

THE WILDCAT WAY TO WELLNESS

Lesson Guide

Program Objectives

The Wildcat Way to Wellness is designed as a series of lessons to help participants make personal, informed decisions about lifestyle behaviors which influence health and well-being. The objectives of the program are as follows:

- ❶ To promote better health for Kentuckians through a UK-CES program aimed at lifestyle KOSA (Knowledge, Opinions, Skills & Aspirations) and practice changes.
- ❷ To deliver a comprehensive UK-CES wellness program with statewide impact.
- ❸ To provide County Extension Agents for Family & Consumer Sciences with a packaged program on wellness with quality educational and promotional materials.
- ❹ To assess nutrition, diet, and health education needs of Kentuckians.
- ❺ To collect follow-up evaluation data on practice changes as result of a comprehensive UK-CES program.

Program Overview

The Wildcat Way to Wellness is an introduction to wellness. The program includes information about diet, physical activity, positive thinking, healthy weight, and personal choices.

The Wildcat Way to Wellness can be offered as a series of 5 lessons:

- ❶ Program Introduction
Personal Pyramid Profile—
What Do You Eat?
- ❷ The Pyramid Plan for a Healthy Weight
- ❸ CATSkills: Cooking with Pyramid Power
- ❹ Personal Pyramid Profile—
What Do You Do?
CATSkills: Activity You Can Live With
- ❺ CATSkills: Time to Be Well
Program Evaluation

Program Ideas & Suggestions

GROUP SIZE

Due to the personal approach this program requires, you may want to limit group size to 10 or so participants. Much of the success of this program relies on group and leader discussion regarding options for food and activity. Participants will require individual help in completing Personal Pyramid Profiles for diet and activity.

PRIME FOR PARTNERSHIPS

Consider a team teaching approach with other health educators in your community for *The Wildcat Way to Wellness*. Having a trained assistant help with groups larger than 10 is recommended for Lesson #1. Try having an introductory meeting on *The Wildcat Way to Wellness* for nurses, dietitians, or others who may be interested in offering this program in the community. You may find willing assistants from the local or area health department, hospitals, schools, the Kentucky Cancer Program outreach office, etc. Having local fitness organizations help with Lesson #4 is recommended. This is a good opportunity to work with a variety of resources, including Kentucky State Parks, local schools with walking tracks open to the public, city parks, local gyms, dance studios, and others.

AUDIENCE IDEAS

The Wildcat Way to Wellness can be used in a variety of settings for adults who want to improve their health and well-being. For example:

- 🐾 at a Fitness Camp—Have all campers complete Personal Pyramid Profiles for diet and activity the first night. The next day let campers choose one of three CATSkills sessions (cooking, activity, or time) or the Pyramid Plan (for a healthy weight).

-  at a work site—Offer the program as a 5-6 week lunch class
-  for day care providers—Offer the program for training hours with added information on wellness for children.
-  for a New Year special interest program
-  evening classes for couples
-  a mother-daughter program
-  as a series for families
-  as an after church class

PREPARING TO TEACH

THE WILDCAT WAY TO WELLNESS

If you are teaching this as a series, begin collecting food containers and grocery ideas for *Cooking with Pyramid Power* (Lesson #3) several weeks in advance. Much of the success of this lesson relies on information you will gather at local grocery stores. It's important to be able to show program participants what is available at local groceries. Be prepared to talk about comparison shopping and prices.

IF YOU'LL TEACH WWW

AS A 5-LESSON SERIES

Consider having participants set 3 goals after hearing the program introduction in Lesson #1. Ask them to choose 1 goal related to diet, 1 to activity, and 1 for *time to be well*. Each week, allow time for participants to discuss progress toward goals, barriers overcome, etc. Small groups meeting over a 5-week period can provide support and structure for people trying to change behaviors.



Lesson At A Glance – Lesson #1

(1½ hours)

- ~ Welcome & Program Overview
- ~ Personal Pyramid Profile for What You Eat

I. WELCOME TO

THE WILDCAT WAY TO WELLNESS

5- 10 minute introductory video with the UK Wildcat Mascot and a welcome from Dr. Janet Tietzen, UK-CES Specialist in Food and Nutrition. (Optional: Video available through Agricultural Communications, Carrie Howard (cbhoward@ca.uky.edu))

II. 10 MINUTE GROUP DISCUSSION: LEAD THE

GROUP IN A DISCUSSION OF WHAT

WELLNESS MEANS TO THEM

What does wellness mean to you?

- * freedom from disease
- * feeling good
- * improving health
- * keeping in shape
- * stress-free
- * being your best

How can you find the way to wellness?

III. PROGRAM OVERVIEW (10 MINUTES)

In *The Wildcat Way to Wellness*, this is what you'll do:

- * Complete a *Personal Pyramid Profile* to see how your diet and activity compare to current guidelines for good health
- * If you want to lose weight, learn about *The Pyramid Plan for a Healthy Weight*
- * Get some CATSkills for better health

What are CATSkills?

- * CATSkills are new ways to get Cooking, Activity, and Time on your side.
- * CATSkills show you how to fit health into your busy life.
- * CATSkills will show you HOW to live healthier:

-  Cooking with Pyramid Power
-  Activity You Can Live With
-  Time To Be Well

IV. PERSONAL PYRAMID PROFILE WHAT DO YOU EAT? (1 HOUR)

Before the Lesson:

- think about what wellness means to you
- complete a *Personal Pyramid Profile* for what you eat
- review the lesson outline

Materials Needed:

For each participant:

- *The Wildcat Way to Wellness* brochure
- *Personal Pyramid Profile—What Do You Eat?*
- Food Guide Pyramid Reference Sheet
 - grams fat in common foods
 - teaspoons sugar in common foods
 - food group servings recommended for different calorie levels
- pen or pencil
- calculators (optional)

For the leader:

- overhead projector & transparencies
- lesson outline
- food composition reference book (i.e., *USDA Handbook No.8* on the Internet at ??? address ???)

