HOPE FOR GIRLS:
A 10-WEEK, 10-SESSION CURRICULUM FOR JUNIOR HIGH SCHOOL-AGED GIRLS PROVIDING HANDS-ON EDUCATION FOR HEALTHY EATING, HEALTHY ACTIVITY, AND HEALTHY LIVING

By
Rachel Elizabeth Wachter

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Approved by: [Signatures]
Anita Farel, DrPH
Adviser

Sadye Paez Errickson, PT, PhD
Reader
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  HOPE for Girls Manual and Curriculum
Abstract

HOPE for Girls is a 10-week, 10-session curriculum designed for junior high school-aged girls (12-14 years old) in underserved communities of eastern North Carolina. The focus of the curriculum is to educate girls at-risk for overweight or obesity about healthy living, including healthy eating habits and physical activity. In the course of 10 sessions, girls will learn how to increase fruit and vegetable intake; reduce sodium, added sugars, and 'bad' fats; set achievable health-, school-, and family-related goals; and add physical activity to their daily routines. The format for this curriculum was derived from an existing adult curriculum, called Seeds of HOPE, which was implemented in eastern North Carolina counties as part of a UNC Health Promotion Disease Prevention community-based participatory research project. The concept for this curriculum is that, when administered to a younger audience, also in eastern NC, it will be able to have a greater impact on the rates of obesity in underserved communities.
Introduction

Over the past 30 years, there has been a dramatic increase in obesity in the United States. In 2008, almost all of the eastern counties in North Carolina had obesity rates greater than 30% and physical inactivity rates above 26%. This is up more than 50% compared to the rates of obesity and physical inactivity in eastern NC in 2000. These growing rates of obesity, coupled with inactivity invariably lead to higher rates of preventable chronic diseases such as diabetes and cardiovascular disease. In fact, greater than 10% of the adult population the majority of counties in eastern NC have diagnosed diabetes, with some counties having more than 15% of the adult population with diagnosed diabetes.

Caring for people with these chronic conditions places enormous strain on the healthcare system. Not only does obesity have a negative effect on physical health and healthcare in general, but the emotional and psychological consequences of obesity can also be profound. One review found that low-self esteem, depression, body dissatisfaction, impaired social relationships, obesity stigma, and decreased health-related quality of life were some of the psychological complications associated with obesity among children and adolescents.

Once an individual has become obese as an adult, for a host of biological, psychological, and environmental reasons, it is extraordinarily difficult for that adult to lose weight. Additionally, once a teenager has become obese, their chances of becoming an obese adult are vastly increased. The literature shows that very few interventions, short of bariatric surgery, are effective in sustaining adult weight
loss. For these reasons, intervening prior to the development of adult obesity is crucial to curbing the obesity epidemic.

Complex and multi-factorial issues are at play when it comes to the development of obesity. In North Carolina, the highest rates of obesity are found in the poorest counties. Some of the social and economic determinants of poor health and obesity in these counties include lack of healthy food options, poor eating habits, lack of safe environments in which to be physically active, and lack of education about healthy eating. Through the Health Promotion Disease Prevention Center at the University of North Carolina Chapel Hill, a community-based participatory research study (CBPR) called HOPE Works (Health, Opportunities, Partnerships, and Empowerment) aimed to address the educational determinant in adult overweight and obese women living in rural eastern North Carolina.

The HOPE Works project was modeled on a system of mutually supportive relationships created by the use of a ‘circle’ and ‘Circle Leader’ to foster collaborative and supportive interactions. The Circle Leaders for HOPE Works received leadership training and were given a group of 10-12 women who wanted to address their overweight and obesity. These groups, called HOPE Circles, convened every two weeks for 6 months. The main focus of the HOPE Circle is to use the HOPE Works curriculum to address the health goals of healthy eating, increasing physical activity, and weight management in combination with the participants’ “hope” goals such as furthering education, job skills training, financial literacy, and starting businesses.
The results of the HOPE Works project showed that participating in the HOPE Circles led to weight-loss as well as an increase in knowledge about managing appropriate weight. Almost 100% of the participants said that taking part in the HOPE Circles was a very positive experience in their lives.

In 2009, the development of a project called Seeds of HOPE began. Seeds of HOPE is the expanded, follow-up CBPR study to disseminate what was gained from HOPE Works. While working on developing the curriculum for Seeds of HOPE during the summer of 2011, I began to think, ‘if overweight and obese adult women can benefit from the HOPE Circle model and curriculum, what could this education do for younger girls?’ This is how the idea for HOPE for Girls was born. The following document, the HOPE for Girls Manual and Curriculum, is a 10-week, 10-session curriculum tailored to a junior high school-aged female audience. It has been developed using the 1-year, 24-session curriculum that was designed for the Seeds of HOPE study.

**Conclusion**

It is my hope that positive health results seen after the 6-month implementation of HOPE Works will be seen to an even greater degree in junior high girls participating in HOPE for Girls and that the education provided in this 10-week educational intervention will be remembered and referenced throughout their lives.
References


Appendix
HOPE for Girls

Manual & Curriculum
Welcome!

We are so pleased that you have decided to implement HOPE for Girls in your school! We’d like to congratulate you on taking the first step toward empowering girls to live fuller and healthier lives.

This manual includes information about:

♦ The HOPE for Girls process and curriculum
♦ HOPE Circle Leader requirements and expectations
♦ The HOPE for Girls Curriculum
♦ Resources for you to use during your Circle meetings
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What is HOPE for Girls?

HOPE for Girls is an educational program for girls that consists of a 10-week, 10-session curriculum designed to be implemented in the junior high school setting. HOPE stands for Health, Opportunities, Participation, and Empowerment. The HOPE for Girls curriculum is based on an adult curriculum, called Seeds of HOPE, used by the University of North Carolina Center for Health Promotion and Disease Prevention as part of a community-based participatory research study (CBPR). The Seeds of HOPE curriculum was developed by:

- Bringing community members into the study as partners, not just subjects of the research
- Using the knowledge of the community to understand health problems and to design activities to improve health
- Connecting community members directly with how the research is done and what comes out of it
- Providing immediate benefits from the results of the research to the community that participated in the study
Who participates in HOPE for Girls?

The HOPE for Girls program is designed to be used with junior high school girls aged 12-14 years. The HOPE for Girls curriculum is specifically tailored to girls who are at risk of becoming, or already are, overweight or obese, though participation is open to any girl who expresses interest. The goal of the curriculum is to provide education on healthy eating, the benefits of exercising, and general healthy living so that girls will be empowered to make healthier choices in their lives. It is our desire that HOPE for Girls can have as great, if not greater, an impact on the health of the girls who choose to participate, as it did for the women who participated in Seeds of HOPE. We believe that knowledge is power, and that by providing girls with the knowledge they need to live healthier lives, we can empower them to become healthier women.
The HOPE Circle Leader

*The role of a HOPE Circle Leader is to:*

- Arrange time and place for HOPE Circle meetings
- Create a supportive and safe environment during the Circle meetings
- Help girls accomplish their goals
- Establish and abide by ground rules during meetings
- Stay on track and monitor time during meetings
- Keep it light, and keep it fun

*A HOPE Circle Leader should:*

- Be able to guide your Circle through each session
- Be able to keep things on track and handle disruptions appropriately and effectively
- Have some understanding about health issues of overweight and obesity in children
- Encourage sharing within the group
- Understand basic ground rules and create additional guidelines with your Circle
- Know how to help people relax and feel comfortable in the group
The HOPE Circle

Sample HOPE Circle Session

15 minutes: Meet, greet and eat healthy refreshments
15 minutes: Fun Activities and/or check-in, PIES**
15 minutes: Girls review and discuss goal progress and challenges
20 minutes: Fitness activities
45 minutes: Circle leader presents core content for the session (e.g. healthy eating)
10 minutes: Wrap up and plan for next session

Total Time: 2 Hours

**PIES is a simple way for girls to “check in” at the beginning of each Circle. Each girl has a moment to use a couple of words to introduce herself and express how she is feeling Physically, Intellectually, Emotionally and Spiritually at that moment.

For example: “My name is Jenna and Physically I am feeling energized, Intellectually I am feeling awake, Emotionally I feel calm, and Spiritually I am blessed.”
The environment we aim to create is a “safe space” where girls can openly express how they feel and what they need, where they feel free to work together and come up with creative ideas based on group agreements. HOPE Circle Leaders should be familiar with group processes and have some training in group dynamics so that our process can be comfortably used in your HOPE Circles.

