A New You: Health for Every Body

Lesson 2 – Goals & Reflections

Goals and Objectives:
1. Increase skills in self-reflection and journaling to improve health.
2. Increase awareness of eating styles and triggers to eating.

Handouts:
- Audience Notes (create from Lesson 2 Slides)
- Class Guidelines (developed in Class I, template in Lesson 2 handouts folder)
- Journaling for Health (handout 2:1)
- Summary of Eating Styles (handout 2:2)
- Intuitive Eating and A New You (handout 2:3)
- Insights from Intuitive Eating (optional, handout 2:4)
- OYOL Labels (Lesson 2 handouts folder)
- Quick Thoughts (Lesson 2 handouts folder)

Materials:
- Sign-in Sheet
- Name Tags
- Optional: How Full is Your Jar supplies (see script)
- Journals (1 per participant, labeled)
- Intuitive Eating (1 book per participant, labeled)
- Portable stereo and music
- Flip chart or board and markers or chalk (optional: write the WOW on board)
- Computer, Projector, Screen
- Extension Cords
- Feedback sheets from previous lesson

Outline:
- 10 minutes – Welcome, Review Goal Setting
  - 2-10 minutes – Optional: How Full is Your Jar?
- 15 minutes – Self-reflection and Journaling
- 5 minutes – Physical Activity Break: Elastic Bands Chest Pull
- 15 minutes – Eating Styles and Intuitive Eating
- 5 minutes – On Your Own Learning (OYOL)
- 2 minutes – Wrap-up

Words of Wisdom: WOW

“I think life is beautiful . . . but it is not that simple. . . . We all have to weave our own way and . . . find how to be comfortable with ourselves and others.”

Female, early 60’s
Let their voices be heard ©
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Facilitator’s Message</th>
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<tbody>
<tr>
<td><strong>Sign-in</strong></td>
<td>As participants arrive, have them sign in and pick up their name tags and Audience Notes. Play some nice background music.</td>
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| **Slide 1: Welcome** | Welcome back for our second session of A New You: Health for Every Body. This session will focus on eating styles and techniques for self-reflection and journaling.  
I would like to start by introducing myself again and then ask each of you to reintroduce yourself.  
Optional: Last week we brainstormed general guidelines for our class sessions. I have posted them here (point out location) and I have also prepared a handout for each of you.  
Before we review goals and homework, does anyone have anything they would like to share or ask? (Address any concerns, confusion or comments from previous session evaluations.) |
| **A New You: Health for Every Body** |  
Lesson 2: Goals and Reflections |
| **Optional:** | Distribute Class Guidelines and/or post.  
Let group respond. |
Slide 2: Review Goal Setting

Please take out your Readiness for Change and Finding Your Own Way. If you need a copy, please let me know.

As a reminder, we talked last week about setting SMART goals.

- **S** - Specific
- **M** - Measurable
- **A** - Attainable
- **R** - Realistic and Relevant
- **T** - Time Bound (has a time line)

With a partner, share your experiences with the On Your Own Learning assignment.

Would anyone like to share?

Review your goal at least once a week. Concepts shared in these sessions may provide new insights for goals so please revise your goals as you learn. If you would like to review your worksheets and goals with me one-on-one, after class we can set up a time. *(Individual feedback may be helpful for some participants.)*
<table>
<thead>
<tr>
<th>Place a wide-mouth gallon jar filled with large rocks on the front table.</th>
<th><strong>Optional: How Full is Your Jar? (2 to 10 minutes)</strong></th>
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<tbody>
<tr>
<td>Dump some gravel into the jar and shake.</td>
<td>There is a story about an expert who was speaking to a group on time management. One day he used an illustration to make his point. I am going to share this illustration with you.</td>
</tr>
<tr>
<td>Reach under the table and bring out some sand. Dump into the jar and shake.</td>
<td>“Time for a quiz!” he announced. He asked, “Is this jar full?” The students replied, “Yes.”</td>
</tr>
<tr>
<td>Take a pitcher of water and pour it into the jar until it is full to the brim.</td>
<td>He smiled and asked again, “Is this jar full?” The class was catching on and answered, “Probably not.”</td>
</tr>
<tr>
<td>Provide supplies for participants to make their own. Use baby-food or other small jars, aquarium stones or marbles, colored sand and water. Votive candle holders also work without the water. Make labels for each jar, “Take care of the big rocks first.”</td>
<td>Once more he asked, “Is this jar full?” “No!” the class shouted. “Good.” replied the expert.</td>
</tr>
<tr>
<td></td>
<td>He now asked, “What is the point of this illustration?” One eager student answered, “No matter how full your schedule, you can always fit more into it if you try hard enough.”</td>
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<td></td>
<td>“No.” The expert pointed out. “The truth this illustration teaches us is: If you don’t put the big rocks in first you will never get them in at all.”</td>
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<tr>
<td></td>
<td>What are the big rocks in your life? Time with special people? Your faith, education, finances? Your health?</td>
</tr>
<tr>
<td></td>
<td>Put the big rocks in your jar first.</td>
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<tr>
<td></td>
<td>As a reminder souvenir, I have provided supplies for you to make your own “big rocks” jar. At the end of this session, you can make one using a small jar, pebbles, colored sand and water. If you do not have time today, I will bring the supplies to our next session and you can come early or stay late. <em>(If you have time, you can incorporate class time to make the jars. There is a formatted label in the Lesson 2 handouts folder.)</em></td>
</tr>
</tbody>
</table>
The purpose of self-reflection and journaling for this program is to record discoveries, insights and reflections. Research on journaling is limited. However, it does suggest that individuals who express their thoughts and feelings through journaling have the following:

* fewer doctor visits
* fewer symptoms and a greater sense of well-being
* more ability to fight stress, infection and disease
* improved emotional and physical well-being

Throughout this program, I will provide specific On Your Own Learning or OYOL assignments using these journals. The process of self-reflection can be a powerful tool for behavior change. You can follow a process such as the following:

* Set SMART goals, record your goal from your Action Planning worksheet
* Track your progress daily or weekly
* Explore barriers and successes you experience
* Record creative thoughts and ideas
* Promote positive self-talk by highlighting accomplishments and making special notes to yourself

Self-reflection or journaling can take on many different forms. Some people like to write poems, others draw pictures. Another option is to clip items from magazines and tape them in your journal.