Optional—Ideas for participant premiums:

- Food Guide Pyramid magnets
- Food Guide Pyramid brochures
- Nutrition in the Fast Lane booklets
- Calendars

Lesson #1 Outline

~ Introduction & Welcome

~ Personal Pyramid Profile — What Do You Eat?

I. INTRODUCTION & WELCOME

Introductory video (5–10 minutes)

- *Welcome to The Wildcat Way to Wellness*
- Program Overview/Introduction (10 min)
 - Introductory Overhead: *The Wildcat Way to Wellness—Where Will It Take You?*

II. GROUP DISCUSSION

- Ask participants: What does wellness mean to you?
- Try giving a personal example of what wellness means to you.

Possible answers: freedom from disease; keeping in shape; feeling good; stress-free; improving health; being your best

- Distribute *The Wildcat Way to Wellness* brochures
- Ask participants: How can you find the way to wellness?
- Explain that this program is designed to help them develop their own way

III. PROGRAM OVERVIEW

- Review brochure and program:
 - Complete a *Personal Pyramid Profile* to see how your diet and activity compare to current guidelines for good health
 - If you want to lose weight, learn about *The Pyramid Plan for a Healthy Weight*
 - Get some CATSkills for better health
- What are CATSkills?
- CATSkills are new ways to get Cooking, Activity, and Time on your side.
 - CATSkills show you how to fit health into your busy life.
 - CATSkills will show you how to have:
 - Cooking with Pyramid Power
 - Activity You Can Live With
 - Time To Be Well

- Emphasize the importance of deciding what is right for you, making decisions about what to change and what you are not willing to change, and letting the rest go. THE WILDCAT WAY TO WELLNESS IS NOT ABOUT HOW MUCH YOU WEIGH OR WHAT YOU EAT. IT'S ABOUT LEARNING WHAT IS RIGHT FOR YOU ON YOUR JOURNEY TO WELLNESS.
- Ask participants to set 3 goals (optional).

IV. PERSONAL PYRAMID PROFILE (PPP)— WHAT DO YOU EAT? (1 Hour)

- Why do this?
- **PPP.eat Overhead #1:** Food Guide Pyramid (FGP)
- Distribute PPP forms, FGP Reference Sheets, and pens or pencils (calculators)
- Review FGP food groups on overhead and PPP form (grains, fruits, vegetables, dairy, protein, grams fat, and teaspoons sugar)
- Explain that this is a different approach to the FGP:
 - Rather than looking at what is recommended, will look at how **what you eat now** compares to recommendations.
 - Ask how many have compared their current diet to FGP. Record #.

- By starting with where you are now and seeing where you can make some informed choices, you can take a personal approach and increase your chances of successfully improving your diet.

– **PPP.eat Overhead #2: FGP Serving Sizes**

- Review overhead, giving examples of serving sizes from all FGP groups
- Review form layout and general procedure:

(Be brave—Use your own PPP as an example!)

- Diet recall—either typical day or yesterday
- try not to get caught up in details—want general picture of what you eat
- turn diet recall into Pyramid servings
 - review Pyramid with serving sizes
 - review foods in each group & added sugar/fat
- compare your Pyramid servings to recommendations
- see how **you** can have a healthier diet
- will use this info in CATSkills to help you decide where to make changes that matter on the way to wellness.

typical day—remember beverages, condiments, etc.



Notes to Leader: People generally don't like to write down what they eat.

Try giving your own example of a recall. You might make an overhead of your PPP. Explain that by looking at what they eat now, participants will be able to develop a personal approach to healthy eating. This is the *least stressful; most likely to succeed* way to wellness.

2. Look at the serving sizes for foods in The Food Guide Pyramid. How many servings did you have?



Notes to Leader: As participants complete the number of servings, grams fat, and teaspoons sugar they will probably need individual help. After everyone is through writing down what

they ate (No need to look over their shoulder while they do that!), circulate around the room to help with translating foods eaten into Pyramid servings. Keep the overhead with serving sizes on during this activity. Be prepared to help participants make educated estimates. Use a book of food composition tables and Nutrition in the Fast Lane for reference. Try not to get too detailed—when in doubt, make your best guess. Wait until all participants have servings from grains, fruits, vegetables, dairy, and protein before going to the next step. Explain that foods and beverages like salad dressing, mayonnaise, soft drinks, and candy will be counted in the next two steps.

– **PPP.eat Overhead #3—Grams fat in FGP**

- How many grams of added fat? Look at the FGP Reference Sheet to see how many grams of fat are in common foods. Look at what you eat and record the number of grams of fat for foods at each meal. Add and get total for the day. Transfer this number to “Total Fat” at bottom of PPP under the “Personal Profile” section.



Explain the reason for the *tear-off form*:

UK research project: Ask participants if they would be willing to help UK with a nutrition research project by giving a copy of their PPP to the CEA. Explain that this information will remain anonymous. The data collected will be used to assess the nutrition needs of Kentuckians and to help CES develop more relevant educational programs. Very few states have good information on what their citizens actually eat. Their participation in this project will help UK in its effort to become a top research institution. Nutrition has been identified as an area of opportunity for UK.

You can help us develop programs to better meet the needs of our state by participating in this project. Thanks!

Lead participants through the *Personal Pyramid Profile—What Do You Eat?*

1. Ask participants to take about 5 minutes to write down what they ate yesterday or on a



Notes to Leader: Offer individual help, use reference materials to estimate grams fat from foods not on Reference Sheet. Estimating grams fat and

teaspoons sugar may be the most difficult part of developing a PPP for many people. Some people may become discouraged when they see the amount of fat or sugar in some foods. Try to take the *that's why we're doing this; now you know* approach to encourage them. Consider using your own PPP as an example to illustrate that nobody's perfect!