HOPE Circle Ground Rules
We sit in a Circle, which is an expression of equality. We encourage each other to share experiences and thoughts, with no evaluation or criticism from anyone. This enhances self-esteem and encourages us to focus on the positive in others and ourselves. By focusing on these ground rules and reviewing them before each session, we encourage Circle members to focus on the quality of the environment we are creating together which makes it safe to share feelings and needs, and to practice these new skills.

Agenda Review
At the beginning of each session, the Circle Leader will review the agenda that she has planned with the Circle members. This exercise, however brief and simple, is a way of empowering persons to make choices and to affirm what they think and feel about what is going on. If anyone does not understand the planned activities, this is the time to explain them.

The Right to Pass
Participants also have the right to pass. Both the agenda review and the right to pass allow girls to make a choice not to do something. This skill is especially critical for girls, and will enable them to expect respect from others throughout their lives.
Getting Started

**Step One:** Review curriculum and content.

Read over the HOPE Circle Session Outlines in this manual. The sessions are designed to be facilitated by a HOPE Circle Leader, so it is important that you familiarize yourself with the content. While the sessions provide excellent information about healthy eating and living, we hope that you will encourage each of your participants to bring her own thoughts and experiences to the group.

**Step Two:** Decide on a time and place for meetings.

The most important aspect of the Circles is the support girls get from each other. You are committed to being a part of a Circle for 10 weeks, meeting once each week. Along with your school administration, you will decide on a time and place for your Circle to meet. Make sure that everyone involved knows that this is an important commitment.

**Step Three:** Putting together a HOPE Circle.

Publicize the HOPE for Girls program to school teachers and get input from school administration about girls whom they think could benefit from participation in the curriculum. Form a group of no fewer than 6, and no greater than 20 girls to participate in HOPE for Girls.

**Step Four:** Parental consent.

Use appropriate school administration forms to obtain parental consent from all girls who are interested in participating in HOPE for Girls.
The HOPE for Girls Curriculum:

10 weeks, 10 sessions
Session 1
Setting The Stage: Introductions and Ground Rules

In this session you will...
- Welcome the girls to the group
- Introduce the HOPE for Girls Project and the HOPE Circle model
- Get to know each other: Name and Movement Ice Breaker
- Lay the foundation for a healthy and empowering HOPE Circle
- Enjoy 20 minutes of physical activity together

Materials needed...
- Pens
- Printed copy of Confidentiality agreement (Page 13); Attendance sheet (Page 14)

Welcome
- Instruct the girls to partner up and learn a little bit about each other, including one fact that most people may not know about them. The girls will then go around the circle and introduce their partner to the group.
- Take attendance.

“Getting to know you through movement” Ice Breaker activity

Standing in a circle, each girl will introduce themselves to the group by saying their name, and putting a physical movement with their name. The next girl in the circle should first say the name of the previous girl, and do the movement associated with her name, then do her own. The next girl will have two names and movements to do before doing her own, and so on.

Foundation for a healthy and empowering HOPE Circle
- Briefly describe the HOPE for Kids program and curriculum. (pages 4 and 5)
- Review the time and location of your Circle. Discuss the importance of attending all circles. Some benefits include building relationships and support, getting the most out of the program, and reinforcing positive changes.
- Set Ground Rules together. (see pages 8 and 12)
- Discuss the importance of confidentiality and sign agreement. (Page 13)

Physical Activity (20 minutes)—stretching, aerobic, relaxation, or strengthening

Closing
- Go around the circle and have the girls share one thing they will do in the next two weeks to add physical activity to their routines.
- Have the girls begin to think about what they want to get out of this program because next week we will be discussing goals and dreams
Group Guidelines and Agreements

NOTE to Circle Leader: The following “Basic Agreements” are important for the effective functioning of your HOPE Circle. All HOPE Circle members must state their agreement to these guidelines during the first meeting of the group. At each meeting, members will review the basic agreements and reaffirm their commitment to keeping the agreements. This form is to be discussed, and signed by each HOPE Circle member.

Basic Agreements

1. **The Confidentiality Agreement**

**Everything that is said in a HOPE Circle is strictly confidential.** This means that anything that is said in the Circle may not be repeated by anyone after the session is over. No one may discuss what is said to anyone, including the person who made the statement. Only the person who made the statement is free to repeat it.

The agreement about confidentiality is especially important to girls. Even the smallest violation of the confidentiality agreement will quickly damage the safety of the group. One consequence of breaking confidentiality is that members of the group will no longer feel comfortable to tell their full story in the group. Instead, members will be on guard about the stories that they choose to share.

To gain the full benefit of the group, members need to feel fully confident that no one will accidentally hurt another or use personal information shared in the group.

2. **Full Participation**

To gain the most benefit from being a HOPE Circle member you must agree to participate. It is important to speak one at a time. Everyone should give Aware, Delighted Attention (ADA) to the speaker.

3. **No Put Downs, Passing Judgment, or Interruptions**

Your primary role while another person is speaking is that of a listener. No one should interrupt a girl who is telling her story. Many groups have found it helpful to use a “talking stick” or other object, where the person holding it is the only person speaking. As a listener you should not try to solve the “problem” or give advice.

4. **Follow Your Ground Rules**

As a HOPE Circle you have developed and agreed upon ground rules. Now commit to following them each time you meet so that everyone has an empowering experience.
Confidentiality Agreement

I understand the four Basic Agreements and promise to do my best to follow them at all times.

1. (name) ___________________________     (sign) __________________________       (date) _______
2. (name) ___________________________     (sign) __________________________       (date) _______
3. (name) ___________________________     (sign) __________________________       (date) _______
4. (name) ___________________________     (sign) __________________________       (date) _______
5. (name) ___________________________     (sign) __________________________       (date) _______
6. (name) ___________________________     (sign) __________________________       (date) _______
7. (name) ___________________________     (sign) __________________________       (date) _______
8. (name) ___________________________     (sign) __________________________       (date) _______
9. (name) ___________________________     (sign) __________________________       (date) _______
10. (name) ___________________________     (sign) __________________________       (date) _______
11. (name) ___________________________     (sign) __________________________       (date) _______
12. (name) ___________________________     (sign) __________________________       (date) _______
13. (name) ___________________________     (sign) __________________________       (date) _______
14. (name) ___________________________     (sign) __________________________       (date) _______
15. (name) ___________________________     (sign) __________________________       (date) _______
16. (name) ___________________________     (sign) __________________________       (date) _______
HOPE for Girls Sign In Sheet  
Session 1

Circle Leader: ___________________________    Date: _______________________

Please Sign in...

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**Session 2: Dream a Little Dream—Setting SMART Goals**

In this session you will...
- Explore and define your hopes and dreams
- Develop two SMART goals and envision achieving them
- Enjoy 20 minutes of physical activity

**Materials needed...**
- Magazines, scissors, tape or glue, construction paper, and index cards

### Welcome
- Go around and ask each girl how she feels: *(PIES: Physically, Intellectually, Emotionally, Spiritually).* Pass around sign-in sheet.

### Discussion: HOPE and Dreams

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<td>1.</td>
<td>What is hope? How does hope connect to dreams? How does hope affect your motivation? Go around the Circle and share a time when you overcame an obstacle with hope as a motivation.</td>
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<td>2.</td>
<td>What is a dream? How are hope and dreams connected? Ask for volunteers to share a dream they would like to achieve.</td>
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### Activity: Let's Dream

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<td>1.</td>
<td>Create a dream board. Cut pictures from the magazines that represent your dreams and paste them on your construction paper. Remember that nothing is impossible and there are no limits.</td>
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<td>2.</td>
<td>Circle Leader share your work and then ask for volunteers to share and discuss their dream boards.</td>
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<td>3.</td>
<td>Have the girls use their dream boards to help them think of two goals they would like to achieve: one health-related goal and one life goal.</td>
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### Activity: Get SMART

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<td>1.</td>
<td>Have you ever told someone about your goal? Written your goal down? Set a deadline for reaching your goal? How did these strategies help you achieve your goal?</td>
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<td>2.</td>
<td>Share the SMART handout (Page 34) and discuss each letter of a SMART goal.</td>
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<td>3.</td>
<td>Ask the Circle members to provide examples of each letter using one of their goals. If needed use the examples provided on Page 35 to start the discussion.</td>
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<td>4.</td>
<td>Using the goals identified during the last session, assist the girls in writing their goals using the SMART method. (Page 36) Ask for volunteers to share their new SMART goals.</td>
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### Physical Activity (20 minutes)—Celebrate your hopes, dreams, and goals while exercising.

