

LESSON PLAN

Title Weight Management
Target Audience Women (>25 years old)

Name _____
Method _____

<p>Terminal Objective Learners will identify the role of food and exercise in weight management. They will evaluate their health according to current weight guidelines and set goals as needed. They will describe ways in which they can create a lifestyle—individually and as a family—which is conducive to a healthy weight.</p> <p>Domain <u>Cognitive</u> Taxonomic Level <u>Application</u></p>	<p>Terminal Concept Weight management is a complex topic that is best conquered through mastery of serving sizes and physical activity. Healthy weight is not a one time goal, but a lifestyle aspiration that should be worked towards continuously.</p>
<p>References win.niddk.nih.gov/statistics/index.htm#preval www.shapeup.org www.lowcarb.ca/articlesa/article218 www.kraftcanda.com www.cdc.gov</p>	
<p>Preparation</p>	
<p>Pre-assessment Interest was expressed upon coming to the presentation. The first discussion regarding the growing problem of obesity will be a good indicator of the knowledge known by learners. Pre-assessment can be taken visually by surveying the learners and mentally noting their weight status.</p> <p>Assessment (evaluation) Having learners record goals to help achieve healthy weight according to the information provided. Having learners follow through with those goals.</p>	<p>Introduction Give learners a writing utensil and a piece of paper. Instruct learners to walk by the food display and write down an estimate of how many cups or ounces of each food item are on the plate. Have them keep their sheet of paper to be used later in the class. This activity is done at the very beginning of the meeting/presentation while people are starting to come. We are not giving them time during the presentation to complete this so it is important that you greet them at the door with a piece of paper and writing utensil and have them do this activity immediately.</p>

Supporting Objectives	Content Outline	Time	Learning Experience (Activity Outline)
<p>Learners will evaluate the social and health problems regarding obesity.</p>	<p>Obesity is a growing epidemic in America. Studies have shown obesity is related to many diseases including heart disease, hypertension, some cancers, diabetes, and many others. Obesity is also a social issue. Overweight individuals tend to have a lower self-esteem, be less likely to receive certain jobs or promotions, and are often depressed. Listed below are some statistics regarding obesity.</p> <ul style="list-style-type: none"> ▪ Approximately 300,000 adult deaths in the United States each year are attributable to unhealthy dietary habits and physical inactivity or sedentary behavior. ▪ Nearly 2/3 of US adults are overweight (BMI \geq 25). ▪ Nearly 1/3 of US adults are obese (BMI \geq 30). ▪ Less than half of US adults have a healthy weight (BMI \geq 18.5 to $<$25). ▪ There has been a steady increase in the prevalence of overweight and obesity. 		<p>Open the class with a discussion regarding the affects of obesity—both the social and health repercussions. How are overweight individuals perceived? How does society treat an individual regarded as overweight? What things—playing with children, walking up stairs, hiking, etc—become difficult when overweight? Bring in some of the statistics located in the content section. Stress the idea that obesity is on the rise and help learners realize what a huge problem it is becoming in society. Encourage learners to take action and to focus on things during the presentation which would be beneficial to them in maintaining or achieving a healthy weight. Also stress the importance of starting healthy weight management while still young—good to know for their kids.</p>
<p>Learners will be able to calculate their own Body Mass index (BMI).</p>	<p>BMI is a measurement of the relationship between weight and height. It is one of many tools used to assess weight status. It does not take into account body composition or genetics, but can be a good initial guide for realizing weight status. It is calculated one of two ways:</p> <p>1) <u>weight (pounds) * 703</u></p>		<p>Display overhead #1. Present the overhead containing the two BMI formulas. Have the learners refer to the BMI calculations. Discuss what BMI is. Explain to learners that these are the formulas Dietitians use to calculate BMI.</p> <p>Display overhead #2. Enlighten learners that by using the formerly displayed equations individuals created this chart. So they are lucky because they will be able to just look at a</p>