– **PPP.eat Overhead #4–Teaspoons Added Sugar in the FGP**

- How many teaspoons of added sugar? Look at the FGP Reference Sheet to see how many teaspoons of sugar are in common foods. Look at what you eat and record the number of teaspoons sugar for foods at each meal. Add and get total for the day. Transfer this number to “Total Sugar” at bottom of PPP under the “Personal Profile” section.

– **PPP.eat Overhead #5–“Tip-heavy” FGP**

- What calorie level is best for you? Pick one from the FGP Reference Sheet and record the recommended servings for this calorie level on your PPP.



Notes to Leader: Here is a quick way to help people decide which calorie level is right for them. Ask participants to consider if they want to maintain their current weight or would like to

lose weight. For weight maintenance, moderately active people need about 12 calories per pound body weight. (So, 200 pounds times 12 equals 2400 calories.) If they are not very active or want to lose weight, use about 10 calories per pound body weight. (200 pounds times 10 equals 2000 calories.) If they want to choose a lower calorie level, that will work. But ask them to consider that we'll also be trying to increase physical activity to burn more calories. It is very difficult to get all the nutrients for a healthy diet in less than 1200 calories. Research shows that increased activity is the missing ingredient in many failed weight loss programs. Choosing a calorie level that is too low will make the plan

more difficult to follow. You can always cut down on calories later! To lose a pound per week, cut back 500 calories/day for a total of 3500 calories (the approximate amount of calories in 1 pound body fat).

- How does your current diet compare to the FGP? Take the number of recommended servings for grains, fruits, vegetables, dairy, and protein and subtract the number of servings you eat in a day. Record the difference in the PPP graph for each group. Do the same for grams fat and teaspoons sugar, subtracting what you eat from the recommended amount. Use positive (+) or negative (-) signs to indicate whether you need to eat more or less of these foods. Remember that this PPP shows you **where you can choose** to make some informed choices about a healthier diet.



Notes to Leader: Use your PPP to provide an example of how to figure the difference between recommended and current intake.

For example:

- someone is eating 83 grams of fat per day
- the recommended amount for a 2200 calorie diet is 73 grams
- 73 minus 83 is a negative 10
- this person should consider eating 10 grams less fat per day

Before You End Lesson #1:

- Ask how many participants learned something new about what they eat and how it compares to the FGP. Record #.
- Tell participants: At the next session we'll discuss the latest on healthy weight guidelines in a lesson called “The Pyramid Plan”.
- Remind participants: If you would like to participate in the research project to help us design better Food & Nutrition programs, leave a copy of your PPP profile for what you eat with the CEA.
- Give participants their premium (i.e. FGP magnet, FGP brochure, Nutrition in the Fast Lane booklet, or other item).

After Lesson #1:



- Forward copies of *PPP-What Do You Eat* to Janet Tietzen, 234 Scovell Hall, University of

Kentucky, Lexington, KY 40546-0064.

- Make a record of:
 - total number of participants
 - # who say they have previously compared diet to FGP
 - # who say they learned something new about their diet and the FGP
 - number of PPPs sent to UK for research project
 - # who say lesson ?????



Lesson at a Glance – Lesson #2 (1 hour)

~ The Pyramid Plan for a Healthy Weight

I. 10-MINUTE INTRODUCTION: Many people equate wellness with weight control. Hopefully, this lesson will change that perception. It is true that many Kentuckians could improve some health risk factors by losing 5 or 10 pounds. But weight loss may not be the best primary goal for everyone on the way to wellness. Learn about surprising new research on weight loss and life expectancy.

II. 30 MINUTE PRESENTATION: “Busting Out of the Zone–Without Protein Power.” A presentation on what is wrong with currently popular fad diets (e.g., Sugar Busters, The Protein Power Plan, Dr. Aitkins, etc.).

III. 15 MINUTES FACT SHEET OVERVIEW: “The Pyramid Plan for A Healthy Weight.” A fact sheet to show participants a healthy approach to weight management.

IV. 5 MINUTE WRAP-UP: Summarize - fad diet, Pyramid Plan. New concepts about healthy weight & body image, Next Time: CATSkills begins with *Cooking with Pyramid Power*

Before the Lesson

- Read 2 background articles from WWW Resource Notebook:

- 1) Gaining on Fat, Scientific American
 - 2) Losing Weight, Consumer Reports
- Review lesson outline and fact sheet
 - Run the Exclusives “Ready for a Change” or “Promoting Healthy Weight Awareness in Teens,” included in this packet

Materials Needed

For Participants:

- “The Pyramid Plan for a Healthy Weight” Fact Sheet (FN.JLT.136, camera-ready copy included in this packet)
- WWW Weekly Way to Eat Meals Planner
- Pens or pencils

For Leaders:

- Background reading:
 - 1) From the WWW Resource Notebook (in each Extension area):
 - “Gaining on Fat.” Scientific American
 - “Losing Weight,” Consumer Reports
 - 2) Lesson outline
 - 3) Presentation transparencies:
 - Busting Out of the Zone–Without Protein Power” (Corel presentation available on the WWW Web Page (ADDRESS) a set of (#) slides about fad diets (black and white copy included in this packet).

Lesson #2 Outline

~ The Pyramid Plan for a Healthy Weight

I. INTRODUCTION (10 MINUTES)
Many people equate wellness with weight control. Hopefully, this lesson will change that perception. It is true that many Kentuckians could improve some health risk factors by losing 5 or 10 pounds. But weight loss may not be the best primary goal for everyone on the way to wellness. Learn about surprising new research on weight loss and life expectancy.

DISTRIBUTE fact sheet, *The Pyramid Plan for A Healthy Weight*.

Review the

RESEARCH SPOTLIGHT

For years medical experts, the fashion industry, and most people agreed that being thin was a good thing, no matter what the cost. New

research evidence suggests this may not be the best advice for all. **Eating healthy and being active are good for your well-being.** But losing weight may not be right the right goal for everyone.

