



## **Session Three: Goals for Tomorrow**




*In this session, the participant will:*

1. Identify high-fat dairy foods currently eaten.
2. Discuss low-fat dairy alternatives.
3. Learn how to set realistic and measurable goals.

Checklist of Materials Needed											
Supporting Materials	<input type="checkbox"/> Food Diaries <input type="checkbox"/> Nutritionist reference sheet for low- and high-fat dairy foods (page 19)										
Food & Paper Supplies	<input type="checkbox"/> Beverages of choice (coffee, tea, juice) <input type="checkbox"/> Creamer, sugar, coffee stir sticks, optional <input type="checkbox"/> Paper supplies: plates, napkins, cold cups, hot cups (if needed) <input type="checkbox"/> Serving baskets, trays, plates or bowls <input type="checkbox"/> <u>Food Tasting</u> : Lower-fat crackers or vegetables (variety); lower-fat dairy food (e.g. lower fat cheeses, flavored yogurt cheese or mock sour cream dip) <input type="checkbox"/> "Name flags" for food items served  <i>Note:</i> If you choose different foods for the Food Tasting, emphasize lower-fat and fat-free dairy foods.										
Participant Manual											
Worksheets	<table> <tr> <th>Worksheet</th><th>Page(s) #</th></tr> <tr> <td>3-1</td><td>9-10</td></tr> <tr> <td>3-2</td><td>11-12</td></tr> <tr> <td>3-3</td><td>13</td></tr> <tr> <td>3-4</td><td>14</td></tr> </table>	Worksheet	Page(s) #	3-1	9-10	3-2	11-12	3-3	13	3-4	14
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3-2	11-12										
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Resource Section	<p>Additional materials available in Participant Manual</p> <table> <tr> <th>Resource</th><th>Page(s) #</th></tr> <tr> <td>Low-Fat Ways to Get More Calcium</td><td>8</td></tr> <tr> <td>Dairy Cooking Tips for Low-Fat Cooks</td><td>9</td></tr> <tr> <td>Cheese Guide for Lower-Fat and Fat-Free Cheeses</td><td>10-13</td></tr> </table>	Resource	Page(s) #	Low-Fat Ways to Get More Calcium	8	Dairy Cooking Tips for Low-Fat Cooks	9	Cheese Guide for Lower-Fat and Fat-Free Cheeses	10-13		
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## Session 3 Outline—Key Activities

Activity Type (Time)	Activity
<p>Large Group Discussion (15 minutes)</p> <p> Notes</p>	<p style="text-align: center;"><b>Review of Home Activity</b></p> <p>◆ Discuss experiences using the Fat Counter and calculating fat scores.</p> <p>Q/A:</p> <ul style="list-style-type: none"> <li>- What foods were hard to find in the Fat Counter?</li> <li>- What questions or concerns did you have about calculating your fat score?</li> <li>- What changes did you make last week to eat less added fat?</li> </ul>
<p>Large Group Discussion/ Food Tasting (27 minutes)</p> <p></p>	<p style="text-align: center;"><b>New Material</b></p> <p>◆ Use Food Diary—focus on high- and low-fat dairy foods.</p> <ul style="list-style-type: none"> <li>• Identify foods currently used.</li> <li>• Participants use <b>Worksheet 3-1</b> to identify lower-fat dairy foods.</li> <li>• List higher- and lower-fat substitutes—use the Reference Table for Nutritionist on page 19.</li> </ul> <p>◆ Include <b>Food Tasting</b> here, if possible.</p> <ul style="list-style-type: none"> <li>• Emphasize low-fat and fat-free foods that are good sources of calcium.</li> <li>• Encourage discussion of food/recipe acceptability.</li> </ul> <p>◆ Key point—participants identify sources of dairy fat and lower-fat dairy alternatives to use.</p>

