

Session Four: Labeling Your Challenges

In this session, the participant will:

1. Read and interpret nutrition labels.
2. Identify influences on eating patterns.



Checklist of Materials Needed													
Supporting Materials	<input type="checkbox"/> Food Diaries <input type="checkbox"/> Sample labels for label reading exercise <input type="checkbox"/> Nutrition Panel (Overhead 4-1) <input type="checkbox"/> Overhead projector <input type="checkbox"/> Blackboard or flip chart												
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 spoons or forks <input type="checkbox"/> <u>Food Tasting</u> : Modify two commercial mixes or products to compare higher- and lower-fat food products. <i>Note:</i> If you choose different foods for the Food Tasting, emphasize lower-fat and fat-free dairy choices currently available in the store.												
Participant Manual													
Worksheets	<table> <tr> <th>Worksheet</th><th>Page(s) #</th></tr> <tr> <td>4-1</td><td>11</td></tr> <tr> <td>4-2</td><td>12-13</td></tr> <tr> <td>4-3</td><td>14-15</td></tr> <tr> <td>4-4</td><td>16</td></tr> <tr> <td>4-5</td><td>17-19</td></tr> </table>	Worksheet	Page(s) #	4-1	11	4-2	12-13	4-3	14-15	4-4	16	4-5	17-19
Worksheet	Page(s) #												
4-1	11												
4-2	12-13												
4-3	14-15												
4-4	16												
4-5	17-19												
Resource Section	<p>Additional materials available in Participant Manual</p> <table> <tr> <th>Resource</th><th>Page(s) #</th></tr> <tr> <td>New Labeling Information</td><td>14</td></tr> <tr> <td>Shopping Tips</td><td>15</td></tr> </table>	Resource	Page(s) #	New Labeling Information	14	Shopping Tips	15						
Resource	Page(s) #												
New Labeling Information	14												
Shopping Tips	15												



Group Nutritionist Note: Develop a label resource system at your clinic. Encourage the women to bring in food labels, especially the lower-fat foods they try. Place the labels in a reference binder or box. Organize by food groups similar to the ones used in the Fat Counter.

- Beverages
- Breads, Cereals and Other Grain Products
- Dairy Products: Cheese, Cream, Ice Cream, Milk, and Yogurt
- Fast Foods
- Fats, Oils, Nuts, Salad Dressings, Sauces, Gravies, and Seasonings
- Fruits, Salads, and Vegetables
- Meats, Eggs, Fish, and Poultry
- Mixed Dishes and Soups
- Sweets and Desserts

Session 4 Outline—Key Activities

Activity Type (Time)	Activity
Pair/Large Group Discussion (17 minutes)	<p style="text-align: center;">Review of Home Activity</p> <ul style="list-style-type: none"> ◆ Form pairs. <ul style="list-style-type: none"> • Discuss experiences working on the goal they set last week. ◆ Evaluation of goal setting—ask for volunteers. <ul style="list-style-type: none"> • Summarize successes and challenges. <p>Q/A:</p> <ul style="list-style-type: none"> - What steps did you take to reach your goal? - How are you planning to maintain the changes you've made? - If you didn't reach your goal, what are some of the things that got in your way?
 <i>Notes</i>	
Lecture (12 minutes)	<p style="text-align: center;">New Material</p> <ul style="list-style-type: none"> ◆ Use Overhead 4-1—explain food labels. <ul style="list-style-type: none"> • Key information—total fat, serving size, and fat grams per serving. • Guidelines—main dishes (10 grams fat or less), desserts (4 grams fat or less). • Show how % Daily Values are misleading. ◆ Key point—participants understand key label information.
	

Pair or Small
Group
Discussion
(20 minutes)







- ◆ **Worksheet 4-1**—practice label reading.
 - Total fat grams in food.
 - Fat grams in their usual serving.
 - Acceptable foods (apply guidelines).
- ◆ Key point—participants practice label reading.