Many studies have shown that losing even a small amount of weight improves blood cholesterol, blood pressure, and insulin effectiveness. But until recently there were no studies of whether weight loss helped people live longer. When researchers decided to look at the effect of weight loss on life expectancy, the results were surprising. They found that people who gain or lose 15% or more of their body weight don't live as long as those who maintain a steady weight. People who lost and regained weight in cycles also had a lower life expectancy.

II. PRESENT: BUSTING OUT OF THE ZONE - WITHOUT PROTEIN POWER

Bust.out Overhead #1:

Busting Out of the Zone

Many diet plans currently promoted on television infomercials and in the popular press are high in protein and low in carbohydrate. This presentation was designed to help participants understand why these diets are not healthy and may be harmful for some people.

Bust.out Overhead #2:

Are You Confused About Carbohydrate?

Many food consumers are confused these days about carbohydrate and protein. The U.S. diet is now slightly lower in fat, yet we are heavier than before. Are carbohydrates to blame? It is time to “bust out of the zone” of confusion and tell the truth about protein power.

Bust.out Overhead #3:

Why Aren't We in Better Shape?

Since we have cut back on fat, our rates of heart disease and cancer have declined in the U.S. We are heavier than before because we are eating a greater volume of food and getting less exercise. Too many total calories are eaten and too few calories are burned in physical activity. This leads to weight gain, but is not very exciting news if you are trying to sell a diet plan.

The truth is that we have diligently cut back on fat and are seeing some positive health

benefits. Now instead of “super-sizing” we need to try “down-sizing” to get portions under control. Rather than focusing on losing weight at all costs, we need to look at ways to get more regular physical activity on a daily basis.

Bust.out Overhead #4:

Taking the Punch Out of the Protein Myth

Diets high in protein may also be high in fat and cholesterol, not to mention low in fiber, vitamins, and minerals. High-protein diets produce quick weight loss by promoting fluid excretion. Water weight that will be regained once the dieter rehydrates. These diets can be hard on your health, especially your heart and kidneys.

Bust.out Overhead #5:

A Word From the Wise

Yes, there are some food choices in the Food Guide Pyramid that are better than others. Not all carbohydrates are created equal. Foods like fruits, vegetables, oats, beans, and whole-grains are better choices. White rice, potatoes, and white bread are not good sources of dietary fiber. Soft drinks and sweets deliver empty carbohydrate calories with little nutrition. And any food eaten to excess will deliver too many calories which leads to weight gain.

The grain of truth which makes low-carbohydrate diets sound enticing is based on what happens when people have diabetes. Researchers have long recognized that people with diabetes are at increased risk for heart disease. One reason may be that people with diabetes often have an excess amount of insulin circulating in their blood. The insulin secreted is not very effective at allowing blood glucose to enter cells, a condition called “insulin resistance”. In response to the high blood glucose levels, excess insulin is released but the body is “resistant”. The current theory, which serves as the basis for the protein pushers, is that carbohydrate consumption is responsible for these increased insulin levels.

Bust.out Overhead #6:

The Truth About Carbohydrate and Insulin

There are at least three reasons why this is wrong:

① There is no evidence that carbohydrate causes excess circulating insulin in people who

do not have diabetes or who are overweight and sedentary.

② Even protein can be broken down and converted to energy. So, any excess calories—whether from protein, fat, or carbohydrate—could eventually raise circulating insulin levels.

③ There is no evidence that a normal insulin response to consumption of food subsequently leads to over consumption and weight gain.

Bust.out Overhead #7: What Should You Do?

The protein pushers claim that eating too much carbohydrate causes “insulin resistance,” resulting in weight gain. Carbohydrate consumption does not promote insulin resistance. This condition is best treated with moderate exercise and a healthy eating plan such as The Food Guide Pyramid. Make a decision to go with Pyramid Power for a healthy diet. By choosing a Pyramid shaped diet of:

- ▲ 6 grain servings per day
- ▲ 5 servings fruits and vegetables
- ▲ 3 servings low fat dairy
- ▲ 3 ounces lean meat
- ▲ Limit added sweets and fats

This Pyramid of foods would provide 1200–1500 calories per day, and allows you to lose weight while getting all the vitamins, minerals, and fiber you need to decrease your risk of cancer, diabetes, and heart disease. And it’s not a very expensive diet. What a deal!

III. THE PYRAMID PLAN FOR A HEALTHY WEIGHT (fact sheet)

(There are no overheads for this part of the lesson. Use the fact sheet for reference.)

Refer to Fact Sheet, *The Pyramid Plan for a Healthy Weight*

Activities:

- ▲ Using the graph for a “healthy weight” ask participants to determine where they fall.
- ▲ Ask participants to use the WWW Weekly

Way to Eat meal planner

- ▲ Using the low-calorie food pattern in the Fact Sheet, plan several days worth of meals
- ▲ Ask participants to think about goals they set in Lesson #1. The Pyramid Plan for a Healthy Weight may help them make some important decisions about how they view health goals.
- ▲ Ask how many learned something new about healthy weight. Record number.

IV. 5-MINUTE WRAP-UP

- ⊖ Summarize - fad diet, Pyramid Plan
- ⊖ New concepts about healthy weight & body image
- ⊖ Ask how many learned something new about healthy weight. Record number.

Next Time: CATSkills begins with
Cooking with Pyramid Power

Lesson At A Glance—Lesson #3

(1 hour)

~ Cooking with Pyramid Power



(There are no overheads for this lesson—use groceries for visual tools.)

I. INTRODUCTION (10 MINUTES)

Show participants how groceries for the Pyramid should look—lots of volume for *Build A Base* and *Add Some Color*; less for *Pick Prime Protein* and *Top It Off*.

II. COOKING WITH PYRAMID POWER (50 MINUTES)

Review grocery shopping for each of the 4 groups:

- ▲ Build A Base
- ▲ Add Some Color
- ▲ Pick Prime Protein
- ▲ Top It Off.