<p>Lecture (8 minutes)</p> 	<ul style="list-style-type: none"><li>◆ Introduce goal setting.<ul style="list-style-type: none"><li>• Briefly explain importance.</li><li>• Ask participants to select a dairy food (or other food) they want to reduce.</li></ul></li><li>◆ Key point—participants identify a food or behavior to work on.</li></ul>
<p>Large Group Discussion (15 minutes)</p> 	<ul style="list-style-type: none"><li>◆ Use <b>Worksheet 3-2</b>—review goal setting process.<ul style="list-style-type: none"><li>• Use participants' examples (item #2-3).</li></ul></li><li>◆ Key point—participants identify meaning of realistic, measurable, and flexible goals (<b>Worksheet 3-3</b> has examples).</li></ul>
<p>Large Group Discussion (15 minutes)</p> 	<ul style="list-style-type: none"><li>◆ Discuss influences on goals (<b>Worksheet 3-2</b>, item #4).<ul style="list-style-type: none"><li>• Use participant's examples for activities, places, people and feelings that might interfere with goals.</li></ul></li><li>◆ Key point—participants identify things around them that influence their progress.</li></ul>

Pair or Small  
Discussion  
(10 minutes)



- ◆ Form small groups (3-4) or pairs (use **Worksheet 3-2**, item #5).
- ◆ Complete goal setting.
  - Develop Action Plans (steps to reach goals).
  - Identify ways to measure progress.
- ◆ Key point—participants recognize importance of planning and evaluation when making changes.

Large Group  
Discussion  
(15 minutes)



### Summary

Discuss the issues and identify participants who need more help.

- ◆ Focus on realistic goal setting and stumbling blocks.
- ◆ Have each participant state their goal and planned steps.

Q/A:

- What is your goal?
- What steps do you plan to take to reach your goal?

Lecture  
(8 minutes)



### Home Activity

- ◆ Assign Food Diary.
- ◆ Ask them to complete **Worksheet 3-4** at home. Answer questions.

Total Time:  
113 minutes


### **Participant Reminder for Next Session**

- ◆ Bring two or three food labels (optional).

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**Session Three: Goals for Tomorrow**


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<b>Activity Type (Time)</b>	<b>Activity</b>
<b>Large Group Discussion (15 minutes)</b> 	<b>REVIEW OF HOME ACTIVITY</b>
	<p>♦ <b>Discuss experiences using the Fat Counter and calculating fat scores.</b></p> <p><b>Q/A:</b></p> <ul style="list-style-type: none"> <li>- <b>What foods were hard to find in the Fat Counter?</b></li> <li>- <b>What questions or concerns did you have about calculating your fat score?</b></li> <li>- <b>What changes did you make last week to eat less added fat?</b></li> </ul>
	<p style="text-align: center;"><b>OVERVIEW OF SESSION</b></p> <ul style="list-style-type: none"> <li>• Today we will begin by looking at some of the dairy foods that can add a lot of fat to your meals and snacks. You'll have a chance to identify some lower-fat and fat-free dairy foods that you can use to replace some of your higher-fat dairy foods.</li> <li>• You will use the Food Diary you kept last week to identify some of the eating patterns you want to change. And, you will learn how to set realistic, flexible and measurable goals.</li> </ul>

**NEW MATERIAL****Dairy Foods and Lower Fat Eating**

**PURPOSE:** Identify higher-fat dairy foods and lower-fat or fat-free substitutes to use.

**Large Group  
Discussion/  
Food Tasting  
(27 minutes)**

- ◆ **Use Food Diary—focus on high- and low-fat dairy foods.**
  - **Identify foods currently used.**
  - **Participants use Worksheet 3-1 to identify lower fat dairy foods.**
  - **List higher- and lower-fat substitutes—use the Reference Table for Nutritionist on page 19.**
- ◆ **Include Food Tasting here, if possible.**
  - **Emphasize low-fat and fat-free foods that are good sources of calcium.**
  - **Encourage discussion of food/recipe acceptability.**
- ◆ **Key point—participants identify sources of dairy fat and lower-fat dairy alternatives to use.**

- Dairy foods such as cheese, ice cream, and whole milk can add large amounts of fat to your meals and snacks. You can begin to reduce this fat by replacing some of your higher-fat dairy foods with lower-fat or fat-free substitutes. Look at the Food Diary you kept last week. Circle any of the dairy foods you ate last week that contain five or more grams of fat.



**Q/A:**

- Tell me, what were some of the dairy foods you circled?
- What lower-fat substitutes could you use to replace them?



*Group Nutritionist Note:* Involve the participants. Ask them to make suggestions for how they could reduce the fat contributed from some of their higher-fat dairy foods—use low-fat dairy foods, reduce serving size, frequency of use, etc.