### Closing

As we continue to meet we will revisit our goals and share our progress. If needed, we will revise our goals and share strategies to overcome challenges. Remember, revision of a goal is not a sign of failure, but rather an important part of the development process. **Homework:** Ask your Circle members to bring in 2 or 3 food labels from home for the next Circle.
Making Goals SMART

Specific Measurable Attainable Realistic Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:
*Who: Who is involved?
*What: What do I want to accomplish?
*Where: Identify a location (i.e. Walking around the track at school)
*When: Establish a time frame (i.e. When will I have it done?)
*Which: Identify requirements and challenges.
*Why: Specific reasons or benefits of accomplishing the goal.

Measurable - Create a plan for measuring progress of each goal you set. When you measure your progress, you stay on track, reach your target dates, and enjoy the reward of achievement that makes you want to continue to reach your goals. To determine if your goal is measurable, ask questions such as......How much? How many? How will I know when it is accomplished?

Attainable - You can attain many goals you set when you plan your steps and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach become attainable when you break them into smaller pieces.

Realistic - To be realistic, a goal must represent an objective toward which you are both willing and able to work. Your goal is realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

“Though no one can go back and make a brand new start, anyone can start from now and move forward.”

~Author unknown
SMART Goals

**Specific:** Your goal should be very specific. ‘To lose weight’ is not a specific goal. To lose a certain amount of weight in a certain period of time is a specific goal.

**Measurable:** How will you know when you have met your goal? A SMART goal is one that can be measured.

**Attainable:** A SMART goal can be attained. Do not set a goal that you cannot attain.

**Realistic:** SMART goals are realistic. This is what makes them attainable.

**Timely:** A SMART goal is a goal that can be reached within a specific amount of time. What time period are you going to set for yourself to reach your goal?

Some examples of SMART Goals are:

- To eat 2 more servings of fruits and vegetables a day
- To reduce the amount of fast food I eat
- To read 3 new books for fun
- To get my driver’s permit
- To walk for 30 minutes every day
- To get a B in Math class
- To save $300
- To be on time for school everyday
- To get a 3.0 or better
- To be more respectful to my parents

When identifying a goal, every girl must also consider:

- What evidence will I provide to show that I accomplished my goal?
- What might stop me from reaching my goal?
- What support and resources do I need to achieve my goal?
My Goals Are SMART

Now it’s your turn. Tell us about your goals.

My health goal is ________________________________________________________________

I will reward myself by ____________________________________________________________
when I have met my goal.

My life goal is _________________________________________________________________

I will reward myself by ____________________________________________________________
when I have met my goal.
Circle Leader: ___________________________  Date: _______________________

**Please Sign in...**

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Session 3: You Are What You Eat

In this session you will...
- Talk about Healthy Eating
- Introduce the “9 A Day” goal
- Discuss food labels
- Enjoy 20 minutes of physical activity together

Materials needed...
- Handouts: Example of My Plate and Fun Recipes pgs. 27-28
- Food Labels (Circle Leader: be sure to have extra available)

Welcome
- Go around and ask each girl how she feels: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their SMART goals.

Discussion —What does it mean to eat healthy?

1. If we are what we eat, what would you be? Why do we eat the kinds of foods that we eat? What does being “healthy” mean to you? How does it feel? What does a healthy person look like? Healthy eating is one way to be healthy.

2. Review the following pages with the girls and learn what eating 9 servings of fruits and vegetables would look like. Discover “What is a Serving” (pg. 21). How do portions you get at a restaurant compare to what’s shown in “What is a Serving”?

3. Brainstorm reasons to eat fruits and vegetables. You can find 10 reasons on the bottom of Page 22. How many servings of fruits and vegetables do you typically eat?

4. Consider this: For the next two weeks, commit to being aware of the amount of food you put on your plate. Use the “palm of your hand” measure to track how many servings of fruits and vegetables you get each day. Think about adding one serving of fruits or vegetables per day. There are helpful suggestions on Page 23.

5. Review the new USDA Guidelines (My Plate Page 27).

Activity—Reading Food Labels

1. Using the food labels the girls brought from home, have the girls pair up to practice reading the labels with a partner. Find the serving size, number of servings per container, and calories per serving. Discuss what the % of daily intake means and identify this for total fat, sugar, and sodium. Use the “How Can Reading a Food Label Help Me Lose Weight” (Page 24) as a guide.

2. Go around and share one thing you found surprising on your label.

Review “Healthy Snacking” while you enjoy a snack together. (Page 25)

Physical Activity (20 minutes)—stretching, aerobic, relaxation or strengthening

Closing

Give each girl a copy of the “Example of My Plate” and “Fun Recipes” handouts to take home. (Pages 27-28)
Here’s What 9 Servings A Day Looks Like...
The recommended number of fruit and vegetable servings is 5 to 13 each day.
Where are you? You may be closer than you think.

Morning

3/4 cup counts as 1

Medium-size counts as 1 serving

Mid-day

2 cups count as 2 servings

Medium-size counts as 1 serving

Evening

1/2 sweet potato counts as 1 serving

Three 1/2 cup portions counts as 3 servings
What Is A Serving?

One serving of fruits and vegetables should fit within the palm of your hand — it’s a lot smaller than most people think. The palm of your hand is an easy way to think about serving sizes and to see how easy it is to eat 5 to 13 a day, everyday.

If you measure it out, one serving is:

A small glass of 100% fruit or vegetable juice (3/4 cup or 6 oz)
A medium-size piece of fruit (an orange, small banana, medium-size apple)
One cup of raw salad greens
1/2 cup of cooked vegetables
1/2 cup of cut-up fruit or vegetables
1/4 cup of dried fruit
1/2 cup of cooked beans or peas

A typical portion is often more than one serving. A large salad, for example, can add up to 2 to 3 servings.

Fruits And Vegetables: Getting More!

Why should I eat more fruits and vegetables?

10 REASONS
1. Protects against heart disease
2. Helps control blood pressure and diabetes
3. Prevents some types of cancer
4. Guards against cataracts and macular degeneration (eye disease)
5. FIBER! It helps you feel full longer and faster; keeps you “regular”
6. Weight control: Fruits and veggies are low in calories
7. Adds color to any meal or snack
8. Provides vitamins and minerals that our body needs
9. Tastes great and has different textures
10. They can be easy to grab ’n go
Adding Fruits and Vegetables Made Easy

Check out these easy ways to add serving of fruits and vegetables to your day.

It’s easier than you think!

<table>
<thead>
<tr>
<th>BREAKFAST</th>
<th>Add some fruit to your cereal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNACK</td>
<td>Grab a piece of fruit.</td>
</tr>
<tr>
<td>LUNCH</td>
<td>Eat a big salad.</td>
</tr>
<tr>
<td>SNACK</td>
<td>Choose raw vegetables as an afternoon snack.</td>
</tr>
<tr>
<td>DINNER</td>
<td>Have two vegetables with dinner and eat fruit for dessert.</td>
</tr>
</tbody>
</table>

For breakfast:
- Stir low-fat or fat-free granola into a bowl of low-fat or fat-free yogurt. Top with sliced apples or frozen berries.
- Top toasted whole wheat bread with peanut butter and sliced bananas.
- Add vegetables, such as diced tomatoes and onions, to your egg or egg white omelet.

For lunch and dinner:
- Ask for less cheese and more vegetable toppings on your pizza. Try onions, mushrooms, and bell peppers.
- Spread low-fat cheese and low-fat or fat-free refried beans between two whole wheat tortillas. Brown on both sides in a pan until cheese melts. Top with salsa.
- Eat at least two vegetables with dinner.
- Add frozen vegetables like peas and broccoli to a casserole or pasta.

* http://www.fruitsandveggiesmorematters.org
How Can Reading The Food Label Help Me Lose Weight?

The food label tells how many calories are in a serving of the product and how many servings in the package. Aim for:

- Fewer calories per serving
- Less fat (total, saturated, trans), cholesterol, sodium and sugar
- More fiber, vitamins, calcium and iron

What is % DV?
% daily value is based on a 2,000 calorie diet. The amount of fat, vitamins and minerals you need depends on your unique calorie needs but using the DV gives you a general idea of the amount of a nutrient in a serving of this food.

