

Session Nine:

Progress: Exchanging the Old for the New

In this session, the participant will:

1. Share low-fat eating experiences with other WHI participants.
2. Identify ways other group members or family/friends can be helpful.

Checklist of Materials Needed									
Supporting Materials	<input type="checkbox"/> Fat Scans <input type="checkbox"/> Group Activity worksheets <input type="checkbox"/> Award certificates, optional <input type="checkbox"/> Certificates for participation, optional (sample page 24) <input type="checkbox"/> Overhead projector <input type="checkbox"/> Name tags <input type="checkbox"/> Blank recipe cards (sample page 17) <input type="checkbox"/> Ballots for recipe contest (page 21) <input type="checkbox"/> Sign-up sheet or calendar for Individual Session (page 22 or 23)								
Food & Paper Supplies	<input type="checkbox"/> Beverages of choice (coffee, tea, juice) <input type="checkbox"/> Creamer, sugar, coffee stir sticks, optional <input type="checkbox"/> Extra serving spoons <input type="checkbox"/> Warming trays <input type="checkbox"/> Table cloths, optional <input type="checkbox"/> Water pitchers <input type="checkbox"/> Paper supplies: plates, napkins, cold cups, hot cups (if needed) <input type="checkbox"/> Plastic spoons or forks								
Participant Manual									
Worksheets	<table> <tr> <th>Worksheet</th><th>Page(s) #</th></tr> <tr> <td>9-1</td><td>7</td></tr> <tr> <td>9-2</td><td>8-11</td></tr> <tr> <td>9-3</td><td>12</td></tr> </table>	Worksheet	Page(s) #	9-1	7	9-2	8-11	9-3	12
Worksheet	Page(s) #								
9-1	7								
9-2	8-11								
9-3	12								
Resource Section	<p>Additional materials available in Participant Manual</p> <table> <tr> <th>Resource</th><th>Page(s) #</th></tr> <tr> <td>(None)</td><td></td></tr> </table>	Resource	Page(s) #	(None)					
Resource	Page(s) #								
(None)									

Session 9 Outline—Key Activities

Activity Type (Time)	Activity
<p>Large Group Activity (15 minutes)</p> <p>?</p> <p>Notes</p>	<p>Group Mixer</p> <ul style="list-style-type: none"> ◆ As they arrive, participants fill out name tags and recipe card for dish. <ul style="list-style-type: none"> • List the name of the dish, fat per serving and highlight the low-fat ingredients. ◆ Use icebreaker activity—to help people get better acquainted. <ul style="list-style-type: none"> • THE NAME TAG GAME or BINGO (described pages 18-20). • Or any other activity to help people feel comfortable.
<p>Large Group Activity (35 minutes)</p> <p>?</p>	<p>Eat/Vote on Recipes</p> <ul style="list-style-type: none"> ◆ Participants taste the different dishes. <ul style="list-style-type: none"> • Vote on recipes (optional). ◆ Key point—participants socialize and build group rapport.

<p>Large Group Activity (30 minutes)</p> <p>?</p>	<p style="text-align: center;">Social Support Activity/Summary</p> <ul style="list-style-type: none"> ◆ Divide into two groups. Use questions on Group Activity Worksheets A or B for discussion. <ul style="list-style-type: none"> • Worksheet A - When guests and group participants are present (pages 13-14). • Worksheet B - When only group participants are present (page 16). ◆ Focus summary discussion on importance of group support. <p>Q/A:</p> <ul style="list-style-type: none"> – Consider all the things we discussed; what two things would you find the most helpful when making dietary changes?
<p>Lecture (20 minutes)</p> <p>?</p>	<p style="text-align: center;">Guest Speaker</p> <ul style="list-style-type: none"> ◆ Speaker briefly describes: <ul style="list-style-type: none"> • Scientific purpose of study. • Reports on study progress (randomizations and number of groups at clinic, the number of people in study nationwide, etc.). ◆ Key point—participants recognize importance of their participation in the study.
<p>Group Activity (10 minutes)</p>	<p style="text-align: center;">Award Presentations</p> <ul style="list-style-type: none"> ◆ Present Certificates of Appreciation (optional). ◆ Present other awards for best attendance, recipe winners, etc. (Guest speaker can present, if time allows.)