Large Group
Discussion
(10 minutes)




- ◆ Share label information and clarify misunderstandings.
Q/A:
 - How did the serving size of your foods compare?
 - How does the serving size listed on the label compare to the amount you normally eat?
 - What food label information was difficult to understand?
- ◆ Key points—participants:
 - Don't believe advertising claims.
 - Look for grams of fat and serving size.

<p>Lecture (8 minutes)</p> 	<ul style="list-style-type: none">◆ List and briefly define four types of influences from self or other people.<ul style="list-style-type: none">• Expect certain foods• Pressure to eat high-fat foods• Make foods available• Use food for reward or comfort◆ Emphasize positive influence examples, as well as negative.◆ Key point—participants receive an overview of influences on eating patterns.
<p>Large Group Discussion (20 minutes)</p> 	<ul style="list-style-type: none">◆ Use Worksheets 4-2 and 4-3.◆ Group discussion to share information about:<ul style="list-style-type: none">• How other people (or self) make it easier to eat low-fat.• What they find helpful.• How other people (or self) may make it difficult to eat low-fat.◆ Key point—participants identify ways they or other people influence their eating patterns.

<p>Large Group Discussion (10 minutes)</p> 	<p style="text-align: center;">Summary</p> <p>Discuss issues and identify participants who need more help.</p> <ul style="list-style-type: none"> ◆ Focus on methods to encourage spouse, family, or friends to help change the participant's eating habits. <p>Q/A:</p> <ul style="list-style-type: none"> - What area of influence do you think is your biggest challenge? - What steps could you take to work on this challenge?
<p>Lecture (8 minutes)</p> 	<p style="text-align: center;">Home Activity</p> <ul style="list-style-type: none"> ◆ Assign Food Diary. ◆ Ask them to complete Worksheet 4-4 and 4-5 at home. Answer questions.
<p>Large Group Discussion (10 minutes)</p>	<p style="text-align: center;">Food Tasting</p> <ul style="list-style-type: none"> ◆ Emphasize low-fat and fat-free commercial products available at the grocery store. ◆ Encourage discussion of food/recipe acceptability.
<p>Total Time: 115 minutes</p>	<p style="text-align: center;">Participant Reminder for Next Session</p> <ul style="list-style-type: none"> ◆ Bring main dish <u>recipe</u> they want to modify. ◆ Ask if anyone is interested in preparing a low-fat main dish to share with the group (optional).

Session Four: Labeling Your Challenges

Activity Type (Time)	Activity
Pair/Large Group Discussion (17 minutes) 	REVIEW OF HOME ACTIVITY
	<ul style="list-style-type: none"> ◆ Form pairs. <ul style="list-style-type: none"> • Discuss experiences working on the goal they set last week. ◆ Evaluation of goal setting—ask for volunteers. <ul style="list-style-type: none"> • Summarize successes and challenges. <p>Q/A:</p> <ul style="list-style-type: none"> - What steps did you take to reach your goal? - How are you planning to maintain the changes you’ve made? - If you didn’t reach your goal, what are some of the things that got in your way?
	<ul style="list-style-type: none"> • I want you to talk to your partner about your the experiences you had working on the goal you set last week. If you were successful in reaching your goal, congratulations. Talk about the steps you need to take to maintain the eating changes you made. Discuss other changes you want to make. Set a new goal to work on for next week. • If you were unsuccessful, talk about some of the reasons that made it difficult for you to reach your goal. See if you and your partner can find ways to deal with some of your challenges. Develop a new plan that you can use next week to work toward your goal. <p style="text-align: center;">OVERVIEW OF SESSION</p> <ul style="list-style-type: none"> • During today's session, you will learn how to read and understand food labels. In addition you will have a chance to see how your food choices may be influenced by yourself and other people around you.

NEW MATERIAL

Food Industry and Eating Habits: Label Reading

PURPOSE: Promote self-reliance. Develop the ability to read labels and make decisions about food products.