In your Circle, discuss the labels that Circle members brought with them. Go over these points:

- How many servings in the package? What is the serving size?
- How many servings in the container? Is the serving size on the container the amount you would normally have?
- How many calories in a serving?
- Is this food high in total fat or saturated fat?
- Are there other important nutrients in this food? What are they and how much in a serving?
- If this food is high in calories, fat, and low in nutrients, can you think of a food that would be a better choice?
Healthy Snacking
Snacking healthy can be easy to do and share!

Grab ‘n Go Options

### Fruits
- Any whole piece of fruit
- Apples
- Pears
- Clementine
- Oranges
- Bananas
- Apple sauce (no sugar added)
- Dried fruit
- Grapes
- Strawberries
- Any berries
- Melons
- Peaches
- Melons

### Veggies
- Any raw veggie
- Carrots
- Broccoli
- Grape or cherry tomatoes
- Sliced peppers
- Snap peas
- Celery
- Hummus (crushed chick peas)
- Vegetable juice (choose the less sodium option)

### Grain Goodness
- Make sure all grains read 100% whole wheat or 100% whole grain, this should be the first ingredient on the food label.
- Whole wheat pita
- Whole wheat muffin (small)
- Triscuits
- Other foods that contain whole grains

### Additional snack ideas
- Create your own trail mix
- hummus + whole wheat pita bread
- yogurt + berries
- carrots + hummus or low-fat dressing
- fruit + low-fat cottage cheese
- cheese + whole wheat cracker
- mix 1 sliced fruit + 1 sliced veggie
- apple + peanut butter

Remember to keep snacks light and watch those portions!
Take action on the Dietary Guidelines by making changes in these three areas. Choose steps that work for you and start today.

**Balancing Calories**
- Enjoy your food, but eat less.
- Avoid oversized portions.

**Foods to Increase**
- Make half your plate fruits and vegetables.
- Make at least half your grains whole grains.
- Switch to fat-free or low-fat (1%) milk.

**Foods to Reduce**
- Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
- Drink water instead of sugary drinks.
# An Example of My Plate

## Standard Serving Sizes

<table>
<thead>
<tr>
<th>Food</th>
<th>Serving</th>
<th>Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chopped Vegetables</td>
<td>1/2 cup</td>
<td>1/2 baseball or rounded handful for average adult</td>
</tr>
<tr>
<td>Raw Leafy Vegetables (such as lettuce)</td>
<td>1 cup</td>
<td>1 baseball or fist for average adult</td>
</tr>
<tr>
<td>Fresh Fruit</td>
<td>1 medium piece</td>
<td>1 baseball</td>
</tr>
<tr>
<td>Dried Fruit</td>
<td>1/4 cup</td>
<td>1 golf ball or scant handful for average adult</td>
</tr>
<tr>
<td>Pasta, Rice, Cooked Cereal</td>
<td>1/2 cup</td>
<td>1/2 baseball or rounded handful for average adult</td>
</tr>
</tbody>
</table>

### Standard Serving Sizes for Specific Foods

<table>
<thead>
<tr>
<th>Food</th>
<th>Serving</th>
<th>Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready-to-eat Cereal</td>
<td>1 oz., which varies from 1/4 cup to 1 1/4 cups (check labels)</td>
<td>Deck of cards</td>
</tr>
<tr>
<td>Meat, Poultry, Seafood</td>
<td>3 oz. (boneless cooked weight from 4 oz. raw)</td>
<td>Level handful for average adult</td>
</tr>
<tr>
<td>Dried Beans</td>
<td>1/2 cup</td>
<td>1/2 baseball or rounded handful for average adult</td>
</tr>
<tr>
<td>Nuts</td>
<td>1/3 cup</td>
<td>Level handful for average adult</td>
</tr>
<tr>
<td>Cheese</td>
<td>1 oz.</td>
<td>4 small dice or 1&quot; cube</td>
</tr>
</tbody>
</table>

*Source: U.S. Department of Agriculture*
Try These Fun Recipes

Kale with Caramelized Onions (serves 4)

1 pound fresh Kale (or any green), washed and chopped
1 medium-size onion, sliced thin
2 Tablespoons canola oil
1 Tablespoon lemon juice (optional)
Salt and pepper to taste

Caramelize onions: heat 1 tablespoon of canola oil in sauté pan over medium low heat and add the onions.

Cook very slowly on medium low heat, stirring occasionally, until the onions are browned; do not burn. When finished, remove from heat and set aside.

In a separate sauté pan, heat the remaining oil over medium heat. Add the chopped kale and sauté until tender, about 8 minutes.

Add the onions and, if desired, the lemon juice. Toss together. Remove from heat and serve.

Nutrition info per serving: Calories: 130; Saturated fat: 0.5g; Polyunsaturated fat: 2.5g; Monounsaturated fat: 4g; Trans fat: 0g; Cholesterol: 0mg; Protein: 4g; Carbohydrate: 14g; Fiber: 3g; sodium 50mg
Please Sign in...

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE #</th>
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<tbody>
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<td>15</td>
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</tbody>
</table>
Session 4: Get Moving!

In this session you will...
- Discuss the benefits of physical activity
- Discuss how to overcome barriers to physical activity
- Learn about four types of physical activity
- Practice different types of physical activity together as a group

Materials needed...
- Copies of “Physical Activity Tips”, “My Personal Exercise Plan”, and “Exercise Log” (Pages 36-37)
- Exercise Bands

Welcome
- Go around and ask each girl how she feels: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their SMART goals.
- Go around and ask each girl what she did in the last 2 weeks to increase fruit and vegetables in her diet. Ask girls to share if their family tried a new recipe from last week.

Discussion: Physical Activity

1. Begin the discussion about physical activity. Review the physical activity guidelines with your Circle members. (Page 32)
2. Brainstorm benefits of physical activity; use page 33 as a guide.
3. Identify barriers to physical activity and then ways to overcome each one. What gets in the way of being active? What are some ways we can encourage and support each other to be more active?
4. Handout and review copies of “Physical Activity Tips”, complete “My Personal Exercise Plan”, and review the “Exercise Log” (Pages 35-37). Discuss how each girl plans to alter their physical activity level in the next two weeks. Talk about the exercise log and encourage the girls to record their exercise for two weeks.

Get Moving!!! (20 minutes)—stretching, aerobic, relaxation or strengthening

1. Lead the group in doing 3 types of exercise: aerobic, strength and stretching.
2. This can be done by dancing, walking, stretching, or using Exercise Bands together. Demonstrate to the group the proper way to use an Exercise Band and practice several different exercises. (Page 34)

Closing

Share one thing you enjoy about physical activity.
Our focus is on *FITNESS*, not fatness! Our message is to *move more* and *eat healthier*.

Increasing physical activity is one of the main goals of HOPE for Kids. All of us should try to get 30 minutes of exercise a day on most days of the week. It doesn’t have to be all at once: 3 ten-minute sessions is just as good. For weight loss, 30-90 minutes is recommended. Exercise doesn’t have to be intense; walking and dancing are perfect forms of exercise.

Each HOPE Circle should include at least 20 minutes of movement. Try to include strengthening, flexibility and aerobic movement in each session.

HOPE Circles can be encouraged to walk together, either before or after the Circle meeting, or at another time during the week. Circle members can team up as exercise buddies. Below are some suggestions for starting a walking program.

All of the fitness activities in your HOPE Circle should be adaptable for very large girls or girls with disabilities. For instance, most exercises can be done in chairs, including dancing, strengthening exercises and stretching.

Here are some suggestions for starting a walking program with other girls:

1. Find a track, safe roadway, or parking area at work or in your neighborhood that is large enough to set up a walking course. Set up a one or two mile course, and mark the course in half-mile segments. You can measure the distance by driving a car through the course. Now, draw a map of the course that you can copy for walkers. After you have set up one walking course, you can add other courses for variety and interest.

2. Find a group of girls who want to walk, arrange a time three days a week, and start your program! Remind walkers to wear comfortable shoes, layer clothing, and to drink water before and after the walk. You can start with just 10 minutes, and gradually work up to 30, 40, or 50 minutes.

