help, use **Worksheet 11-4** for more examples. Rewrite at least three of the negative thoughts identified by members in your group.
- Repeat the positive messages to yourself, as often as possible. Eventually your old negative thoughts will be erased. Remember, changing one or two negative thoughts will not change your life. You need to change as many of your old negative thoughts as you can find. The more positive your thoughts, the better you'll do at making a lasting change in your eating patterns.

SUMMARY

- To handle challenges created by your own thoughts, you need to learn a new way of thinking. You need to identify your negative thoughts and reword them into positive messages. Sometimes you will get stuck because you can't think of what to say. But positive thinking is important for long-term success. (Use the questions in the box below to encourage discussion.)

Large Group Discussion
(10 minutes)



Discuss the issues and identify participants who need more help.

- ◆ **Focus on identifying and replacing negative thoughts.**

Q/A:

- **How could you make it easier to become aware of your "self-talk?"**
- **What might you do to help yourself identify positive thoughts?**

HOME ACTIVITY

Large Group Discussion
(8 minutes)

- ◆ **Assign two Fat Scans.**
- ◆ **Ask them to complete Worksheet 11-5 at home. Answer questions.**

- Complete two Fat Scans during the next month. I suggest that you keep one next week (dates) and one the week before our next meeting on (dates). Be sure each Fat Scan includes a weekend day. Write down the dates you are going to keep your Fat Scan to help remind you. Calculate your fat score and your average daily servings of fruits/vegetables and grains.
- Identify at least one negative thought you have about eating low-fat lunches. Write it down on **Worksheet 11-5**. Use the guidelines given on **Worksheet 11-4** to write a positive message to replace your negative thought.
- Use your positive message. Say it aloud (to yourself) every day for at least one week during the next month.

- Choose a favorite home-baked-good recipe to bring with you to the next group meeting. We will be looking at ways to modify baked goods, to make them lower in fat.
- We will review the evaluation questions on your Home Activity Worksheet at the beginning of the next session, so be sure to fill them out.

FOOD TASTING

**Large Group
Discussion
(10 minutes)**

- ◆ **Emphasize lower-fat lunch ideas (commercial or homemade).**
- ◆ **Encourage discussion of food/recipe acceptability.**