Let participants go “shopping” in your grocery props—They can make a grocery list to help them buy Pyramid Power foods and taste some Cooking with Pyramid Power. Plan a week’s meals using colorful, layered foods to give your diet Pyramid Power.

Lesson #3 Outline

~ Cooking with Pyramid Power

~ CATSkills

Cooking, Activity, and Time to Be Well

~ Cooking with Pyramid Power

BEFORE THE LESSON

For several weeks before teaching this lesson, you will need to go to a variety of local groceries to do some Pyramid shopping. Save food containers and boxes (see below) to assemble your grocery and pyramid display. See the lesson outline below for the type and volume of food items to buy. A grocery list for each of the four levels, as purchased at the Tates Creek Centre Kroger in Lexington, is included in this packet.

MAKE A PYRAMID DISPLAY OF BOXES

You'll need boxes to carry your grocery display. Consider developing one display in each area if you don't want to make your own. Try using this assortment of boxes:

▲ for *Build A Base*

■ 3 boxes of copier paper wrapped in brown paper

▲ for *Add Some Color*

■ 3 slightly smaller boxes wrapped in colorful paper

▲ for *Pick Prime Protein*

■ 2 small or 1 medium box(es) wrapped in white

▲ for *Top It Off*

■ 2 smallest boxes wrapped in yellow and a novelty paper (yellow for "full calorie" flavorings and novelty for "low-cal" flavorings)

MATERIALS NEEDED

For each participant:

- CATSkills booklet
- Grocery list and *WWW Weekly Way to Eat Meal Planner* handouts
- pens or pencils

For Leader:

- groceries from the 4 levels of the pyramid
- Pyramid Display of Boxes
- foods to taste (optional)
- lesson outline
(no overheads for this lesson)

I. INTRODUCTION

▲ Review "pyramid" concept with boxes

▲ Look at food labels: calories, calories from fat, calcium, etc.

Notes to Leader: When you teach the lesson, unpack foods in groups around the room. You'll need four separate areas for *Build A Base*, *Add Some Color*, *Pick Prime Protein*, and *Top It Off*.



Then take the boxes and build a Pyramid Display. This shows participants the volume and proportion of foods needed to eat with Pyramid Power. Emphasize that this diet is the shape of the pyramid. Then review food products in each of the four levels of the pyramid. Emphasize the variety of foods to choose from—some choices better than others.

Distribute CATSkills Booklet, Grocery List, and Meal Planner:

- Explain that CATSkills is **Cooking, Activity and Time to Be Well**. Briefly review content and note it will be used for last three lessons. Review worksheet inside back cover.
- Encourage participants to use the blank grocery list with four levels to jot down things they might like to try. Tell participants you have blank copies of the grocery list if they'd like several. At the end of the lesson, distribute packs of 10 or to those interested. Record this number to report.
- Use the food display to discuss the four levels of the pyramid and which foods are available from local grocers.

Give each participant a food label to read (cover all four levels of pyramid)

For each of the following four levels of foods, look at labels and discuss number of servings, cost, convenience, calories, grams fat, etc. Discuss the process of making shopping decisions in each of the four levels.

II. Cooking with Pyramid Power

BUILD A BASE

Building a good foundation is the key to eating with pyramid power. One-dish meals are the way we eat now. Foods with “the layered look” are a quick and healthy way to eat. From pizza and pasta to hearty soups and salads, meals today reflect our taste for ethnic flavors and convenience. Good sandwich bread, cornbread, muffins, bagels, and tortillas help to build a good solid base.

(Optional: Have some breads available from local grocers to taste. Emphasize that larger slices are O.K. Bread should be the biggest part of the sandwich—1½ ounce slices are good if they deliver 2-3 grams of fiber. This means you can get 4 grams fiber from a sandwich. It is filling and allows you to have a flavorful, satisfying sandwich while using less of high-fat fillings.)

Buy some foods to build a base—look for convenience and a good buy:

- rice & pasta dishes
- pizza crust
- grits & oats
- hearty sandwich bread
- reduced fat baking mix
- muffin mix
- cornmeal mix
- ready-to-eat cereals

Buying “flavor” allows you to build on convenience foods. Add oats, wheat germ, and fruits/vegetables to muffin mixes. Use pasta and rice mixes as your base to add lots of vegetables and some lean meats.

Discuss pros and cons of ordering pizza, using a frozen pizza, making your own crust with bread dough or a pizza mix. Consider cost, grams fat, convenience, etc.

(Optional: Have a variety of pizza cut into small pieces for participants to taste.)

▲ ADD SOME COLOR

One of the easiest ways to shape up your diet is to add more fruits and vegetables. Five-A-Day for better health is good advice. Keep a bowl of apples, bananas, and oranges on the counter. Encourage everyone to take a piece of fruit with them when they leave for the day. Use salsa to add color and flavor to eggs, cheese, and

potatoes. Put some color on a pizza. Know what fruits and vegetables your family likes and make them available. Add fruits and vegetables to baked goods for desserts, breads, and treats with extra nutrition.

Buy some colorful fruits and vegetables—fresh, frozen, or canned

- canned beans
- orange juice
- canned vegetables & tomato products
- applesauce
- fresh vegetables to keep on hand
(celery, onion, cabbage, carrots, potatoes)
- fresh fruits to keep around
(apples, oranges, bananas)

Discuss that canned beans are convenient and just as nutritious as dried—good fiber source, protein, folate. Mention canned tomato products may help decrease risk of cancer. These are convenient, inexpensive canned foods that offer great nutrition. If concerned about sodium, rinse beans and buy reduced sodium tomato products. Discuss ways to use fruits in baking—applesauce, grated carrot or zucchini, mashed banana.

(Optional: Have some bean dishes or muffins with carrot/applesauce/oats, etc. for people to taste. Try to use some muffin mixes from “Build A Base” groceries.)