<p>Learners will evaluate their current health status according to their BMI category. They will choose a weight target goal that coincides with a healthy BMI and describe ways to achieve that goal.</p> <p>Learners will be able to identify calories as the key component of weight management.</p>	<p style="text-align: center;"> $\frac{\text{weight (kg)}}{\text{height (m)}^2}$ </p> <p>The number obtained from the above formula can be compared to a range indicating weight status.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><u>BMI</u></th> <th style="text-align: left;"><u>Weight Status</u></th> </tr> </thead> <tbody> <tr> <td>≥18.5</td> <td>Underweight</td> </tr> <tr> <td>18.5-24.9</td> <td>Healthy</td> </tr> <tr> <td>25-29.9</td> <td>Overweight</td> </tr> <tr> <td>>30</td> <td>Obese</td> </tr> </tbody> </table> <p>Calories In – Calories Out = Weight Gain or Weight loss. This is the formula that drives everything else. Weight isn't prejudice against protein, fat, carbohydrates, or sugar. It doesn't matter if you walk, job, or swim. The bottom line is calories. Often times those "fat-free" items will contain more calories—due to extra sugar—than other foods. Fat and sugar may increase the amount of calories ingested, but fat and sugar alone are not the main concern.</p>	<u>BMI</u>	<u>Weight Status</u>	≥18.5	Underweight	18.5-24.9	Healthy	25-29.9	Overweight	>30	Obese	<p>chart instead of using the formulas to locate their BMI. Remind them that every individual is different and this exercise is merely a way to help them understand and gauge where their weight status currently is so that they may use that information to make goals for themselves (i.e. lose weight, maintain weight, gain weight).</p> <p>Display Overhead #3. Have learners evaluate their weight status according to the chart on the overhead. Explain that the goal is to be within the healthy BMI category. Being over or under that range may lead to increased health risks. Have learners identify mentally what their current weight status is. Encourage learners who fall in the healthy category to listen throughout the presentation for ways to keep themselves in that category. Encourage learners who might not fall in the healthy category to listen for ideas that may help them achieve a goal of healthy weight.</p>
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<p>Learners will be able to state their caloric intake need according to MyPyramid tracker. This will be used as a reference point not a tool for keeping track of calories.</p>	<p>Calories are the main concern.</p> <p>MyPyramid.gov is an excellent resource for anyone wanting more information regarding a healthy diet. One component of mypyramid.gov is MyPyramid tracker which will outline an individual goal for caloric intake and individual goals for ingestion of various food groups. The goal is not to start counting calories. However, it is helpful to identify a range in which to aim for everyday. This should give learners a reference point to keep in the back of their minds.</p>	<p>Display overhead #4. Instruct learners to go to the site mypyramid.gov when they go home. Stress the usefulness of this site in achieving weight goals. Show an overhead illustrating the MyPyramid home page. Point out the My Pyramid Plan box located in the upper right hand corner. Explain the information needed in this box.</p> <p>Display overhead #5. Put up the overhead containing the page of information that learners will find after submitting their individual information. Bring attention to the estimated amount of calories needed towards the top of the page. Make clear that the goal is not for them to start counting every calorie from the foods they consume, but instead this exercise is aimed at merely giving learners an idea of how many calories are appropriate for healthy living. Mention that those attempting to lose weight will want to consume fewer calories than recommended, but continue to aim for variety of food groups in the diet.</p>
<p>Learners will compare estimated cup and ounce equivalents to actual cup and ounce portions of food items.</p>	<p>Food labels provide caloric information according to serving size. These serving sizes are given in cup or ounce equivalents. Serving sizes are the key to weight management. There are no good and evil foods only good and evil quantities of foods. Without appropriate understanding of serving sizes weight management will be difficult.</p>	<p>Have food models and plates accessible. Refer to Appendix A for actual cup and ounce sizes. Have learners take out the paper with their food estimates. (Refer to the introduction activity.) Instruct them to mentally note how far or close they were to the actual amount. Hold up each food item individually and tell learners how many cups/ounces it contains. Most learners will probably not have estimated correctly. Assure them that estimating is difficult and takes practice to accomplish successfully. However, stress the importance of this skill in weight</p>