3. Start the walk slowly and gradually increase the speed of walking until you are walking briskly and are slightly out of breath. You should always be able to carry on a conversation while you walk: if you can’t, you are walking too fast. It is not necessary for everyone to walk at the same pace; remind the walkers to find a pace that is comfortable for them.
Physical Activity Guidelines

Guidelines have changed over the years. The goal now is to get people moving. That is because we know conventional exercise and everyday physical activity like gardening and housework have health benefits. There are different types of exercise and each type has benefits. For those who are completely inactive, the goal is to start doing something and to stick with it. These girls would benefit from low-level exercises. Later, other types of exercise, like aerobic exercise, strengthening and stretching, can be added to the program.

Four Types of Exercise

1. Low-Intensity Exercise  This is a relatively new category that encourages inactive people to get moving by doing normal physical activities like walking, gardening, and taking the stairs. Simply do these activities more often, a little longer, and/or a little faster. Start by adding a few minutes of increased activity to your day and work up to 30 minutes each day.

2. Aerobic Exercise  This type of exercise causes you to breathe harder and your heart to beat faster. Many people think that aerobic exercise means aerobic dance classes, but there are many types of aerobic exercises:
   - Walking
   - Dancing
   - Swimming
   - Raking leaves
   - Step aerobics
   - Jogging
   - Skating
   - Stair climbing
   - Riding a bike
   - Low impact aerobics

To begin to see benefits from aerobic exercise, do it at least three times a week for at least 20 minutes each time; work up to 5 times a week for at least 30 minutes each time.

3. Strengthening Exercises  This type of exercise builds muscles and gives you more stamina for your work and play. Strengthening exercises do not get rid of fat in one certain area, like your thighs, but they can make you look better by toning the muscles in those areas. Strengthening exercises include: resistance bands, weight lifting, or using your own weight as resistance (sit-ups, push-ups). Two or three sessions of strength training is recommended per week. Beginners should start with light weights or low settings on weight machines. You don’t have to buy weights, you can use soup cans or milk jugs filled with water.

Safety Reminders for Strength Training
   - Do all movements in a slow, controlled way
   - Breathe normally as you move
   - Stop anything that is painful
   - Stretch after the workout

4. Stretching Exercises  This type of exercise improves your flexibility — that is, your ability to comfortably move your joints through a wide range of motion. The best time to stretch is after your body is warmed up from a workout. But you can stretch any time and it’s a great way to relax. Stretching is recommended for 10 to 20 minutes at least 2 or 3 times a week for stress management.
Benefits of Daily Physical Activity

♫ Reduces the risk of heart disease by improving blood circulation throughout the body.
♫ Keeps weight under control.
♫ Improves blood cholesterol levels.
♫ Prevents and reduces high blood pressure.
♫ Prevents bone loss.
♫ Prevents and reduces diabetes.
♫ Boosts energy level.
♫ Helps manage stress and releases tension.
♫ Improves the ability to fall asleep quickly and sleep well.
♫ Improves self-image.
♫ Counters anxiety and depression and increases enthusiasm and optimism.
♫ Increases muscle strength, giving greater capacity for other physical activities.
♫ Provides a way to share an activity with family and friends.
♫ Establishes good heart-healthy habits in children and counters the conditions (obesity, high blood pressure, high cholesterol levels, poor lifestyle habits, etc.) that lead to heart attack and stroke later in life.
Practice Using Your Exercise Bands

Bands are used for increasing strength of legs, back and arms, and improving balance and posture. **Tips:**
- Examine bands for tears or brittleness to prevent them from breaking or tearing.
- Tie a knot at each end to keep it from slipping.
- *Don’t hold your breath!* Try breathing out while the band becomes tight, and breathing in when it relaxes.
- Do all of the exercises slowly and rhythmically.
- Keep good posture.
- To make exercises harder, shorten the band.
- Be creative when using the band: add new exercises. Adapt exercises to meet the needs of women in your HOPE Circle.

**Suggested Exercises with Exercise Bands**

**In a chair:** Sit to the front of the seat so you have space between you and the back of the chair; sit as straight as you can.
- Wrap the Band around each hand. Hold your hands in straight in front of you, then slowly open your arms to your sides. Hold a few seconds, then slowly return to the first position with your hands straight in front of you. Repeat 6-12 times.
- Same as above, but each time you release the band to the front, cross one arm over the other. Repeat 6-12 times, alternating arms each time.
- Holding the band in both hands, raise your arms above your head. Open the band as far as you can, then close your hands together. Repeat 6-12 times.
- Holding the band in both hands, place one foot on top of it (like a sling). Straighten your leg; bend your knee. Repeat 6-12 times. Then move your leg in a circular motion as if you are peddling. Repeat everything with the other leg.

**Standing:** Use good posture! Stand up straight and don’t bend forward.
- Stand on top of the band. Wrap the band around each hand and lift it to meet your shoulders, bending your elbows. Repeat 6-12 times. Take a few breaths, then repeat 6-12 times again.
- Same as above, but pull your arms together from elbows to hands after you’ve lifted to your shoulders.
- Stand on top of the band and do 6-12 little (never deep!) knee bends. Repeat 6-12 times, take a few breaths, then repeat 6-12 times.
**Physical Activity Tips**

*There are 1440 minutes in every day... Schedule 60 of them for physical activity!*

With a little creativity and planning, even the girl with the busiest schedule can make room for physical activity. Think about your weekly or daily schedule and look for ways to make opportunities to be more active. Every little bit helps. Consider the following suggestions:

- Walk, bike, jog, skate, etc., to school, the store, or place of worship.
- Tell your parents to park the car farther away from your destination.
- Take the stairs instead of the elevator.
- Play with children or pets. Everybody wins.
- Take fitness breaks (walking or doing desk exercises) instead of snack breaks.
- Use leg power—take small trips on foot to get your body moving.
- Exercise while watching TV (for example, use hand weights, stationary bicycle, or stretch).
- Dance to music.
- Keep a pair of comfortable walking or running shoes in your locker at school. You'll be ready for activity wherever you go!
- Make a Saturday morning walk a group walk.
- Encourage your parents to walk while doing errands.

**Tips for girls to start an exercise program:**

- Use a sensible approach by starting out slowly.
- Begin by choosing moderate-intensity activities you enjoy the most. By choosing activities you enjoy, you'll be more likely to stick with them.
- Gradually build up the time spent doing the activity by adding a few minutes every few days or so until you can comfortably perform a minimum recommended amount of activity (60 minutes/day).
- As the minimum amount becomes easier, gradually increase either the length of time doing an activity or increase the intensity of the activity, or both.
- Vary your activities, both for interest and to broaden the range of benefits.
- Explore new physical activities.
- Reward and acknowledge your efforts.
My Personal Exercise Plan

Name ___________________________ Date __________________

My Exercise Buddy is ____________________________________________________________________________

My personal fitness goals are
________________________________________________________________________________
________________________________________________________________________________

What I am going to do to reach my goals
________________________________________________________________________________
________________________________________________________________________________

Things that have kept me from exercising are
________________________________________________________________________________
________________________________________________________________________________

What I will do to overcome these things
________________________________________________________________________________
________________________________________________________________________________

What I will do to reward myself for exercising
________________________________________________________________________________
________________________________________________________________________________

Suggestions:
1. Tape the “Personal Exercise Plan” to your refrigerator, in your bedroom, or bathroom mirror.
2. Show it to a friend or your exercise buddy.
3. Look at it every day!
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Length of time</th>
<th>Type of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Wed, June 24th</td>
<td>5:00–5:45</td>
<td>45 minutes</td>
<td>Walk around the track</td>
</tr>
</tbody>
</table>


### HOPE for Girls Sign In Sheet

#### Session 4

Circle Leader: ___________________________  Date: _______________________

*Please Sign in...*

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE</th>
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Session 5: Why Weight

In this session you will...
- Define healthy weight and its importance
- Discuss risk factors associated with increased weight
- Learn practical ways to achieve a healthy weight
- Enjoy 20 minutes of physical activity together

Materials needed...
- Handouts: Is Your Weight a Healthy Weight?, Benefits of Being at a Healthy Weight, 10 Healthy Weight Tips (Pages 40-43)

Welcome
- Go around and ask each girl how they feel: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their SMART goals.