- One of the most important substitutions you can make is a gradual move from whole milk to skim milk. If you currently use whole milk, maybe your first step should be to use 2% milk instead of whole milk.

- Ice cream is another dairy food that can add a lot of fat to your meals and snacks. Start cutting back by reducing your serving size by half, then add fruit as a topping. This is a great way to reduce your fat and increase your servings of fruit.
- You could also sample some of the delicious low-fat frozen desserts available. Ice milk, sherbet, sorbets, popsicles and low-fat or non-fat frozen yogurt are good substitutes.
- For more ideas about how to lower the fat from dairy foods, look at **Worksheet 3-1**. In addition, the Resource section of your Participant Manual has more information about dairy cooking tips (*Dairy Cooking Tips for Low-Fat Cooks*) and lower-fat varieties of cheese (*Cheese Guide for Lower-Fat and Fat-Free Cheese*).
- Cheese is another dairy food that you may need to change. People add cheese to mixed dishes and use a wide variety of cheeses for snacks. Cheese is one of the highest-fat foods around. In fact, cheddar cheese is higher in fat than some fatty cuts of red meat. Look at how much cheese you eat.
- Use some of the ideas we talked about to reduce your use of high-fat cheeses—reduce how often you eat cheese, reduce the amount you eat and use some of the lower-fat and fat-free choices.
- There are a number of lower-fat and fat-free cheeses available that are very good (even though they are not meant to be the perfect substitute for a sharp cheddar cheese).
- Let's take a break and sample some lower-fat cheeses. As you taste the various cheeses, think about how you could use them to replace some of the higher-fat cheeses you currently use.



*Group Nutritionist Note:* Select a lower-fat or fat-free dairy food to sample.

Ask women to share impressions and talk about ways to use more low-fat or fat-free dairy foods.

- Select lower-fat and fat-free cheeses and crackers.
- Yogurt cheese spread or mock sour cream dip with assorted fruits & vegetables.
- Other lower-fat or fat-free dairy foods or dishes.

Suggestion: Provide a supplemental page of lower-fat cheeses and crackers available locally, but not listed on the *Cheese Guide* (pages 10-13 Resource section of Participant Manual).

### **Maintaining Calcium Intake**

- Calcium is a mineral that helps keep your bones strong. You can reduce the fat you receive from dairy foods and still maintain a good calcium intake. Instead of eliminating all your dairy foods, replace them with lower-fat substitutes.



Q/A:

- What low-fat dairy foods could you use as sources of calcium?
- What non-dairy foods are good sources of calcium?
- You don't need to worry about losing calcium when you move to low-fat, non-fat or skim dairy foods. The calcium is not in the fat. In fact, skim milk gives you slightly more calcium than the same amount of whole milk or cream.
- Additionally, there are many non-dairy foods that also contain calcium. Some of you may already use many of these foods in your current meals such as corn tortillas, spinach and turnip greens, beans and black-eyed peas, and tofu. For more ideas on low-fat food sources of calcium, look at *Low-Fat Ways to Get More Calcium* in the Resource section of your Participant Manual.

<p><b>Lecture</b> <b>(8 minutes)</b></p>	<p><b>Goal Setting</b> <b>PURPOSE:</b> Learn to set realistic and achievable goals.</p> <div style="border: 1px solid black; padding: 10px;"> <p>♦ <b>Introduce goal setting.</b></p> <ul style="list-style-type: none"> <li>• <b>Briefly explain importance.</b></li> <li>• <b>Ask participants to select a dairy food (or other food) they want to reduce.</b></li> </ul> <p>♦ <b>Key point—participants identify a food or behavior to work on.</b></p> </div> <ul style="list-style-type: none"> <li>• Many people don't like to talk about goal setting. However, you set goals every day, when you clean the house, plan a vacation, or change the way you eat.</li> <li>• Change takes time and patience. Most of you already have a set of eating habits that require little thought or effort. Some changes may be easy to make, while others may feel awkward at first. Setting goals allows you to plan your changes. And, with practice these changes will become more familiar and comfortable. So how do you start setting goals?</li> </ul>
<p><b>Large Group Discussion</b> <b>(15 minutes)</b></p>	<div style="border: 1px solid black; padding: 10px;"> <p>♦ <b>Use Worksheet 3-2—review goal setting process.</b></p> <ul style="list-style-type: none"> <li>• <b>Use participants' examples (items #2-3).</b></li> </ul> <p>♦ <b>Key point—participants identify specific goals that are realistic, measurable, and flexible (Worksheet 3-3 has examples).</b></p> </div> <p><b>Identify Eating Patterns That Need to Change</b></p> <ul style="list-style-type: none"> <li>• Start by looking at what you need to change. The Food Diary helps you gather the information and identify some of the foods or behaviors you may want to change.</li> <li>• Earlier, we listed some of the higher-fat dairy foods that people ate last week. Take another look at our list. Find a dairy or other food that you would like to change.</li> <li>• If you don't eat dairy foods, choose another high-fat food, such as meat or fried foods, or look at how often you eat fruits and vegetables. Write down one or two foods you want to change on <b>Worksheet 3-2</b>.</li> </ul>