<p>Learners will be able to estimate cup and ounce equivalents of various food items using the ‘rule or thumb’ method.</p>	<p>Estimation of cup and ounce equivalents is difficult and therefore some easy strategies are helpful. The rule of thumb method translates cup and ounce amounts into everyday visuals such as a fist, tennis ball, deck of cards, etc. that can be more easily remembered.</p>	<p>management. Encourage learners to adopt one of the estimation strategies—that will be discussed next—to assist them in consuming appropriate serving sizes.</p> <p>During this discussion show them what to do with their hands by demonstrating it with your own. Say: Everyone hold up a fist in the air. This is equivalent to 8 oz or 1 cup of a beverage. Now everyone cup both hands and put them together. This is the same as 1 cup of things such as breakfast cereal, chili, rice, etc. One hand cupped would equal about ½ cup rice, pasta, etc. Now everyone look at the palm of your hand. When it comes to meat, the palm of your hand is about the size of a 3 oz serving. Lastly, two thumbs side by side is equivalent to about 1 Tbsp of dressings or condiments. Assure learners that learning these simple tactics can become valuable in estimating serving sizes. Inform learners that there is a handout outlining this method that can be obtained at the end of the presentation. (Handout #1)</p>
<p>Learners will be able to estimate cup and ounce equivalents using the eyeball method.</p>	<p>The most precise way of knowing exactly how much food and how many calories are being eaten is to look at the Nutrition Facts label and then measure out that amount of food. However, this is very impractical and not very enjoyable. Having noted that, there is something to be said about taking a day to “eyeball” servings and get an idea of what they look like once and for all. This only needs to be done once for</p>	<p>Bring out the cereal and bowl. Show and explain the eyeball method using the cereal and bowl...</p> <ul style="list-style-type: none"> ▪ Check the label ▪ Fill a measuring cup with the appropriate portion size ▪ Empty it onto a plate ▪ Take a good look—how much of the plate is covered, what does that amount of food look like?

<p>Learners will describe techniques they can use in controlling portion sizes at home, restaurants, and the supermarket.</p>	<p>major benefits to be achieved. Knowing what cup and ounce servings look like on a plate can be very valuable when it comes to serving sizes and it doesn't take long to get a feeling for it. Keeping serving sizes in mind allows for eating favorite foods in moderation, without adding lot of extra pounds.</p> <p>Practice and paying close attention are the keys to mastering serving sizes. Using the above methods, and other techniques, can be very helpful. Here are some ideas to consider at home, at restaurants, and at the supermarket.</p> <p>At Home:</p> <ul style="list-style-type: none"> ▪ Smaller dishes ▪ Serve up the plates in the kitchen instead of everyone serving themselves. Don't go into the kitchen for seconds. ▪ Separate leftovers into portion controlled amounts. Put all leftovers away quickly. ▪ Never eat out of the bag or carton <p>At Restaurants:</p> <ul style="list-style-type: none"> ▪ Ask for only half the regular portion. It's ok if it doesn't seem cost effective, your body will thank you later. ▪ Ask for a doggie bag right away. Eyeball the appropriate portion amount and put the rest away. 	<p>Inform learners that there is a handout outlining this method that can be obtained at the end of the presentation. (Handout #1)</p> <p>Ask the learners if they have any ideas that might help them manage portions appropriately. Give them a few examples to help them start thinking. Have them mentally commit to trying one of the serving methods—rule of thumb or eyeball—and one of the techniques of controlling portion sizes. Stress the importance of portion sizes, once again, in maintaining a healthy weight.</p> <p>Inform learners that there is a handout outlining these ideas that can be obtained at the end of the presentation. (Handout #2)</p>
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<p>Learners will be able to access ounce and cup size equivalents according to the general rules and charts located on mypryamid.gov.</p>	<ul style="list-style-type: none"> ▪ When at a buffet, survey all the options before making a selection. If lots of things look appealing choose small amounts of them all so that together they consist of an appropriate portion size. ▪ Have dessert if appealing...but share! <p>At the Supermarket:</p> <ul style="list-style-type: none"> ▪ When it comes to mini-snacks make sure you realize how much you are really eating. ▪ Individually packaged foods are great, even if they are a little bit more money. ▪ Instead of ice cream in a carton, choose ice cream sandwiches or other choices that are packaged individually. <p>For each food group MyPyramid.gov has “What counts as an ounce equivalent of...” and “What counts as a cup of...” Reviewing these charts can be useful as a point of reference.</p>	<p>Remind learners to visit mypyramid.gov. Inform them that one of the useful tools they will find are ounce and cup equivalent charts for each food group. They can access these charts by following these steps.</p> <ul style="list-style-type: none"> ▪ Log on the internet to mypryarmid.gov ▪ On the left hand side click “Inside the pyramid” ▪ Click the food group—on the right hand side—that is of interest ▪ On the right hand side choose “What counts as an ounce” or “What counts as a cup” depending on the food group. <p>Stress to learners the benefits of knowing these simple rules. Inform learners about the</p>
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<p>Learners will be able to explain how all foods fit with moderation.</p>	<p>Calories In – Calories Out = Weight Gain or Loss. It is not a matter of what is eaten as much as it is a matter of how many calories are eaten. There is no need to restrict the diet of any one particular food as long as serving sizes are considered. There is a place for every food in moderation.</p>	<p>handout available with web access information (Handout #3)</p> <p>Ask: “Think of some of your favorite foods that you might consider as ‘bad’ foods. By a show of hands how many of you want to give up eating that food forever.” Assure learners that never eating another dessert or piece of chocolate is not the goal. The goal is to restrict caloric intake. Make them aware that they should never feel guilty about eating a particular food. Restricting a food completely from the diet often only leads to craving that food more. Remind them to strive for a balanced diet—one that includes fat and sugar as well as all those items thought of as ‘good’—and take the knowledge of serving sizes with them when consuming any type of food. Even fruits, vegetables, grains, and meat if consumed in excess will cause weight gain. Appropriate serving sizes is the goal of weight management they should be striving for.</p>
<p>Learners will describe ways in which they enjoy being physically active. They will use those activities as the foundation for meeting their physical activity needs.</p>	<p>Calories In – Calories Out = Weight Gain or Loss. We are now turning our focus to the calories out part of this equation. Human beings are constantly burning calories throughout the day. Calories are being burned even as people sleep. However, just burning these basic calories is usually not enough. <i>It is estimated that without changing diet or physical activity habits individuals will naturally gain about 1 pound every year after the age of 30 due to decreased metabolism.</i> The goal is to have calories in = calories out so that no weight change takes place. (Unless you are</p>	<p>Ask: What types of physical activities do you enjoy doing. Listen to the responses. Remind learners that running and walking are not the only types of exercise that can be used to burn calories. Encourage them to find activities they enjoy doing and use those activities as the foundation for meeting physical activity needs.</p>