Lecture
(12 minutes)

◆ **Use Overhead 4-1—explain food labels.**

- **Key information—total fat, serving size, and fat grams per serving.**
- **Guidelines—main dishes (10 grams fat or less), desserts (4 grams fat or less).**
- **Show how % Daily Values are misleading.**

◆ **Key point—participants understand key label information.**

- Food labels have changed the way they look. Most of the foods that you find in the grocery store contain a new nutrition panel called **NUTRITION FACTS**. This label is usually found on the side or back panel of a package. It contains a lot of information. However, to understand labels for this study you only need to know a few key facts.

Key Label Information

- First, before you decide about a food, look for the following information on the label: **serving size** and **grams of fat** in the serving.

Serving Size

- Each food product has a serving size listed on the nutrition panel. The serving size is the same for similar foods. It reflects the amounts that people usually eat. For example, if you looked at the serving size listed on any Frozen Yogurt label, it would be a 1/2 cup serving.

Grams of Fat

- There are many items listed on the label, but look at the item that says **Total Fat**. The **Total Fat** lists the number of fat grams in the serving shown on the label. For example, the Frozen Yogurt label tells you that there are 3 grams of fat in one 1/2 cup serving.

How Much Fat Did You Eat?

- Compare the serving size on the package to the amount you usually eat. The amount of fat you eat depends on your serving size. You may eat more or less than the serving size listed on the label. If your serving is larger, you will eat more fat. For example: if you eat 1 cup of Frozen yogurt instead of the 1/2 cup serving listed on the label, you would eat 6 grams of fat instead of 3 grams.

Guidelines for Label Reading Decisions




Group Nutritionist Note: These guidelines are meant to be flexible.

Participants may choose to eat foods higher in fat and pick other lower-fat side dishes, or budget their fat grams over a period of time.

The main dish guideline is based on the grams of fat that represent approximately 37-43% of a participant's fat gram goal (23-27 grams average). The dessert guideline represents approximately 15-17% of the goal. We have only provided guidelines for these two food groups because we want to allow the women as much freedom of choice as possible.

- You can use the following guidelines to help you decide if the food is a lower-fat choice:
Main entrees: 10 grams of fat or less per serving
Desserts: 4 grams of fat or less per serving
- These guidelines are provided to help you make some quick decisions when you are reading labels. However, they are not meant to be "rules." You may choose to eat foods higher in fat and pick lower-fat side dishes and desserts. You may also decide to occasionally have a higher-fat food and spread the fat grams over a period of time. The choice is yours to make. Don't be misled.
- Second, do not get misled by the Daily Values and % Daily Values found on the new labels. These are meant to help consumers see how foods fit into a well-balanced diet. Notice that the Daily Value for fat is between 65 and 80 grams of fat per day. Your WHI fat gram goal is much lower than this number.

- The % Daily Value for fat on nutrition labels is based on guidelines for the general population. These guidelines recommend people eat less than 30% of calories from fat. Your WHI fat gram goal is based on eating less than 20% of calories from fat. Don't let the Daily Values and % Daily Values for fat confuse you. When you read labels, compare the grams of fat in a serving to your fat gram goal. See how the food might fit into your daily intake.