This process may be new for some of you. I encourage you to try to use the journal as we go through this program. It can be the key for adopting healthy habits. The handout provides some tips for journaling. Through A New You, I’m hoping not only to provide information, but also to help you learn and practice strategies that you can apply to your individual goals.

Open your journals and record today’s date, time and location. This is recommended each time you make a journal entry. Take a few minutes to record your initial thoughts about journaling—this can be some words or even a drawing.

*(Play some soothing background music and allow about 3 minutes for journaling.)*
Slide 6: Activity Break -- Elastic Band Chest Pull

For our activity break, take out your elastic band. Please stand and spread out. We are going to do the Chest Pull.

1. Sit or stand with your feet hip-width apart. Square your shoulders, contract your abdomen muscles and relax your knees.
2. Loop band around each palm.
3. Extend arms forward, elbows slightly bent.
4. Pull band outwards across the chest. Control your movements and resist the band. Limbs should not be loose.
5. Hold and then slowly return to starting position.
6. Repeat a few times. (At home 10-15 times).
7. Remember to breathe evenly with the exhale at the first or most difficult part. Don’t hold your breath.
8. Always use slow and controlled motions.

How does it feel to get up and stretch, even for just a few minutes? Did anyone use the band since our last session?
Small groups of three brainstorm and report.

Write responses on board.

Distribute Summary of Eating Styles.

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**Slide 7 and Slide 8: Eating Styles**

In groups of 3, *(assign if needed)* brainstorm about what triggers you to start eating. Since many of you will have the same responses, each group will share one response at a time until we have listed them all.

You have shared several common eating styles and triggers. Here are eight categories and their common triggers.

**Distracted Eating** = Eating while doing something else. This might be watching television, working, reading the paper, or driving a car. Distracted eating can lead to chronic overeating and reduces satisfaction.

**Chaotic Eating** = Always too busy for regular meals. This is gulp ‘n go eating, often of foods that are very convenient.

**Refuse-Not Eating** = Eating just because food is there.

**Waste-Not Eating** = Being a card-carrying member of the “Clean Plate Club,” influenced by the value of all-you-can-eat buffets and “super-sized” meal deals.

**Emotional Eating** = When food is used to give comfort. This is often eating in response to an emotion rather than hunger.

**Careful Eating** = Eating motivated by fitness and health. While these are good intentions, guilt is often associated when eating food considered bad. While this may appear to be “perfect” eating, it is characterized by extreme vigilance and scrutiny.

**Professional Dieting** = this eating is associated with being on a diet, just off a diet, or about to begin a diet. Eaters who do this have tried all the diets and are motivated by “feeling fat.” They often binge or engage in “Last-Supper” eating (eating one last large meal before the latest diet).

**Intuitive Eating** is eating when hungry and stopping when feeling satisfied. Small children are generally very good at letting us know when they are hungry and when they are full. We all had that ability at one time.

We may see ourselves adopting one or more of these categories at different times. We all eat in response to these triggers sometimes. Having one or a combination of these first seven eating styles all the time will work against internal signals of hunger and fullness.
2.8

**Distribute Intuitive Eating books, Intuitive Eating and A New You. Optional: Distribute Insights.**

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**Slide 9: Intuitive Eating**

The good news is we can relearn how to become an intuitive eater. For the next several sessions, we will discuss concepts from the book *Intuitive Eating* that we have provided as a resource. It is based on the experiences of two registered dietitians who came to realize traditional diets did not work for their clients.

I am also sharing a handout to help you see approximately when we will be covering various chapters in this program. You may want to read the corresponding chapters before the lesson as a preview or after as a reinforcement.

*Optional:* The handout is a collection of insights summarized from *Intuitive Eating*. The insights were noted by Betty Holmes, Regional Project Coordinator for WIN the Rockies.

The concepts we will cover include the following:

- making eating pleasurable, eating is one of life’s great pleasures
- coping with emotions using non-food actions, breaking the food-mood connection
- rejecting the diet mentality and understanding the risks of dieting
- following the USDA Dietary Guidelines with gentle nutrition
- knowing how to sense fullness
- honoring hunger
- making peace with food and eliminating “illegal” foods
### Slide 10: On Your Own Learning (OYOL)

Each week, I will share the OYOL or On Your Own Learning activity on these labels. These are designed so you can place them directly in your journal.

During this next week, **in your journal**

1. Record your SMART goal from the **Finding Your Own Way**. Make a special page just for your goal, perhaps highlight with a border or decorate with stickers.

2. Record any progress you make towards your goal.

3. Record what you feel **before** you start to eat at least three times this week.

4. Record how you feel **after** you stop eating at least three times this week. Try to capture as many feelings as possible. For example;
   * Tuesday the 4th, around 2 p.m.
   * friend brought me a plate of cookies, not hungry
   * ate 2 so I wouldn’t hurt her feelings, they tasted great
   * felt guilty afterwards

Please note -- you won’t always feel an emotion before or after you eat and that is fine. If you are not able to make these written notes, at least think about what you are feeling.

### Slide 11: Wrap-Up

Thank you for joining our class today. Please complete the evaluations and leave your name tags. We will see you next week.
References and Additional Resources:


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