### Select A Specific Food to Change

- Does anyone have a list of things they want to change? This is pretty common. Usually we want to change everything at once. For example, as you look at your Food Diary, you might be thinking: "I really want to change my eating. I'm going to cut out my ice cream, stop putting margarine on my bread, never fry my foods and eat more fruits and vegetables."
- Pick one of the foods you want to work on this week. This will be the one you will use to practice setting a goal.



Q/A:

- What are some examples of the foods or behaviors you have identified? (Ask for volunteers.)

### Write A Goal

- When you write your goal, you want it to tell you what you want to change and how you are going to change.
- Write your goal down on **Worksheet 3-2** (2nd question). Then as we talk about goal setting, you can make changes and additions where you need to.
- Your goals should be realistic, measurable, flexible, and gradually get more challenging. What does this mean? Well, let's take it one step at a time.



*Group Nutritionist Note:* Keep participants involved. Explain each of the terms (realistic, measurable, and flexible). Ask for volunteers to provide some examples. Use examples only if participants have difficulty.

#### **Realistic**

- Set your goal close to your current eating behavior. Make a few changes now. After you are comfortable with your initial changes, try some more. Start with the easier changes first. These are probably the foods that you have the most control over.
- For example, the cheese you eat at lunch or for snacks may be easier to change than the cheese in your family's favorite dishes.



Q/A:

- How would you write your goal to make it realistic for the food you want to change? (Ask for volunteers.)

### Measurable

- Think about the change you are going to make. Write down what you will do. Include how much you are going to eat (serving size) and how often you plan to eat the food.
- For example, if a person ate ice cream five nights a week, she would write "I plan to use 1/2 cup of ice cream as my evening snack on two evenings, and a piece of fresh fruit for three evenings," instead of writing: "I plan to eat less ice cream this week."



Q/A:

- How would you write your goal to make it measurable for the food you want to change? (Ask for volunteers.)
- Look at some of the examples given on **Worksheet 3-3**. Compare your goal to these examples. Do you need to change your goal to make it realistic and measurable?



*Group Nutritionist Note:* Use women's examples, acknowledge good examples and point out potential problems where necessary. Discuss idea about "forbidden foods" and need for flexible goals, using the participant's goals that would highlight these ideas.

### Flexible

- Set goals that let you be human, not perfect. Flexible goals encourage permanent change and don't make people feel restricted or deprived.
- When food is defined as "not allowed," it becomes more tempting. The more you tell yourself you can't have it, the more you want it. Then, if you "give in" and eat the food, you are more likely to feel guilty about it.
- To get out of this "forbidden food" trap, tell yourself that you can eat any food you want, provided you use some common sense. Plan to eat some of your higher-fat foods less frequently, and in smaller amounts. You don't need to give them up completely.

**Large Group  
Discussion  
(15 minutes)**

**Identify Things That Can Influence Your Success**

**PURPOSE:** Allow participants to plan for external and internal factors that can influence their goals.

- ◆ **Discuss influences on goals (Worksheet 3-2, item #4).**
  - **Use participant's examples for activities, places, people and feelings that might interfere with goals.**
- ◆ **Key point—participants identify things around them that influence their progress.**

- Once you have your goal written, the next step is to consider anything that might interfere with your ability to reach your goal. Your activities, surroundings, other people, and even your own thoughts or feelings may influence your success.