	<p>Practice: Label Reading Activity</p> <p>PURPOSE: To let the participants practice finding and using the key label information presented earlier in the session.</p>
<p>Pair or Small Group Discussion (20 minutes)</p>	<div data-bbox="381 388 1458 640"> <p>♦ Worksheet 4-1—practice label reading.</p> <ul style="list-style-type: none"> • Total fat grams in food. • Fat grams in their usual serving. • Acceptable foods (apply guidelines). <p>♦ Key point—participants practice label reading.</p> </div> <div data-bbox="381 640 1458 955"> <ul style="list-style-type: none"> • Now, let's break into small groups and read some food labels. You will be using Worksheet 4-1. • Compare two different products with nutrition panels and complete Worksheet 4-1. When everyone is done, I'll have you share some of the information you discovered with the group. </div>
<p>Large Group Discussion (10 minutes)</p> <p></p>	<div data-bbox="381 955 1458 1480"> <p>♦ Share label information and clarify misunderstandings.</p> <p>Q/A:</p> <ul style="list-style-type: none"> - How did the serving size of your foods compare? - How does the serving size listed on the label compare to the amount you normally eat? - What food label information was difficult to understand? <p>♦ Key points—participants:</p> <ul style="list-style-type: none"> • Don't believe advertising claims. • Look for grams of fat and serving size. </div> <div data-bbox="381 1480 1458 1881"> <ul style="list-style-type: none"> • Grocery stores use labels and store displays to get your attention. Don't believe the advertising claims made on the front of food packages. When reading food labels: always look for the grams of fat and the serving size before you buy. • For more information about new labeling definitions and shopping tips, look at the Resource section of your Participant Manual (<i>New Labeling Information and Shopping Tips</i>). </div>

**Lecture
(8 minutes)**

Influences on Our Food Choices

PURPOSE: Increase participants' awareness of how their eating patterns are influenced by themselves and other people.

- In addition to the influence from food ads and commercials, we are also influenced by ourselves and the people around us. Your family, friends, and co-workers can help you change to a healthy eating style or make it more difficult. Even when you live you may join friends for lunch or other social occasions.

◆ List and briefly define four types of influences from self or other people.

- **Expect certain foods**
- **Pressure to eat high-fat foods**
- **Make foods available**
- **Use food for reward or comfort**

◆ Emphasize positive influence examples, as well as negative.

◆ Key point—participants receive an overview of influences on eating patterns.

- We are going to start by looking at four different ways our family, co-workers and friends may influence what we eat.

Expectations for Certain Foods

- Family members (or you) often have expectations for certain foods. Most people have foods they routinely eat on weekends or for celebrations. Examples of these expectations might be: desserts at the end of a meal; high-fat foods on holidays; children and grandchildren who expect snacks like cookies and chips around the house; or friends who bring your favorite food to the church picnic.

Pressure to Eat High-Fat Foods

- Sometimes people may pressure you to eat or prepare higher-fat foods. Friends or family members will buy a special treat or make a special dessert or meal, "Just for you." They are determined to get you to eat these special foods. If you say "No thank you," they feel hurt or disappointed.

- For example, a friend may want you to taste of her new famous chocolate chip cookies, and not take "no" for an answer. There could also be occasions when you are planning a lower-fat meal, but then your family or friends decide they want to go out for pizza or a hamburger and french fries.

Availability of Foods

- Sometimes the influence is less direct. You're not pressured to eat, but foods are made more available. For example, food is left out where you are tempted to eat it. Think about how family members, friends, or even yourself make high-fat foods more available. Good examples are friends or family members who snack in front of you (donuts, cookies, chips, etc.), or co-workers who bring donuts every Friday.

Using Food as a Reward or for Comfort

- We also tend to use foods for comfort or as a reward, not just because we're hungry. People often use food to celebrate happy occasions, such as birthdays, weddings or holidays. In addition, many sweets are used as a present or to comfort someone. For example, many people will say "Thank you," or "I'm sorry" to a friend with a box of candy or chocolates.
- Let's talk about some of these areas of influence on our eating patterns. Share some of the ways people help you select lower-fat foods, or make it more difficult. During our discussion, use **Worksheet 4-2**. Write down examples of people who influence your eating and the types of food they encourage you to eat.



Group Nutritionist Note: For participants who live alone, suggest that they focus on social occasions or other times when they eat with friends. If a participant insists that other people don't influence her, ask her to look at the ways she influences herself by expecting certain foods, making foods more available, or using foods for comfort or reward.