▲ PICK PRIME PROTEIN

Prime protein picks are those that are lower in fat. You’ll need 2-3 servings of low-fat dairy foods like milk, yogurt, and cottage cheese. Try using dairy products in cooking and baking to add extra nutrition. Lean beef, chicken, pork, and turkey make good ingredients and sandwich fillings. Eggs are a good, lean source of high quality protein. Dry beans and peas are also prime protein picks.

Pick up some milk, cheese, cottage cheese, or yogurt

- skim, ½ or 1% milk for drinking, cereal, and cooking
- part-skim mozzarella for pizzas
- low fat cottage cheese in lasagna or tuna salad or on a tomato
- yogurt for a breakfast on the go

- keep eggs on hand for baking and quick meals like omelets
- look for a good buys in lean meats to put in one-dish meals
- have a supply of sandwich fillings—a little of the real thing goes a long way here
- peanut butter
- pimiento cheese
- tuna salad
- egg salad

TOP IT OFF

Cooking with Pyramid Power means adding flavor without too much fat or added sugar. Most of us are looking for ways to make fewer calories deliver more nutrition. Sometimes, you may need to use a little of the real thing. For some foods, like cheese or salad dressings, try reduced-fat instead of fat-free. You may want to try a $\frac{2}{3}$ to $\frac{1}{3}$ “reduced to real” ratio. Make your sweet treats count by cooking with fruits, vegetables, and low-fat dairy ingredients in muffins and pies like banana cream or sweet potato. Try using $\frac{1}{3}$ less sugar in your recipes. Try different ways to find the ones that help you “trim your tip.”

Get some flavorful foods to help keep you from being “tip-heavy:”

- low & reduced-fat salad dressings
- flavorful cheeses like bleu, feta, Gouda, and cheddar
- flavored vinegars, like apple cider vinegar
- cooking sprays flavored with garlic, lemon, or olive oil
- spices like garlic powder, oregano, chili powder, cinnamon, or nutmeg
- sugar, brown sugar, & honey

Make a Grocery List and Meal Plan—Give participants time to “shop” in your grocery display and make a weekly meal plan.

Distribute extra grocery lists and record this number.

Before You End Lesson # 3:

Next Time: Activity You Can Live With



Lesson At A Glance—Lesson #4 (1 hour)

~ **Personal Pyramid Profile (PPP)**—
What Do You Do?
~ **Activity You Can Live With**

I. INTRODUCTION (5 MINUTES)

II. PERSONAL PYRAMID PROFILE— WHAT DO YOU DO? (15 MINUTES)

Help participants complete a *Personal Pyramid Profile* for physical activity.

III. ACTIVITY YOU CAN LIVE WITH (15 MINUTES)

Review the pyramid approach to activity with four levels:

- 1 Activate Your Life
- 2 Walk A While
- 3 Build Some Strength
- 4 Activity Breaks.

IV. LOCAL WAYS TO GET MOVING (20 MINUTES)

Invite presenters from local fitness and recreation spots to present and set up exhibits. Have information on local walking trails, water aerobic classes, etc.

V. WRAP-UP (5 MINUTES)

Ask participants to make notes on the worksheet inside the CATSkills booklet. Next time discuss *Time to Be Well* and do program evaluation. Collect yellow copies of form: “*Personal Pyramid Profile—What Do You Do?*”

Before the Lesson

- Read background information from the WWW Resource Notebook on Physical Activity
- Run the Exclusive, “Get Moving Kentucky,” included in this packet

Materials Needed

For each participant:

- “Personal Pyramid Profile—What Do You Do?” (form)
- CATSkills booklet—Activity You Can Live With
- pen or pencil

For the Leader

- Background reading from the WWW Resource Notebook:
 - Physical Activity section: resources from CDC and NIH
- Overhead projector and transparencies
- Lesson outline

Lesson #4 Outline

- ~ Personal Pyramid Profile–
What Do You Do?
- ~ Activity You Can Live With

PPP.pa Overhead #1

I. Introduction

- CATSKILLS Overview
- This lesson is Activity You Can Live With
- We'll develop a Personal Pyramid

Profile–What Do You Do? This will compare physical activity levels to recommendations. We'll talk about some of the benefits of physical activity and some exciting new research about exercise and living longer, healthier lives. Also, we'll review ideas for how to get everyone moving.

II. PPP–What Do You Do?

Distribute forms: “Personal Pyramid Profile –What Do You Do?”



Explain the reason for the *tear-off form*:

UK research project: Ask participants if they would be willing to help UK with a nutrition research project by giving a copy of their PPP to the CEA. Explain that this information will remain anonymous. The data collected will be used to assess the activity needs of Kentuckians and to help CES develop more relevant educational programs. Very few states have good information on what the physical activity level is in their state. Their participation in this project will help UK in its effort to become a top research institution.

You can help us develop programs to better meet the needs of our state by participating in this project. Thanks!

Ask participants to use the “memory jogger” to write down typical activities for a week day and weekend day.

III. What is Activity You Can Live With?

It's being more active during your day. It will help you feel better and get more done. It's making time to enjoy nature on a regular basis. It's getting stronger—muscles, heart, and mind.

New research shows that you can significantly improve your health by working just a few minutes of activity into your daily routine. This is very good news. Now you can enjoy activities like gardening or nature walks and know that they are good for your health. You can make housework your workout. Even fidgeting seems to help people stay fit.

See if this sounds familiar: You get in your car and drive to work, you sit at a desk all day, you get in your car and drive home, you sit and watch TV. You feel tired and stressed because you don't get things done. *If this sounds like you, Activity You Can Live With may be the most important part of your way to wellness.*

PPP.pa Overhead #2: Activate Your Life

Most of us don't need to be as physically active as our ancestors to accomplish our daily duties. Appliances, grocery stores, and cars help us have more time to do what we want to do. Look at your “Personal Pyramid Profile for What You Do.” Start by considering how often you are active around the house. Do you regularly go up and down stairs, carry laundry, run the sweeper, clean out closets, or move boxes? These housework duties will help keep you in shape. Think about how you get to work. Could you park further and walk to the office in 10 minutes?