Discussion Activity

1. Where do you stand? Refer to Is Your Weight A Healthy Weight (Page 40). Have the girls find their BMI on page 41, then use the age and BMI chart on page 42 to see where they are on the scale. Knowing their BMI can help the girls to start thinking about what their health goals should be.
2. Why does weight matter? How can being at a healthy weight be a benefit? Why is it important? Have your Circle members share their thoughts. Review the Benefits of Being at a Healthy Weight (pg. 43).
3. Discuss strategies for healthy eating using pages 44-45 as a guide.
4. Have girls share what dietary and physical activity changes they have made so far. Share any benefits already experienced. Are there other changes you plan to make? What benefits do you hope to see from those changes?
5. Ask Circle members to reflect on their health SMART goal and think about how even a small SMART goal can lead to big changes toward achieving a healthy weight.

Get Moving!!! (20 minutes)—stretching, aerobic, relaxation or strengthening

Closing

- Go around the Circle and have each girl share one thing they will do to attain or maintain a healthy weight. “Because I love my body, this week I will ...”

“The elevator to success is out of order. You’ll have to use the stairs... one step at a time.”

~ Joe Girard
Is Your Weight A Healthy Weight?

Being overweight or obese increases a person’s chances for developing heart disease, stroke, diabetes, and cancer. Living a healthy lifestyle can help you reach a healthy weight and decrease your risk of developing those diseases. A measurement called the Body Mass Index (BMI) is one way to assess a person’s weight status. Body Mass Index (BMI) is one of the most accurate ways to determine when extra pounds translate into health risks. BMI is a tool which takes into account a person’s weight and height to measure total body fat in adults. See the following page in order to calculate your BMI.

Use the BMI Chart to your advantage!

By shifting your focus from losing pounds to achieving a healthier BMI range, you may be able to concentrate on the health benefits of being at a healthy weight versus the other pressures and ideals that the world places on us.
In order to calculate BMI, the only measurements you need are your height and weight.

**You can calculate your BMI by hand:**

*Example:* Suppose you weigh 160 pounds and are 5 feet 10 inches tall.

- Convert your height into inches: \((5 \text{ feet} \times 12 \text{ inches}) + 10 \text{ inches} = 70 \text{ inches}\)
- Now (the hard part!) square your height in inches: \(70 \times 70 = 4900\)
- Divide weight by the squared height: \(160 / 4900 = .0326\)
- Multiply by the correcting factor of 703 since you're not using metric: \(.0326 \times 703 = 22.9 \text{ BMI}\)

...or you can use this chart to find your BMI:

![BMI Chart](image)

Once you calculate your BMI, use the next page to adapt your BMI to your age, then see where you fall in terms of percentiles.
Locate your BMI on the right or left hand side of the chart. Then find your age at the bottom of the chart. Place a dot at the intersection of these two values to find your percentile. If you are above the 85th percentile, this means that you would benefit from adopting healthier eating and activity behaviors.
Benefits Of Being At A Healthy Weight

Being overweight matters! But why should you aim for a healthy weight?

- Improves your heart health
- Decreases high blood pressure
- Helps prevent and control diabetes
- Helps prevent cancer
- Helps control cholesterol
- Makes you feel better about yourself
- Gives you more energy

Why Are So Many People are Overweight?
There are many reasons that people gain weight. Some of the reasons people have mentioned as causes of weight gain include:

<table>
<thead>
<tr>
<th>Eating fatty foods</th>
<th>Not exercising</th>
<th>Pregnancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast food</td>
<td>Too much TV</td>
<td>Drinking your calories</td>
</tr>
<tr>
<td>Family history</td>
<td>Eating too many sweets</td>
<td>Injury or illness</td>
</tr>
<tr>
<td>Eating too many desserts</td>
<td>Aging</td>
<td>Excessive snacking</td>
</tr>
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RULE OF THUMB: Calories in should equal calories out. The only way to achieve a healthy weight is to either burn more calories through physical activity, or reduce the number of calories you take in by eating less food. Maximum health can be accomplished by using a combination of these two strategies.

REMEMBER: If you eat more, move more!

Small Changes
By making small changes to the way we eat, we can become healthier.
Here are some ways to help us improve our diets:

♦ Drink diet soda instead of regular. Did you know that a 20 oz regular soda has 240 calories!
♦ Snack on fruits and veggies instead of chips and cookies. Fresh fruits and vegetables are not only very healthy, but they are practically calorie-free, so you can eat as much as you want without any guilt!
♦ Resist eating a whole piece of birthday cake! If you only eat half, you save yourself 200 calories!
♦ Try a piece of sugar-free candy if you get the urge to snack. Even a small bag of chips has 150 calories.
The National Weight Control Registry is a voluntary group of individuals who have lost at least 10% of their body weight and kept it off for at least one year. Here is what worked for them.

- High amount of physical activity – about one hour per day (walking is common)
- Eat low calorie, low-fat diet
- Weigh often
- Eat breakfast (typically cereal and fruit) every day
- Have a consistent diet on weekdays and weekends

Healthy Weight Tips

If your goal is to lose weight or maintain your current healthy weight, here are some tips to help you achieve that goal.

* **Stay focused on being healthy, not on becoming thin.** Many people are more successful at long term weight loss when their motivation changes from wanting to be thinner to wanting to be healthier.

* **Lose weight slowly with small changes.** Try to remember that losing 15 pounds in two weeks is nothing to celebrate. The more quickly weight is lost, the more likely the loss is coming from water and muscle, not fat. Try to have a weight loss of no more than 1-2 pounds per week.

* **Remember to be realistic about your goals.** If you try to reduce the calories, fat, saturated fat, and sugar in your diet AND promise to make a drastic change in your physical activity level, you may be setting yourself up for failure. Set smaller, more realistic goals for yourself and add a new challenge each week.

* **Conduct an inventory of your meal/snack and physical activity patterns.** Keep a food and activity journal. Write down not only what you ate, but where, when, and what you were feeling at the time. You will see what triggers your hunger and what satisfies your appetite.

* **Eat enough servings of vegetables and fruits per day.** As you add fruits and vegetables, try substituting them for higher calorie, less nutritious foods.
Healthy Weight Tips Continued

* Prepare and eat meals and snacks at home. This is a great way to save money, eat healthy, and spend time with your family.

* Be aware of the amount of food you're eating. Read food labels to determine serving sizes. One bowl of cereal may actually be two ¾ cup servings. A small frozen pizza may contain up to 3 servings (check the nutrition information label). Being aware of serving sizes may make it easier to avoid those extra calories.

* Choose snacks that are nutritious and filling. A piece of fresh fruit, cut raw vegetables or a container of low-fat yogurt are excellent choices. Take these snacks with you for a healthy alternative to chips, cookies, or candy.

* Take your time! Eat only when you are hungry and enjoy the taste, texture, and smell of your meal as you eat it.

* Remember physical activity! Aim for 30 to 60 minutes of moderate-intensity physical activity 5 or more days of the week. If you are just starting to be physically active, start with a few minutes of activity a day and gradually increase, working your way up to 30 to 60 minutes per day.

* Honor your hunger, respect your fullness. Don’t let yourself get too hungry, then you’re more likely to overeat. When you first feel hungry, it’s time to eat that snack or meal. Listen to your body tell you when it is full. Pause during that meal or snack, and stop eating when you are comfortably full.

* Measure success on and off the scale! Weighing often is important, but becoming healthier can be seen by increased energy, better mood, and clothes fitting better. The scale is not the end all, be all of eating healthier and moving more! Don’t get hung up on the scale.
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Session 6: Why Weight II

In this session you will...
- Participate in the “Being in the Moment” activity
- Discuss the Hunger Scale and learn hunger and fullness cues
- Learn how to fill out the Food and Mood Log (page 51)

Materials needed...
- Small napkins, potato chips and chocolate squares
- Handouts: Hunger Scale; 15 Ways to Have Healthier Days (Pages 48-49)

Welcome
- Go around and ask each girl how they feel: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their health SMART goals. Did anyone change their goal after our last session? Remember: Small changes in weight can lead to big changes in health.

Activity—”Being in the Moment”

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<tbody>
<tr>
<td>1. Pass out small napkins to each girl. Pass out ONE potato chip and ONE square of good quality chocolate. Tell the girls not to touch or eat them until they are told to.</td>
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<tr>
<td>2. Start with the chip—Ask...“What does the chip look like?”; “What does it feel like?”; “What does it smell like?”; Encourage girls to offer lots of descriptors.</td>
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<td>3. Instruct the girls to take a small bite, roll it around on their tongues, describe the taste and sensation. Now repeat #2-3 with the chocolate. NOTE: This all happens very slowly. Pay attention to the look, feel, smell, and taste of the food. Slow down and really enjoy food. Discuss how slowing down and paying attention to what we're eating, might lead to healthier eating and more satisfaction from the food. Review Ways to Slow Down and Enjoy (Page 50). Discuss how taking our time and appreciating the food we eat can help us to attain a healthy weight.</td>
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Discussion
- Share copies of 15 Ways to Have Healthier Days and the Hunger Scale (Pages 48-49). Discuss how we can incorporate some of these tips into our everyday lives. Discuss what hunger cues and fullness cues feel like.
- Review and discuss the Food and Mood log.

