

Spring Session - Year 3: Rise and Dine

In this session, the participant will:

1. Identify current patterns of morning eating.
2. Identify the benefits of morning eating in relation to WHI goals
3. Develop creative ideas for morning meals and snacks

Checklist of Materials Needed							
Supporting Materials	<input type="checkbox"/> Fat Scans <input type="checkbox"/> Overhead projector or flip chart <input type="checkbox"/> Blackboard, whiteboard or flip chart <input type="checkbox"/> Overhead Spring 3-1- <i>Breakfast Issues</i> (pg. 17) <input type="checkbox"/> Summary: Team Debate Positions (pg. 18) <input type="checkbox"/> Nutritionist Resource Worksheet Spring 3-1 <i>Breakfast Issues Information</i> (pgs. 19-20) <input type="checkbox"/> Nutritionist Resource Worksheet Spring 3-2 <i>Assignments for Team Debate of Breakfast Issues</i> (pgs. 21-22)						
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"/> Plastic spoons or forks <input type="checkbox"/> <u>Food Tasting:</u> <p><i>Note:</i> Emphasize low-fat breakfast ideas that address the group's breakfast areas of interest (i.e., quick meal ideas, weekend brunches, creative non-traditional choices, ways to increase servings of fruit/vegetable and grains, etc.). Recipe ideas are available in the Participant materials for this session.</p>						
Participant Manual							
Worksheets	<table> <tr> <th>Worksheet</th><th>Page(s) #</th></tr> <tr> <td>Spring 3-1</td><td>6-8</td></tr> <tr> <td>Spring 3-2</td><td>9-11</td></tr> </table>	Worksheet	Page(s) #	Spring 3-1	6-8	Spring 3-2	9-11
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Spring 3-1	6-8						
Spring 3-2	9-11						

Resource
Section

Additional materials available in Participant Manual

Resource**Page(s) #**

Resource Spring 3-1

Quick Breakfast Ideas

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Group Nutritionist Note: This session uses the words “morning eating” and “breakfast” interchangeably throughout the text.

Team Debate/Strategy Activity:

Purpose: Provide an opportunity for group members to:

- Identify and immediately challenge some commonly held breakfast-eating issues.
- Share strategies to handle breakfast issues (especially issues that affect WHI nutrition goals).

Notes: Participants are arbitrarily assigned to 2 groups. They might be asked to debate in favor of an issue that they do not believe to be true. However, this offers an opportunity for participants to think about the issues in novel ways.

Teams change “debate sides” halfway through the breakfast issues. This lets each Team have a chance to “think about” both sides of breakfast eating (e.g., Team #1 will “oppose breakfast eating” for the first 2 issues, and then “support breakfast eating” for the last 2 issues, Team #2 will do just the opposite).



Summary of Activity: (More details on pages 13-15). The Group Nutritionist:

- Forms two teams by having participants number off by two’s.
- Gives each Team Leader a copy of her team’s debate position on each issue (pg. 18).
- Uses *Overhead Spring 3-1* (pg. 17) and reveals one breakfast issue at a time.
- After hearing from both sides, uses the study information available on the *Nutritionist Resource Spring 3-1* to support the importance of eating breakfast.

*Group Nutritionist Note:***Summary of Activity** (continued): The Group Nutritionist:

- Helps the group to summarize by soliciting strategies from both teams using an open-ended question. (See *Nutritionist Resource Spring 3-2* pgs. 21-22).
 - * Ask both Teams to think about strategies to handle the specific breakfast issue debated. The Team “supporting breakfast” should go first and then the Team “opposing breakfast” should have an opportunity to add strategies.
 - * List the specific issue and identified strategies on a flip chart, blackboard or whiteboard.

Spring 3 Session Outline--Key Activities

Activity Type (Time)	Activity
Pair or Small Group Discussion (20 minutes)	<p style="text-align: center;">Review of Progress</p> <p>◆ Discuss experiences of the winter months this year (with or without the group support--depending on peer group meetings). Use the questions below:</p> <p>Q/A:</p> <ul style="list-style-type: none"> - How did you handle meeting your WHI goals during the last 3 months? - Did your approach to social occasions differ from that of years past? If so, how? - What strategies and skills did you use to maintain your progress? <p>(If Winter Yr. 2 Maintenance Session completed):</p> <ul style="list-style-type: none"> - How has giving and receiving gifts affected your WHI progress over the past months?
 <i>Notes</i>	
Individual Activity and Group Discussion (15 minutes)	<p>◆ Participants use Worksheet Spring 3-1 to identify and define their pattern(s) of morning eating.</p> <ul style="list-style-type: none"> • Traditional and non-traditional eating patterns • Foods selected <p>◆ Key point--participants identify their current pattern of morning eating or non-eating and the reasons for their choices.</p>
	

Large Group
Activity/
Team Debate
(30-40
minutes)



Notes

- ◆ Form 2 teams. Debate the importance of breakfast:
 - Use statements and issues for avoiding breakfast listed on ***Overhead Spring 3-1***.
- ◆ Group Nutritionist provides additional information supporting importance of eating breakfast, if necessary (see pgs. 19-20).
- ◆ Group Nutritionist asks open-ended question to elicit participants' strategies for dealing with specific breakfast issues. Ask participants to use:
 - Their own experiences, and
 - Ideas from **Worksheet Spring 3-2**.
- ◆ Key point--participants examine the reliability of breakfast beliefs/issues and identify strategies to maintain or meet WHI nutrition goals.


Summary

Large Group
Discussion
(15 minutes)


Discuss challenges and identify participants who need more help.

- ◆ Focus on ways that the new information will impact long-held attitudes, beliefs and practices about eating in the morning. Ask participants to identify the activities they plan to use during the next 3 months.
- Q/A:
- What new information did you learn in this session?
 - How can you use the new information to improve your morning eating patterns?
 - Which eating strategies do you plan to use during the next 3 months?



<p>Lecture (5 minutes)</p> 	<p style="text-align: center;">Home Activity</p> <ul style="list-style-type: none">◆ Assign 3 Fat Scans (or other self-monitoring method).◆ Suggest activities to work on during the next 3 months. Answer questions.
<p>Large Group Discussion (15 minutes)</p>	<p style="text-align: center;">Food Tasting</p> <ul style="list-style-type: none">◆ Emphasize low-fat breakfast ideas that are pertinent for your group. For example:<ul style="list-style-type: none">• Quick morning meal ideas, or• Fun, leisurely breakfast ideas, or• Entertaining low-fat brunch ideas (weekends or houseguests).
<p>Total Time: 100-110 minutes</p>	

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	<p>♦ Discuss experiences of the winter months this year (with or without the group support--depending on peer group meetings). Use the questions below:</p> <p>Q/A:</p> <ul style="list-style-type: none"> - How did you handle meeting your WHI goals during the last 3 months? - Did your approach to social occasions differ from that of years past? If so, how? - What strategies and skills did you use to maintain your progress? <p>(If Winter Maintenance Session completed):</p> <ul style="list-style-type: none"> - How has giving and receiving gifts affected your WHI progress over the past months?
	OVERVIEW OF SESSION
	<ul style="list-style-type: none"> • Whenever the word “breakfast” is mentioned, it’s soon followed in most of us by a strong opinion on the subject. Today you’ll have a chance to look at your style of morning eating and your reasons for choosing that style. Then we’ll spend some time trading information on some common beliefs/issues around morning eating and share reasons why these beliefs may be so appealing. Following this discussion you’ll have a chance to identify some new or additional steps you’d like to take that best support WHI goals (and healthier food choices).