**Things Around You**

- The sights and smells around you can influence what you eat and when you eat. People often respond with a desire to eat when they see a clock on the wall (12:00 noon), watch television, see other people eating, or even walk by a vending machine.



Q/A:

- What are some of the sights and smells that make you think about eating? (Ask for volunteers.)
- What signs or other things could you use to increase your chances of selecting lower-fat foods, or more fruits, vegetables, and grains?
- You can increase your chances of success by becoming aware of the sights and smells that influence you to eat. Make them work for you instead of against you. For example, if you know you normally nibble on high-fat snacks in the late afternoon, place a low-fat snack, such as fresh fruit in a highly visible place. Put cartoons or signs, reminding you to eat low-fat foods and more fruits, vegetables and grains, on your refrigerator or other highly visible place (e.g., cupboard doors or mirrors).

**People Around You**

- The people around you may also influence the food that you eat. Family and friends can help you reach your goals, or make them more difficult to reach.



Q/A:

- How can the people you eat with make it easier to change?
  - How might your family and friends make it more difficult for you to meet your goal?
- 
- Remember chances of success improve if you involve your spouse, close friends, co-workers, and family members. Think about who could help support you. Once you have identified someone, ask for their advice in defining your eating challenges, setting your goals and developing a plan to meet your goals. Encourage them to change their eating habits along with you.

**Your Own Feelings**

- There are times we eat because we are bored, angry or upset. At other times we eat because we are happy and want to celebrate. Our thoughts and feelings may have a big influence on the foods we choose to eat and the situations where we eat.



Q/A:

- Tell me what some of the thoughts or emotions are that make you want to eat?
- 
- Look at the goal you have written down. How could your goal be influenced by these three areas—the things around you, the people around you, and your own feelings? Check off any influences you need to consider. When you plan how to reach your goal, be sure to include steps you can take to handle any of the specific influence(s) you checked.
  - For example, if your goal is to reduce the amount of cheese in your meals, but your family loves cheese in their main dishes, your action plan will have to include some steps to involve your family in this change.

**Pair or Small  
Discussion  
(10 minutes)**

### **Steps To Reach Your Goal**

**PURPOSE:** Identify the specific steps needed to accomplish goal and ways to evaluate progress.

- ◆ **Form small groups (3-4) or pairs (use Worksheet 3-2, item #5).**
- ◆ **Complete goal setting.**
  - **Develop Action Plans (steps to reach goals).**
  - **Identify ways to measure progress.**
- ◆ **Key point—participants recognize importance of planning and evaluation when making changes.**

- I am going to have you break into small groups (or partners). I want you to discuss each person's goal and identify some of the steps they need to take to reach their goals. This is an action plan. Be specific. Use **Worksheet 3-2**.
- Think about the things you need to do to get started. This might be: buying a food, looking for new recipes, asking your family or friends for help, or putting higher-fat foods out of sight.
- After discussing each other's goals and some of the steps they need to take, each of you should write down the steps they plan to use to reach their own goal.
- When you have a list of steps, take a minute and review each other's goals and action plans. Are they realistic? One way to think about them is to pretend your best friend has come to you for help. She is facing the same challenge and has the same goal and action plan that you have set. If your challenge was her challenge, would you have the same goal and plan? If your answer is "no," then maybe you need to modify something.
- Get some feedback from your partner, or the other people in your small group. If your goal or action plan needs some modification, let them help.



*Group Nutritionist Note:* On a blackboard, poster, or overhead, list the steps you want them to take:

1. Talk about your goal and the steps you need to take to reach it with your partner or other group members.
2. Get ideas from other people on what you need to do, then write down the steps you will take.
3. Review your plan with your partner or other group members and get their feedback.



### **Measuring Your Progress**

- Be sure that your goal contains enough information to let you know when you are successful. You should know the specific food you are changing, how often you are going to eat this food, and how much you are going to eat (serving size).
- Plan to look at your progress at the end of the week. Evaluate how well you did at reaching your goal. If you reach your goal, decide what steps you need take to maintain your changes. If you don't succeed, use it as an opportunity to learn. Decide what you need to do to be successful.
- Identify some non-food rewards that you can use to reinforce the positive changes you make. A reward could be something like: allowing yourself a little extra time to read a magazine and relax, take a relaxing bath after dinner, or going to a movie.