Get Moving!!! (20 minutes)—stretching, aerobic, relaxation or strengthening

Closing
- Go around the Circle and have each girl share one thing they will do to be more aware of their hunger and fullness cues.
- Homework: Have the girls fill out their Food and Mood Logs (pg. 51) for one weekday and one weekend day during the next two weeks. Remind them to bring this log to the next Circle for discussion.
The Hunger Scale

This tool is designed to help people avoid eating mindlessly. It is to help you be more in touch with your hunger and your sense of fullness.

First, decide how you're feeling. It's best to eat when you are at 3 or 4. If you wait until you are very hungry (1 or 2) you may tend to overeat to compensate. Put your fork down at 5 or 6 and try to wait until the next scheduled meal or snack. If you're trying to lose weight, stop at 5, the point at which you're eating a little less than your body is burning.

10: Stuffed. You are so full you feel nauseous.

9: Very uncomfortably full. You need to loosen your clothes.

8: Uncomfortably full. You feel bloated.

7: Full. A little bit uncomfortable.

6: Perfectly comfortable. You feel satisfied.

5: Comfortable. You're more or less satisfied, but could eat a little more.

4: Slightly uncomfortable. You're just beginning to feel signs of hunger.

3: Uncomfortably hungry. Your stomach is rumbling.

2: Very uncomfortable. You feel irritable and unable to concentrate.

1: Weak and light-headed. Your stomach acid is churning.

No doubt that a major obstacle to regulating weight is the fear of going hungry. But by paying close attention to your hunger cues, and using the 15 Ways to Have Healthier Days, you can find a balance where you are neither starving nor getting full to the point of discomfort.
1. **Tap your foot!** You can burn an extra 350 calories per day just by being restless. Walk around while you are on the phone; do a little dance in your car while sitting at a stop light.

2. **Don’t eat in front of the TV!** This is difficult for many of us, but eating in front of the TV can make you eat up to 288 calories more per sitting!

3. **Use smaller plates!** Research shows that people eat less when eating from a smaller plate or bowl.

4. **Limit salad toppings (and dressing)!** Load up on the lettuce, but be wary of calorie-dense toppings like nuts and cheese.

5. **Skip the whip!** Whipped cream adds calories and saturated fat to an already sweet dessert. Skip it!

6. **Do not eat from the bag!** We all eat more when we eat directly from a big bag. Preportion Ziploc bags, or take out one serving and just eat that.

7. **Serve and sit!** Family style meals are great, but they encourage seconds and thirds.

8. **Eat less pasta!** Pasta is loaded with refined carbohydrates and lots of empty calories.

9. **Leave food on your plate!** If you go out to eat, cut your meal in half and take one half home. Restaurant portions are ALWAYS more than you need.

10. **Nix the smoothie!** Drinking your calories can add up to lots of weight gain.

11. **Check the serving size!** Sometimes a serving is much less than we would have thought, and by the time you read the label, you have already eaten 3 servings!

12. **Kick the soda habit!** Sodas and juices are loaded with sugar and calories. A rule of thumb for weight loss is to never drink your calories. Switch to diet soft drinks if you can.

13. **Fill up on water before a meal!** Water is naturally calorie-free but can make you feel fuller which will help you to eat less.

14. **Eat a protein like eggs or meat for breakfast!** Eating in the morning will help you will stay fuller longer and can prevent afternoon binges.

15. **Have healthy snacks easily accessible!** Wash and cut up apple, celery, or carrot slices in advance and have them ready to eat, so that when you are hungry they can make for a quick snack.
Prayer, meditation, or thanksgiving before a meal. Many of us say grace before we eat a special, celebratory meal with our families. Try to take time before EVERY meal, even if it is just a snack. Being thankful for the food in front of us is one way to be more mindful about what we are eating. Saying a little prayer before we eat can center us and remind us to listen to our bodies’ hunger and fullness cues.

Avoiding mindless eating. We have all been guilty of this: eating just because there is food in front of us. But what if we asked ourselves, why am I eating this? Am I hungry? Happy? Sad? Bored? Being mindful about what we put into our bodies and why can help us to lose weight.

Avoid eating in front of the TV. After a long day at school, there is sometimes nothing better than plopping down on the couch with a snack or a meal. This is fine every once in a while, but if you find yourself eating every meal in front of the TV, you are not really paying attention to what you are eating, you are paying attention to the TV!

Benefits of Slowing Down

Researchers are beginning to unlock the secrets behind the complex process of appetite control - how we make decisions to start and stop eating. To regulate food consumption, your brain responds to a delicate interplay of hunger and fullness signals. Hunger is driven by a number of signals that originate in the brain, stomach, and intestines. Within about 30 minutes after you start eating, fullness signals are transmitted from your stomach and small intestine. These fullness signals act as a sedative on the gastrointestinal tract, slowing down the processing of food, creating a sense of fullness, and blunting the effect of the hunger signals in the brain, all of which tell us to stop eating. This is why it is so important to slow down. If it takes your brain 30 minutes to know that you are full, by the time that signal reaches your brain, you could have eaten an additional meal!

Change Takes Time

Remember that changing behavior takes time. We have all formed eating habits over the course of our lives. Some of these habits may be good for us, but some are bad for us. These habits are not going to disappear overnight. Creating a new habit will take 3 weeks of practicing the new behavior. So don’t give up!
Food & Mood Log

What is the Food and Mood Log? The Food and Mood Log is a way for you to track and record what you eat in a day and to understand more about what and why you are eating.

Why should I fill out a Food and Mood Log? By writing down what you eat in a day, you can increase your awareness of where your extra calories are coming from, and your emotional state when you are consuming them. By paying attention to both what you are eating, and how you are feeling when eating, you can learn more about your habits, and target areas for improvement.

Food and Mood Log Instructions: Use a sheet of paper to record what you eat in a 24-hour period. (see example) Try to record at least one full weekday and one full weekend day (if you like keeping track, feel free to record more!) Remember to include all drinks, condiments, meals, and snacks, and their portion sizes. Also note how you felt at the moment of eating (happy, sad, bored, excited, depressed), and your level of hunger/fullness when you began the meal (use the Hunger Scale).

Here are some tips:

- **Write as you go.** Do not wait until the end of the day to try to remember everything you have eaten.
- **Focus on portions.** If you don’t list the portion size, you don’t know how much you consumed. Be as specific as possible.
- **Be honest.** Even if you feel badly about something you ate, write it down! This will help you develop healthier habits.

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<table>
<thead>
<tr>
<th>Time and Place</th>
<th>Food Eaten, Preparation Method, &amp; Amount Eaten (Portion Size)</th>
<th>How You Felt (Mood)</th>
<th>Hunger or Fullness Level</th>
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<tbody>
<tr>
<td>Example:</td>
<td>12:15 PM, in my car</td>
<td>Example: 1 burger with cheese, lettuce, tomato, mayo 16 oz sweet tea 1 large fry 3 packets ketchup</td>
<td>Example: Tired, happy</td>
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### HOPE for Girls Sign In Sheet

#### Session 6

Circle Leader: ___________________________  Date: _______________________

*Please Sign in...*

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Session 7: Weight ...There’s More!

In this session you will...
- Discuss your Food and Mood Logs and brainstorm strategies to eat for a healthy life
- Discuss body image and food culture in your community
- Review Barriers and Enablers to Achieving a Healthy Weight, Is a Fitness/Health Buddy Right For You?, and Bringing Healthy Weight to the Community.
- Enjoy 20 minutes of physical activity together

Materials needed...
- Completed Food and Mood Log from session 6 (Page 51)
- Handouts: Is a Fitness/Health Buddy Right For You? (Page 55)

Welcome
- Go around and ask each girl how she feels: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their SMART goals.
- Go around and share one thing you did in the last week to be more aware of what you were eating.