<p>Learners will be able to state physical activity recommendations given by various organizations and understand the purpose of those recommendations.</p>	<p>trying to gain or lose weight. Then tip the equation whichever way creates an ideal situation.) Physical activity is most likely needed for this to occur. However, calories can be burned through a variety of ways so individuals should choose ways that are enjoyable to them and that can be easily incorporated into their life style.</p> <p>Keep in mind that reducing calories is the single most important thing an individual can do in achieving weight management. Nevertheless, combining reduced caloric intake with physical activity is even more beneficial. There are three different recommendations that are used most frequently when considering how much exercise is enough; the Surgeon General, the National Academy of Science Institute of Medicine, and the 2005 Dietary Guidelines. All of these recommendations vary slightly and have different reasons for physical activity. However, overall it can be suggested that 30 minutes of physical activity most days of the week is recommended. That will reduce the risk of chronic disease. Most everyone agrees 60 minutes is needed to inhibit gradual weight gain and manage body weight. Weight loss through physical activity depends on the caloric intake, but often an individual might need 60-90 minutes of physical activity each day to achieve and sustain weight loss.</p>		<p>Review the recommendations and take questions. Listen to any concerns that learners are having. Assure them that any amount of physical activity they are doing will be beneficial, even if it is not for 30 minutes. Advise them never to start any physical activity program without first consulting their physician. Also encourage them to start out slow, maybe 5 minutes a day, and work up to the 30 minutes. Inform them that the physical activity does not have to take place all at the same time. Three periods of 10 minutes throughout the day is just as effective—in terms of weight management—as it is to do 30 minutes all at the same time. Finally, let them know that when it comes to calories it is the distance more than the time that is the issue. Walking five miles or running five miles will burn the same amount of calories, walking will just take longer than running.</p>
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<p>Learners will be introduced to and will be able to describe what Shape Up America is and how to access information pertaining to the program.</p>	<p>“The purpose of Shape Up America! is to educate the public on the importance of the achievement and maintenance of a healthy body weight through the adoption of increased physical activity and healthy eating. By clearly defining obesity as a major public health issue, Shape Up America! is conducting a broad-based education initiative to encourage sensible eating and increased physical activity in all individuals and a modest weight loss in overweight individuals that can be maintained over time. With the ultimate goal of stimulating behavior change, Shape Up America! is focusing on redefining weight management by encouraging increased physical activity and healthy eating for all Americans. Shape Up America! encourages small lifestyle changes that provide immediate health dividends, such as lower blood cholesterol levels.”</p>	<p>Inform learners about the Shape Up America program. Enlighten them to its purpose, benefits, and resources. Instruct them on how to access this information.</p> <ul style="list-style-type: none"> ▪ Log on to the web and visit www.shapeup.org ▪ On the top click the red box entitled Shape Up! ▪ On the left hand side click the box Shape Up and Drop 10 <p>Inform learners that the entire website contains useful information, but the shape up and drop 10 icon outlines some key concepts, answers many questions, and takes users through the Shape Up program. Inform learners that there is a handout available containing the web access information (Handout #3).</p>
<p>Learners will be able to state and apply simple, everyday acts that can be used to overcome barriers to physical activity. They will choose some activities that they can incorporate into their daily lives to create a healthier lifestyle.</p>	<p>Physical activity isn't something that should be incorporated as a side aspect of life. It should be used to create a lifestyle that is active and healthy. Simple activities that are done everyday can add up quickly to increase energy expenditure.</p>	<p>Have all the learners stand up. Instruct them to start doing calf-raises. Continue with the discussion while everyone continues calf-raises. Ask learners to share some ideas they might have pertaining to physical fitness. Ask them for simple ideas that they can do everyday that will enable them to incorporate one more aspect of physical fitness into their daily lives. Be sympathetic to the fact that many individuals do not feel they have the time to dedicate to physical activity, but assure</p>