Q/A:

- What are some ways, other than food, that you can use to reward yourself when you accomplish your goal?

<p><b>Large Group Discussion</b> (15 minutes)</p> 	<p style="text-align: center;"><b>SUMMARY</b></p> <ul style="list-style-type: none"> <li>Okay, all of you have set a goal for a change you want to make. Let's make sure that everyone has set realistic goals and has identified some of the steps that they need to take to reach their goal. I would like to go around the room and have each of you share your goal for next week. (Use the questions in the box below to encourage discussion.)</li> </ul> <p><b>Discuss the issues and identify participants who need more help.</b></p> <ul style="list-style-type: none"> <li>◆ <b>Focus on realistic goal setting and stumbling blocks.</b></li> <li>◆ <b>Have each participant state their goal and planned steps.</b></li> </ul> <p><b>Q/A:</b></p> <ul style="list-style-type: none"> <li>- <b>What is your goal?</b></li> <li>- <b>What steps do you plan to take to reach your goal?</b></li> </ul>
<p><b>Lecture</b> (8 minutes)</p> 	<p style="text-align: center;"><b>HOME ACTIVITY</b></p> <ul style="list-style-type: none"> <li>◆ <b>Assign Food Diary.</b></li> <li>◆ <b>Ask them to complete Worksheet 3-4 at home. Answer questions.</b></li> </ul> <ul style="list-style-type: none"> <li>Your first assignment for this week is to record everything you eat and drink for three days using the Food Diary. Be sure one day is on the weekend. Calculate your fat score. In addition, circle the dairy foods that add five or more grams of fat to your eating patterns.</li> <li>The second thing you need to work on this week is your goal from <b>Worksheet 3-2</b>. Take a few minutes now, and write your goal and action plan steps on <b>Worksheet 3-4</b>. Plan to post it on your refrigerator or in your kitchen where you can see it. During the week, use the steps you have listed and evaluate how well you do.</li> </ul> <p><i>Group Nutritionist Note:</i> Some participants may want to plot weekly fat gram averages on a graph. This is okay, however be careful about competition between groups. Some of the women changing more slowly could feel pressured and discouraged by the competition.</p> <ul style="list-style-type: none"> <li><b>OPTIONAL:</b> At our next group meeting we will be talking about label reading and shopping. If you would like, bring two or three food labels for our discussion.</li> </ul>

**REFERENCE TABLE FOR NUTRITIONIST****High- and Low-fat Dairy Comparisons**

Serving	Higher-fat food	Fat (grams)	Lower-fat food	Fat (grams)
1 cup	Whole milk	8	Skim milk	0
1 cup	2% milk	5	1% milk	3
1 cup	Evaporated milk, whole	19	Evaporated milk, skim	0
1 oz.	Cheese, cheddar	9	"Lite" processed cheese (Borden, Weight Watchers)	2
2 TB	Parmesan cheese, dry	3		
1 oz	Mozzarella, whole milk	7	Mozzarella, part skim	5
2 TB	Cream cheese	10	Light cream cheese	6
			Fat-free cream cheese	0
1/2 cup	Cottage cheese, 4% fat	5	Cottage cheese, 2% fat	2
			Cottage cheese, 1% fat	1
1/2 cup	Ice cream, rich	12	Ice milk	2
			Diet ice cream (Simple Pleasures, Weight Watcher's)	1
1/2 cup	Ice cream, regular (10% fat)	7	Sherbet	2
1/2 cup	Frozen yogurt, regular	3	Frozen yogurt, low-fat	1
			Frozen yogurt, non-fat	0
			Sorbets, fruit ices or popsicles	0
1 TB	Cream, half & half	3	2% milk	0.3
1 TB	Sour cream	3	Non-fat sour cream	0
1 TB	Whipped cream	2	Non-dairy whipped topping	1
1 TB	Imitation sour cream	3	Light sour cream	1
1 cup	Yogurt, whole milk	8	Low-fat yogurt (plain 1-2% fat)	4
			Non-fat yogurt	0
1 cup	Milkshake, ice cream	16	Milkshake, soft serve	7
1 cup	Cafe con leche (whole milk)	5	Cafe con leche (skim milk)	0
1 cup	Licuada de Naranja (made with 2% milk)	5	Licuada de Naranja (made with skim milk)	0