PPP.pa Overhead #3: Walk a While

Walking is probably the most popular form of fitness because you can do it while you do other things. Do you need some quiet time by yourself? Would you like to listen to some music? Walking is ideal for a little time to yourself and enjoying some tunes. Walking gives you something most of us need—time to think. Is there something you need to talk over with someone at work? Do it over a walk. Is there a friend or neighbor you'd like to see more often? Schedule a regular time to

walk. On the weekends, make time to get out and enjoy nature. Kentucky State Parks and nature preserves are just some of the places we can go to see the Commonwealth. Walking is good for your health–mind and body.

PPP.pa Overhead #4: Build Some Strength

Building and keeping strong muscles and bones is important for people of all ages and sizes. All of us need good aerobic fitness to be able to enjoy life to the fullest. If you have been inactive, you might want to start with a stretching, toning, and body awareness routine. Something you can do in front of the TV or when you wake up. Movement with “weight-resistance” (like weight machines or hand weights) helps maintain bone strength and muscle mass. You can also build aerobic strength by regularly raising your heart rate with aerobic exercise. Building strength in your muscles and aerobic capacity can make you feel much more fit, and ready to enjoy your life.

PPP.pa Overhead #5: Activity Breaks

Do you work at a desk or computer? Do you watch television or read books? If you do, you might be able to work activity breaks into your routine. The goal here is to not sit still more than 30 minutes at a time. Try to stretch or walk for a few minutes at least twice an hour. Activity can be part of a trip to the restroom, copy machine, or mail room. It can be a trip downstairs to visit with a friend. Give yourself a break.

IV. LOCAL WAYS TO GET MOVING (20 MINUTES)

Invite local representatives of fitness or wellness centers to present or exhibit at this lesson. You can have exhibits from local facilities, information about local walking tracks and programs, information about nearby Kentucky State Parks—including maps of the walking trails, information about lessons in golf, dancing, water aerobics, etc. Allow about 20 minutes for guest presentations or exhibits about local ways to get moving.

V. Wrap-Up (5 minutes)

Ask participants to make notes on the

worksheet in the CATSKILLS booklet.

Before You End Lesson #4:

- Ask how many now think it will be easier to be active. Record #
- Collect yellow copies of form, “Personal Pyramid Profile - What Do You Do?”
- Next time will learn about “Time to Be Well” and evaluate the program

Lesson At A Glance–Lesson #5

(1 hour)



~ Time to Be Well

I. INTRODUCTION (5 MINUTES): Review CATSkills–Time to Be Well is the last lesson in the series.

II. TIME TO BE WELL (30 MINUTES): Participants will learn about the

III. ACTIVITY (OPTIONAL - 20 MINUTES): Opportunity for participants to make “worry beads” or a “worry woman.”

IV. PROGRAM EVALUATION (5 MINUTES): Ask participants to complete the WWW Feedback Form

Before the Lesson

- Optional: get materials for making worry beads or a worry woman
- Review *Time to Be Well* in CATSkills booklet

Materials needed

For each participant:

- CATSkills booklet
- Pen or pencil
- Optional activity supplies
- WWW Feedback Form

For Leader:

- Time to Be Well presentation transparencies (on the WWW Web page, B&W printout in this packet)

Lesson #5 Outline

~Time to Be Well

I. INTRODUCTION (5 MINUTES)

- **TTBW Overhead #1:** Overview CATSkills.

This lesson is Time to Be Well

This time will conclude program. As for evaluations, we will make contact in 6-months with a follow-up evaluation.

II. TIME TO BE WELL (30 MINUTES)

- Refer to the fact sheet.



Review the RESEARCH SPOTLIGHT

One of the most important recent discoveries of health research is the evidence that “mind over matter” has some scientific basis. We now recognize the importance of chemicals in the brain called “neurotransmitters.” These chemicals include things you may have heard about, such as serotonin. We have recently learned what an important role these brain chemicals play in the behavior of humans. This research has resulted in many new prescription drugs for conditions such as depression, anxiety, and obesity. Serotonin is known to affect moods and behaviors, such as eating and sleeping. It affects eating, in part, through its influence on appetite. But perhaps the most exciting implication is that people in generally good health, who do not need medications, seem to be able to positively change mood and behaviors through their own thoughts and actions. Positive thoughts and actions may promote behavior changes, in part, through an influence on serotonin levels.

TTBW Overhead #2: World View

Your response to events in life is a matter of choice. Your thoughts are under your control. You choose how you react to a given situation. This fact serves as the basis for cognitive therapy.

TTBW Overhead #3:

You Can Improve Your Sense of Well-Being

Researchers agree that you can positively change your sense of well-being by:

- * engaging in regular physical activity
- * thinking positive thoughts

* managing your emotions

* coping with stress effectively

TTBW Overhead #4:

Looking at Thought Patterns

Sometimes we worry without purpose.

Certainly some amount of worry encourages us to do what we need to do. But “rumination” without resolution or action is seldom productive. Try to forgive and forget, especially with yourself. Many people, and women in particular, are very harsh self-critics. It is important to make decisions about what thoughts or behaviors you would like to change. Then consider whether you are willing to make those changes.

For example, if you want to lose weight you will need to change your eating and activity behaviors. Try to find changes you are comfortable making and go slowly. If you are not willing to change your eating or activity patterns, then you need to try to accept yourself at your current weight. No good will come from continually telling yourself you need to lose weight. If you are able to focus on a goal of better health, rather than weight loss, you may succeed.

One way to check your thought patterns is to keep a log of “automatic” thoughts. This will help you see if you are thinking negatively. By learning to rethink your thought response to different types of events, you can reshape your attitude. This in turn, will help you be in a better mood, have more energy, and enjoy a greater sense of well-being. Good mental health is a part of the way to wellness. Take heed of current research on how thoughts affect behaviors. And remember, “you feel how you think”.