**Large Group
Discussion
(20 minutes)**


- ◆ **Use Worksheets 4-2 and 4-3.**
- ◆ **Group discussion to share information about:**
 - **How other people (or self) make it easier to eat low-fat.**
 - **What they find helpful.**
 - **How other people (or self) may make it difficult to eat low-fat.**
- ◆ **Key point—participants identify ways they or other people influence their eating patterns.**


Ask the following questions to encourage discussion:



Q/A:

- What foods do you use or expect to have at celebrations (i.e., holidays)?
 - What are some of the situations where you feel more pressure to eat higher-fat foods?
 - How do you or others around you make higher-fat foods more available?
 - What are some of the foods that you have a harder time staying away from when they are easily available?
 - What kinds of foods do you eat when you're feeling stressed or upset?
- As you can see, the people around you (or you yourself) can influence the foods that are available and the feelings you have. Each situation may be different. It might be the people, the easy availability of food, the activities you are involved in, or even your own feelings of celebration or need for comfort. To handle each challenge, first identify how you are being influenced.
 - **Worksheet 4-3** lists some ideas of ways you can deal with different influences on your eating. Notice how many different strategies you can use. Take a few minutes and read through the ideas. Check anything that you think would work for you. Keep this worksheet where you can find it. We will use it again in later sessions.
 - During the next four sessions, we will discuss each of these areas of influence in more detail. We will identify some of the strategies you can use to handle the challenges, and practice some of the skills you need.

<p>Large Group Discussion (10 minutes)</p> 	<p style="text-align: center;">SUMMARY</p> <ul style="list-style-type: none"> Many of us forget how other people important family and friends can be to our eating habits. It is important to work together with the people around you. However, if your family or friends don't want to change, there are other things you can do to change your own eating style. (Use the questions below to encourage discussion.) <p>Discuss issues and identify participants who need more help.</p> <ul style="list-style-type: none"> ◆ Focus on methods to encourage spouse, family, or friends to help change the participant's eating habits. <p>Q/A:</p> <ul style="list-style-type: none"> - What area of influence do you think is your biggest challenge? - What steps could you take to work on this challenge?
<p>Lecture (8 minutes)</p>	<p style="text-align: center;">HOME ACTIVITY</p> <ul style="list-style-type: none"> ◆ Assign Food Diary. ◆ Ask them to complete Worksheet 4-4 and 4-5 at home. Answer questions. <ul style="list-style-type: none"> Use Worksheet 4-5 to inventory the food that you have in your refrigerator and kitchen cupboards. Identify a food that you have never tried before. Go to the grocery store, read the food labels and buy a lower-fat food, such as salad dressing or low-fat cheese. Use Worksheet 4-4 to write down the food you tried. Write down your reactions and/or the reactions of your family and friends to the new food. During the week, identify some of the ways your family or friends (or the grocery store) influence you to eat certain foods. Use one of the ideas from Worksheet 4-3 to handle the challenge. Write down your results on your Home Activity Worksheet, Worksheet 4-4. Next week we will be working on ways to lower the amount of fat in main dishes. If you have a favorite main dish recipe that you would like to change, please bring the recipe to our group meeting.

FOOD TASTING	
Food Tasting Discussion (10 minutes)	<ul style="list-style-type: none">◆ Emphasize low-fat and fat-free commercial products available at the grocery store.◆ Encourage discussion of food/recipe acceptability.
	 <p><i>Group Nutritionist Note:</i></p> <p>The following activities are optional:</p> <ul style="list-style-type: none">• Arrange a grocery store tour for interested participants, after they have attended Session 4.• Ask if any participants are interested in preparing a low-fat main dish to bring for the next group session. Assign volunteers on of the recipes in the Session 5 Participant materials. Make sure that the food is prepared using safe food handling methods.

Overhead 4-1

NUTRITION PANEL

Nutrition Facts		
Serving Size	→	Serving Size: 1/2 cup (114g)
Servings Per Container	→	Servings Per Container: 4
Amount Per Serving		
Calories 90 Calories from Fat 27		
		% Daily Value*
Grams Of Fat Per Serving	→	Total Fat 3g 5%
		Saturated Fat 1g 5%