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Large Group Discussion (5 minutes)	<p style="text-align: center;">Summary</p> <p>Formal summary was completed as part of Social Support Activity.</p> <ul style="list-style-type: none"> ◆ Thank participants. ◆ Inform participants of schedule (Individual Session, Session 10 in one month). ◆ Point out Worksheet 9-1 listing information covered in Sessions 1-8.
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Large Group Discussion (8 minutes)	<p style="text-align: center;">Home Activity/Sign-Up for Individual Session</p> <ul style="list-style-type: none"> ◆ Assign appropriate number of Fat Scans. ◆ Participants sign up for an Individual Session. <ul style="list-style-type: none"> • Ask them to complete Worksheets 9-2 and 9-3 <u>before</u> Individual Session. ◆ Answer questions.
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Total Time: 123 minutes	

Session Nine: Exchanging the Old for the New

Activity Type (Time)	Activity
Large Group Activity (15 minutes)	GROUP MIXER ACTIVITY
	<ul style="list-style-type: none"> ◆ As they arrive, participants complete name tags and recipe card for dish. <ul style="list-style-type: none"> • List the name of the dish, fat per serving and highlight the low-fat ingredients. ◆ Use icebreaker activity to help people get better acquainted. <ul style="list-style-type: none"> • THE NAME TAG GAME or BINGO (described on pages 18-20). • Any other activity to help people feel comfortable.
Large Group Activity (35 minutes)	<ul style="list-style-type: none"> • Before we eat, I'd like to take a few minutes to welcome our guests. I'd like each of you to introduce your guest to the group. • Thank you all for coming. I'm sure you will have an enjoyable time. Besides eating some delicious food, we're going to discuss ways others can be supportive, have a guest speaker, and present some awards.
	POTLUCK/VOTE ON RECIPES
Large Group Activity (35 minutes)	<ul style="list-style-type: none"> ◆ Participants taste the different dishes. <ul style="list-style-type: none"> • Vote on recipes (optional). ◆ Key point—participants socialize and build group rapport.
	<ul style="list-style-type: none"> • We had a chance to eat some delicious food. Now that you've tasted all these good recipes, vote for the one you liked the best in each category: best flavor, most creative use of fat grams, and best appearance. Mark your ballots and turn them in.



Group Nutritionist Note: Allow about 5 minutes for the women and guests to vote for their favorite recipes. Collect ballots and tally results during the guest speaker's presentation.

Women will probably want to exchange recipes at the potluck. Unfortunately, some participants will have made errors in the fat gram calculations. To avoid sharing incorrect fat gram values, collect recipes and double-check math. You can copy and distribute the recipes at a later session, after they have been checked. A Word 6 template for WHI potluck recipes is available on disk from the CCC. For a copy, contact your CCC Nutrition liaison.

SOCIAL SUPPORT ACTIVITY/SUMMARY

**Large Group
Activity
(30 minutes)**

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♦ **Divide into two groups. Use questions on Group Activity Worksheets A or B for discussion.**

- **Worksheet A - When guests and group participants are present (pages 13-14).**
- **Worksheet B - When only group participants are present (page 16).**

♦ **Focus summary discussion on importance of group support.**

Q/A:

- **Consider all the things we discussed; what two things would you find the most helpful when making dietary changes?**

- Our next activity is going to be both fun and educational. First, we're going to form two groups. I'd like all of our guests to sit around this table and all the WHI participants to sit around that table.




Group Nutritionist Note: The Group Activity questions you use will depend on the people attending the potluck. If there is a combination of guests and group participants, use **Group Activity Worksheet A** (pages 13-14). If there are only group members, use at least three of the alternative questions on **Group Activity Worksheet B** (page 16).