TTBW Overhead #5: Taking Time to Be Well (Review list in CATSkills booklet.)

TTBW Overhead #6: Summary

Emphasize role of environment, genes, and habits. All of these things take time, in a world where time always seems to be lacking. But taking time to slow down and take care of yourself is an important part of staying well. As recently as 50 years ago, our ancestors had little time for recreation. They were much more

physically active and had strong ties to family and community. Today we have the luxury of choosing our activities and, in some cases, our company. Take advantage of what the world has to offer by taking time to be well.

III. OPTIONAL ACTIVITY

- **Make some worry beads or a worry woman.**

???

IV. PROGRAM EVALUATION (5 MINUTES):

Ask participants to complete the WWW feedback form

Before You End Lesson #5

- Collect feedback forms
- Encourage participants to look at their notes on the worksheet in the CATSkills booklet
- What behaviors will they change?
- Get addresses/phone # for 6-month follow-up evaluation

FOLLOW-UP EVALUATION

Plan to do a follow-up evaluation 6-months after this date. Mark it on your calendar and plan to do either telephone calls or mail postcards to participants. See the 1999-2000 Food & Nutrition Packet (October 1998) for helpful hints on follow-up evaluations.

PROGRAM PLANNING, EVALUATION, & REPORTING RESOURCES

WHAT TO REPORT

Background

- Collect data on health issues of local importance:
 - Ask a contact at local health department about priorities for community programs on diet, activity, and health
 - Contact local physician offices and hospital educators to get their opinion on local health education needs
 - Consult *Health Behavior Trends: Kentucky Lifestyles 1994-96*

This reference from the Ky. Department for Public Health should be available in each county

CES office. It contains the results of the Behavioral Risk Factor Survey for Kentucky. Statistics on sedentary lifestyle, overweight, and fruit and vegetable consumption are available in this reference for each Area Development District. Consider using these percentages as baseline figures for reporting.

- What other programs in your county/area provide wellness education?
- If none, you are filling an unmet need.
- If so, what fee do they charge? Use this figure for comparison.

From Lesson #1:

- Total number of participants
- Number who say they have previously compared diet to FGP (tells us if this was a new and unique activity for them)
- Number who say they learned something new about their diet and the FGP (knowledge change related to diet and health)
- Number of PPPs sent to UK for diet research project

From Lesson #2:

- Number who learned something new about a healthy weight (knowledge change related to diet and health)

From Lesson #3:

- Number of grocery lists distributed (aspiration to change shopping behavior)

From Lesson #4:

- Number who say it will be easier than they previously thought to be active (opinion on difficulty of changing physical activity behaviors)

From Lesson #5:

- Information from WWW Feedback Form:

HOW TO REPORT

- If you had partners for this program, use PAC #450 and the priority indicator for joint programs with non-CES organizations for comprehensive health maintenance.
- If you offered the program through CES only, use PAC # 410 or #430 and the priority indicators for balanced diet, fat/fiber, or personal health.

If you write a bullet:

- * include the key word “wellness”
- * state the significance of wellness programs to you clientele using background resources listed above
- * report number of program participants (beginning and end)
- * information collected at each lesson as listed above to assess changes in knowledge, opinions, skills, or aspirations
- * include follow-up data on reported practice changes six months after completion of the program
- * using local cost comparison figures try to estimate to dollar value of program impact (see the 1999-2000 F&N Packet for further references and an example)
- * detail the impact of the program on social, economic, or environmental conditions in your county
- * include quotes or success stories

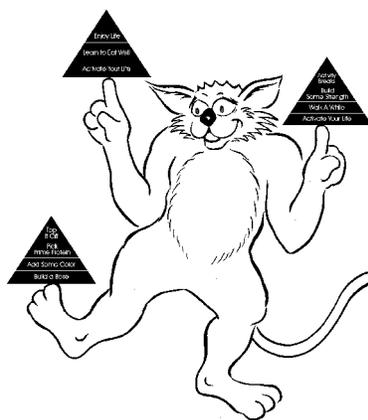
Send yellow copies of Personal Pyramid Profiles for diet and activity to:
Janet Tietyen, 234 Scovell Hall, University of Kentucky, Lexington, KY 40546-0064

- 🐾 Janet will search bullets, summarize related PAC codes, and collect information from as many counties as possible!
- 🐾 The Wildcat Way to Wellness will be a featured UK-CES program for 1999-2003—and perhaps beyond.
- 🐾 In the year 2000, WWW will go interdisciplinary with components from 8 UK Specialists in Family & Consumer Sciences.
- 🐾 Data from a comprehensive, statewide UK-CES program from Family & Consumer Sciences will allow us to assess our impact more clearly.

Resources & References

- ① Penn State Nutrition Center Pyramid Packet
- ② University of California - Davis
- ③ USDA, The Food Guide Pyramid, Home and Garden Bulletin No. 252, 1992.
- ④ USDA, Using the Food Guide Pyramid.
- ⑤ University of Kentucky CES, 1999-2000 Food & Nutrition Packet for Program Planning, Evaluation, & Reporting, 1998.
- ⑥ Kentucky Department for Public Health, Kentucky BRFSS Data, 1994-1996.

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Feedback From You...

Now that you have completed the 5-lesson series:

- 🐾 Personal Pyramid Profile for What You Eat
- 🐾 Personal Pyramid Profile for What You Do
 - The Pyramid Plan for a Healthy Weight
- 🐾 Cooking with Pyramid Power
- 🐾 Activity You Can Live With
- 🐾 Time to Be Well

- 1) What were the 3 lessons you liked the best? Why?

- 2) How could the other 2 lessons be improved?

- 3) Tell us what eating or activity behaviors you have changed as a result of attending The Wildcat Way to Wellness.

- 4) What could we add to the program that would make it easier for you to make some changes?

- 5) The last thing I want to say is...