<p>Learners will state realistic expectations for weight loss/gain.</p> <p>Learners will evaluate their family's weight management needs, using the information they have received, and state ways in which weight management can be achieved through a family approach.</p>	<p>Many advertised weight loss supplements claim to help people lose enormous amounts of weight each week. This is not healthy and should not be expected by the average person attempting to lose weight. Weight loss should not be more than 1-2 pounds per week. Anything more than this usually indicates unhealthy eating patterns. The process will be slow, but the rewards will definitely be worth it. If weight is lost too quickly it is often regained quickly as well. The goal is to create a lifestyle that will last throughout the years, thus keeping excess weight off indefinitely.</p> <p>When it comes to weight management the entire family should get involved. No one needs to be singled out for weight loss and made to feel inferior. Weight management is a continuing life goal, one that should start when young and continued throughout life. Childhood obesity is on the rise, and it is</p>	<p>them that there are many simple things they can take part in each day if they will consciously make an effort. Things such as doing calf-raises while brushing your teeth or talking will help burn a few extra calories. Discuss a few of the concepts out loud listed on the handout Suggestions for Overcoming Physical Activity Barriers.</p> <p>Inform learners that there is a handout outlining these ideas that can be obtained at the end of the presentation. (Handout #4)</p> <p>Stress the importance of starting weight management when kids are young. Make sure parents realize that the children shouldn't feel as if they are on a diet, they should feel as if they are creating a healthier life. Precise calorie counting should not take place and parents should not stress constant dieting. The most important things that parents can do to</p>
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	<p>up to parents to provide an atmosphere of healthy living for the children to grow up in. Shape Up America has some great ideas for family fitness. This is an excellent opportunity to increase family relationships and start creating healthy lifestyles simultaneously.</p> <p>Here are some goals and suggestions from Dr. Koop—the former Surgeon General—on how to prevent childhood obesity.</p> <ul style="list-style-type: none"> ▪ Set daily and weekly goals for healthy eating and activity that your family will support and enjoy ▪ Schedule regular times for activity throughout the week ▪ Keep a log of your family activities and record them each day ▪ Take time to recognize and reward positive changes in behavior in every member of the family 	<p>create a healthy family is to provide nutritious meals and encourage physical activity. Instruct learners how to obtain tips regarding family fitness from the Shape Up America website and encourage them to follow Dr. Koop’s suggestions. Make available handouts containing tips for getting your family on track.</p> <p>Inform learners that there is a handout outlining these ideas that can be obtained at the end of the presentation. (Handout #5)</p>
<p>Closure</p> <p>Have learners write down two suggestions regarding weight management that they would be willing to incorporate into their lives. Advise them to get together with a friend or group and work together in achieving their goals.</p>		