- I'm passing around a **Group Activity Worksheet**, which lists some questions and situations. Use these questions to identify some of the eating pattern changes you have been making and the ways that other people can help you maintain your progress. In your groups, I'd like you to discuss the questions. Be creative, think of things you've tried, ideas you'd like to try. After you've all had a chance to discuss the questions, we'll re-group and see how your answers compare.
- Okay, let's see how some of your answers compare.



Group Nutritionist Note: Use the Nutrition Reference Sheet for the appropriate **Group Activity Worksheet** (pages 12 or 15). Alternate between the two groups. Compare and contrast their responses.

	<ul style="list-style-type: none"> This exercise was a great opportunity to communicate with each other about what we want and need. This communication lets you work out a balance to try and meet everybody's needs. As we discussed last session, not many of us are good mind readers. It is important to talk with each other about our needs so we can help each other. <p>GUEST SPEAKER (NUTRITIONIST, PI OR OTHER STAFF)</p>
Lecture (20 minutes)	<ul style="list-style-type: none"> ◆ Speaker briefly describes: <ul style="list-style-type: none"> • Scientific purpose of study. • Reports on study progress (randomizations and number of groups at clinic, the number of people in study nationwide, etc.). ◆ Key point—participants recognize importance of their participation in the study.
	<p>AWARD PRESENTATIONS</p>
Group Activity (10 minutes)	<ul style="list-style-type: none"> ◆ Present Certificates of Appreciation (optional). ◆ Present other awards for best attendance, recipe winners, etc. (Guest speaker can present, if time allows.)
	<p><i>Group Nutritionist Note:</i> A copy of a Certificate of Appreciation is available at the end of this session. If the clinic would like to have a computer disk (Word 6 version) of this certificate, please contact your CCC Nutrition liaison.</p>

SUMMARY

**Large Group
Discussion
(5 minutes)**

Formal summary was completed as part of Social Support Activity.

- ◆ **Thank participants.**
- ◆ **Inform participants of schedule (Individual Session, Session 10 in one month).**
- ◆ **Point out Worksheet 9-1 listing information covered in Sessions 1-8.**



Group Nutritionist Note: The formal Summary was done as part of the Social Support Activity earlier in the session.

- This was a wonderful potluck! Lots of delicious food! Thank you for sharing your recipes.
- Our next group meeting will be one month from now on (date). Before we meet again as a group, everyone will have an Individual Session with me. Be sure to sign up for a time before you leave today.
- This is a good time to stop and renew your commitment to change. Go back and look at the number of new things you have learned and the progress you have made. **Worksheet 9-1** in your Participant Manual lists all the information we have covered during the past three and the session number where the material was discussed. This worksheet will help you see how far you have come and let you go back and review any information you feel you need to.

HOME ACTIVITY**Large Group
Discussion
(8 minutes)**

- ◆ **Assign appropriate number of Fat Scans.**
 - ◆ **Participants sign up for an Individual Session.**
 - **Ask to complete Worksheets 9-2 and 9-3 before Individual Session. Answer questions.**
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- Before you come in for your Individual Session, I want you to use a Fat Scan and keep track of the food you eat for three days. Be sure one of these days is a weekend day. Calculate your fat score and your average daily servings of fruits/vegetables and grains.
 - In addition, look back through the Food Diaries and Fat Scans you have kept during the past three months, see if you can identify the foods and eating habits you have changed.
 - What are you doing differently now when you prepare your meals? What are the new foods you have added to your diet? And, what foods have you reduced or cut out of your diet? Use **Worksheet 9-2** to check off the changes you've made. Be sure to bring this worksheet and your completed Fat Scan to your Individual Session.
 - Use **Worksheet 9-3** to summarize some of the changes you identified from **Worksheet 9-2**.
 - If your family and friends attended the potluck, ask them which foods they liked the best. Write their comments on **Worksheet 9-3**.

Nutritionist Reference Sheet Group Activity Worksheet A

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Situation #1: Restaurants

QA:

- Guests, what is the best way you could be supportive at a restaurant?
- What is the worst thing you could do?
- What are some other supportive things people could do at a restaurant?
- Participants, what additional ideas do you think would be helpful, or not helpful?

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Situation #2: High-Fat Foods

QA:

- Guests, how do you think you could eat your favorite high-fat foods without tempting the person who is trying to eat low-fat?
- What is the worst thing you could do?
- What is the most creative thing you would try?
- Participants, what do you think would be most helpful, or not helpful?
- How would you react to your family/friend's creative ideas?

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Situation #3: Party Situations

QA:

- Participants, what is the most helpful thing your family or friends could do to help you have a good time but also eat low-fat at a party?
- What is the worst thing other people could do?
- What is the most creative thing they could do to help you?
- Guests, what do you feel would be the most helpful thing, and the worst thing you could do in a party situation?

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Situation #4: Dinner Guests

QA:

- Guests, what was the most helpful thing you thought you could do?
- What is the worst thing?
- Any creative or humorous responses?
- Participants, what were your ideas?

Group Activity Worksheet A
Participant Questions for Group Activity

- 1) You're going out for a special occasion to a restaurant. How could your family or friends help you eat low-fat and still have a good time themselves?
 - (a) What is the best thing they could do?
 - (b) What is the worst thing they could do?
 - (c) What is the most creative thing they could do?
- 2) Your family or friends really love high-fat snacks and desserts. They miss having their favorite foods. What could they do to get what they want and be supportive at the same time?
 - (a) What is the best thing they could do?
 - (b) What is the worst thing they could do?
 - (c) What is the most creative thing they could do?
- 3) You and family or friends are at a party, such as a wedding reception, holiday, open house, or company picnic. There are a lot of high-fat foods around. How can they help you eat low-fat and still have a good time themselves?
 - (a) What is the best thing they could do?
 - (b) What is the worst thing they could do?
 - (c) What is the most creative thing they could do?
4. You are having guests for dinner. You want to serve them low-fat foods. What could your family do to help?
 - (a) What is the best thing they could do?
 - (b) What is the worst thing they could do?
 - (c) What is the most creative thing they could do?

Group Activity Worksheet A

Guest Questions for Group Activity

- 1) You're going out for a special occasion to a restaurant. How could you help your family member or friend eat low-fat and still have a good time yourself?
 - (a) What is the best thing you could do?
 - (b) What is the worst thing you could do?
 - (c) What is the most creative thing you could do?
- 2) You really love high-fat snacks and desserts. Since your family member or friend has been in this study, you have missed having your favorite foods. What could you do to get what you want and be supportive at the same time?
 - (a) What is the best thing you could do?
 - (b) What is the worst thing you could do?
 - (c) What is the most creative thing you could do?
- 3) You and your family member or friend are at a party, such as a wedding reception, holiday, open house, or company picnic. There are a lot of high-fat foods around. How can you help your family member or friend eat low-fat and still have a good time yourself?
 - (a) What is the best thing you could do?
 - (b) What is the worst thing you could do?
 - (c) What is the most creative thing you could do?
4. Your family member or friend is having guests for dinner. She wants to serve low-fat foods. What could you do to help?
 - (a) What is the best thing you could do?
 - (b) What is the worst thing you could do?
 - (c) What is the most creative thing you could do?

Nutritionist Reference Sheet Group Activity Worksheet A

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Question #1: Help for Change

QA:

- What were the three things (skills, people, tools, ideas, etc.) that your group thought helped you change your eating patterns?
- What about the other group? Did you have other ideas?

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Question #2: Group Guidelines

QA:

- What were the three group guidelines (rules) you would like to see reinforced?
- What did the other group think?

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Question #3: Interfere with Group

QA:

- What two things did you agree make you less likely to participate in a group discussion or activity?
- Other ideas from the other group?

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Question #4: Talkative Group Members

QA:

- What did the first group think would be the best way to remind a talkative group member that everyone needs a chance to share ideas?
- What was the least supportive thing you could do?

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Question #5: Problems Changing

QA:

- What did you decide would help provide support to someone in your group who was having a difficult time making changes?
- How do the people in the other group feel about these ideas?
- What do you think would be the least supportive thing you could do?

Group Activity Worksheet B
Participant Questions for Group Activity

1. What are three things (skills, people, ideas, tools, etc.) that have helped you change your eating patterns?
2. What three group guidelines (group rules) would you like to see reinforced?
3. What are two things that make you less likely to participate in a group discussion or activity?
4. What would you do in a group session where a couple of your group members have been talking so much that no one else has had a chance to talk?
 - (a) What's the best thing you could do to help remind them that everyone needs to have a chance to share ideas?
 - (b) What's the least supportive thing you could do?
5. When you are finding it easy to change, how could you help other group members who are having a difficult time?
 - (a) What's the best thing you could do to support other group members who might be having more trouble changing?
 - (b) What's the least supportive thing you could do?

Sample Recipe Card

NAME OF RECIPE: _____

Made by: _____

Fat per serving: _____

Servings (#): _____

Low-fat ingredients:

Icebreaker Activities

Name tags:

1. When everyone arrives, have them fill out a name tag which includes not only their name but information about them in each of the four corners (see example below).

_____ Favorite food	_____ Most exotic food eaten
_____ Name	
_____ Health habit I'm proud of	_____ Favorite book

The four questions in each corner can be changed to fit the needs of your group. Other suggestions are: Most famous person I've met, Best movie I've seen, Favorite sport, Hobby I enjoy, Person I admire.

2. Have participants and guests fill out their name tags and pin them on themselves.
3. Encourage people to find out what others have written on their name tags and to use the information to promote conversation.

(Icebreaker Activities, continued)**Bingo:**

1. Make a card with five rows and four columns like a bingo card, but instead of having numbers, each blank has information about a person. For example, the spaces may say, "plays the piano," "is a grandparent," "has five grandchildren," "likes to garden." You can custom-make your cards depending on your knowledge of the group or use the sample on the following page.
2. Each person takes a card and tries to find someone who matches each space. They write the person's name in the appropriate square.

This game encourages people to talk to others and gives them an opening to begin a conversation with someone they've never met.

3. Encourage participants to limit the number of times they repeat one person's name on the card, depending on the size of the group.

(Icebreaker Activities, continued)Sample Bingo Card:

PLAYS	IS	TRAVELED	HAS	ENJOYS
Plays an instrument _____	Is retired _____	Traveled to Seattle _____	Has five grandchildren _____	Enjoys watching football _____
Plays cards _____	Is a volunteer _____	Traveled to Hawaii _____	Has a pet dog _____	Enjoys gardening _____
Plays golf _____	Is a grandparent _____	Traveled to Florida _____	Has a collection _____	Enjoys sewing _____
Plays jokes _____	Is a good cook _____	Traveled to New York _____	Has a recreational vehicle _____	Enjoys cooking _____

VOTE FOR A RECIPE

After you have tasted each of the low-fat recipes at our Potluck Dinner, vote for your favorite recipes using the description listed under each category.

CATEGORY	NAME OF RECIPE
"BEST FLAVOR" Consider the flavor, as well as aroma (smell), temperature, texture, and general overall appeal.	_____
"MOST CREATIVE USE OF FAT GRAMS" The dish is low in fat but high in appeal due to: unusual ingredients, looks and tastes like a high-fat dish.	_____
"BEST APPEARANCE" The dish is colorful, looks great, etc.	_____

Vote for your favorites and hand your ballot to your Nutritionist. The votes will be tallied and prizes will be awarded.

Sign-up Sheet for Individual Session

	Date	Time	Participant
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____
11	_____	_____	_____
12	_____	_____	_____
13	_____	_____	_____
14	_____	_____	_____
15	_____	_____	_____

Individual Session Sign-Up Calendar

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

Certificate of Outstanding Participation



This certificate is awarded to

*for her outstanding participation in the
Women's Health Initiative – a national research project
that will benefit women*