Discussion Activity
1. Have the girls take out their Food and Mood Log. Go around and discuss what it was like to record what you were eating. Ask “Was it challenging?” Fun? Positive? Negative? Easy? Difficult? What did you learn from this activity? What did you learn about making changes after reviewing your logs?
2. The Food and Mood Log discussion can lead into a discussion about culture and body image. Ask: When do you eat the most? What have you learned about your relationship to food? How do others influence what you eat? What is your favorite body part and why? Discuss body image, food culture in your community/family, food availability. (Are fresh fruits and vegetables readily available?)
3. Begin a discussion about things that make it difficult to have a healthy weight. Have girls identify the things in their lives that are either keeping them from being at a healthy weight or helping them to be at a healthy weight. How can we increase the things that help and decrease the things that make it difficult? (Use What Helps and What Hinders as a guide—page 54)
4. Review Ways to Measure Success and Is a Fitness/Health Buddy Right For You? (Pages 54-55)
5. What can YOU do in your community to improve the health of those around you? What are some ways you can positively affect your communities? (create a weight loss challenge with church members, encourage water instead of sweet tea at community events, increase healthy options in schools, start a community walking club) Have girls brainstorm ways to bring healthy weight and healthy eating to their communities.

Get Moving!!! (20 minutes)—stretching, aerobic, relaxation or strengthening

Closing
- Go around the Circle and have each girl share one thing they will do to help their friends, family, or community get healthy.
- Homework: Bring a favorite recipe to share and food label to our next Circle meeting.
What Helps and What Hinders

What helps and what hinders your efforts to have a healthy weight?

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<th>Helpers</th>
<th>Hinderers</th>
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<td>• Support from friends and family</td>
<td>• Lack of access to healthy food</td>
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<td>• Other people you know who are losing weight</td>
<td>• High monetary cost associated with healthy behaviors</td>
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<td>• A buddy to check in with</td>
<td>• Time constraints</td>
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<td>• Not giving up if you gain some weight in the middle of your attempt to lose</td>
<td>• Temptation and lack of discipline</td>
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<td>• Making small changes to start with</td>
<td>• Not getting enough sleep</td>
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Ways to Measure Success

Though using a scale is a useful tool to measure weight loss, it is also important to think beyond the numbers on the scale when making your goals. If you are improving your HEALTH by eating better and getting exercise, this may not be reflected in the scale right away. Think about your overall health objectives and how can you achieve these. If you are making changes in this area, you are being successful!

Pay attention to your energy level. Do certain foods or activities make you feel energized? Then increase these in your life!

One way to measure success is to note how you are feeling. If certain foods or activities drag you down, then try to limit your exposure to these things.

How do your clothes fit? This can be a great way to assess progress with weight loss, where a scale can sometimes be misleading.

Look at your % weight loss. Sometimes just a 5-10% weight loss can significantly improve your health.
Is a Fitness/Health Buddy Right For You?

Research shows that friends who exercise together find it easier to stick to their plans. One study found that people who recruited three friends or family members to assist them in their efforts to get to a healthy weight had better results losing and keeping weight off than those who had no buddy system to fall back on.

Being accountable to a buddy who’s both supportive and tough can help you avoid bouts of mindless eating and resist temptation such as pastries at school or a friend’s birthday cake.

Of course, you have to use your buddy. Arrange a hotline system where you agree to phone or e-mail each other when you’re about to fall off the wagon. Sharing an eating log with your buddy will also help to keep you on track.

7 Tips For Choosing a Fitness/Health Buddy

1. **You have similar behavior goals**
   Your buddy system will work best if your goal — to exercise four times a week and eat on plan, for example — matches your potential partner's goals.

2. **You have a similar commitment to eating right and exercising**
   If you are very serious about losing weight and your partner is wishy-washy, the partnership won't work.

3. **Your schedules mesh**
   You can't walk together easily if your partner is busy on days you are available and vice versa.

4. **You agree to reinforce positive behavior and offer each other lots of praise**
   If a new behavior is not reinforced, it won't stick. Remember, behavior changes can take 3 weeks to set in!

5. **Jealousy won't be an issue**
   Good buddies are supportive even during weeks when one loses weight and the other gains.

6. **You exercise at similar intensities**
   An effective partner not only shares your activity, but also does it at the same intensity as you. If you walk fast and your buddy dawdles, someone will have to change speeds.

7. **You see each other in person**
   Pairing up with a buddy online or over the phone can be helpful, but face-to-face partnerships are more successful.
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**Circle Leader: ___________________________  Date: _______________________

*Please Sign in...*
Session 8: Sneaky Sodium And Other Food Villains

In this session you will...
- Learn more about sodium & how to use less of it
- Learn about added sugars & how they can be limited
- Enjoy 20 minutes of physical activity together

Materials needed...
- Food labels the girls have brought from home (Be sure to have extra available) and copies of a few favorite recipes
- Handout: Sneaky Sodium (Page 58-59)

Welcome
- Go around and ask each Circle member how they feel: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their SMART goals.
- Go around and share one thing you did differently in the last 2 weeks to attain or maintain a healthy weight.

Discussion
1. Ask the girls to think about common health issues such as heart disease, high blood pressure, diabetes, stroke, obesity, cancer, etc. Do you or a family member suffer from any of these health issues? A lot of those diseases can be avoided or managed better with simple changes in the way we eat. Limiting sodium and sugar are two key ways.
2. Review Sneaky Sodium (Pages 58-59) Ask, “How much sodium should you eat in a day?” “Where would you find information about the amount of sodium in the foods you eat?” As a group, have the girls look at the food labels they brought in. Locate sodium on the label. Is it high, low, or in between? Remind participants about sodium on the food label (20% of the Daily Value is high, 5% DV is low).
3. Ask “If you are eating too much sodium, how can you reduce your intake?” Review Reduce Your Sodium (Page 59)
4. Continue the discussion with Added Sugar and Bad Fats. (Pages 60-61)
5. Share copies of your recipes. Go around the Circle and share your favorite meal. Is there a way to make it healthier? Could you reduce sodium, sugars, or fats in it?

Get Moving!!! (20 minutes)—stretching, aerobic, relaxation or strengthening

Closing
Go around: Share one thing you’re going to do during the next two weeks to reduce your sodium, sugar, and bad fat intake.
Homework: Ask the girls to bring their dream boards to the next Circle meeting.
Too much sodium (salt) can lead to high blood pressure (hypertension) down the road. Limiting the amount of sodium in your diet can keep your blood pressure under control, and keep your heart healthy.

So... where does the sodium in your diet come from?

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<th>Whole and other grains and grain products*</th>
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<td>Cooked cereal, rice, pasta, unsalted, 1/2 cup</td>
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<td>Ready-to-eat cereal, 1 cup</td>
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<tr>
<td>Bread, 1 slice</td>
<td>110-175</td>
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<th>Vegetables</th>
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<td>Fresh or frozen, cooked without salt, 1/2 cup</td>
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<td>Canned or frozen with sauce, 1/2 cup</td>
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<td>Tomato juice, canned, 1/2 cup</td>
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<th>Fruit</th>
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<td>Fresh, frozen, canned, 1/2 cup</td>
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<tr>
<th>Low-fat or fat-free milk and milk products</th>
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<td>Milk, 1 cup</td>
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<tr>
<td>Yogurt, 1 cup</td>
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<td>Natural cheeses, 1 1/2 oz</td>
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<td>Process cheeses, 2 oz</td>
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<th>Nuts, seeds, and legumes</th>
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<td>Peanuts, salted, 1/3 cup</td>
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<td>Peanuts, unsalted, 1/2 cup</td>
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<tr>
<td>Beans, cooked from dried or frozen, without salt, 1/2 cup</td>
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<td>Beans, canned, 1/2 cup</td>
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<table>
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<th>Lean meats, fish, and poultry</th>
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<td>Fresh meat, fish, poultry, 3 oz</td>
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<td>Tuna canned, water pack, no salt added, 3 oz</td>
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<td>Tuna canned, water pack, 3 oz</td>
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<td>Ham, lean, roasted, 3 oz</td>
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* Whole grains are recommended for most grain servings.
Most Americans consume more than 2 times the amount of sodium they need! You should aim for about 2400mg of sodium per day to lower your risk of high blood pressure and heart disease. Let’s check a food label to see how much sodium a food has.

Sodium is something we should eat less of, so we want it to be \textit{low} when looking at the label.

Is sodium (salt) high or low in the example on this Page?

How about in the sample food label you’re holding?

How much is in 1 serving of the sample label?

How many servings would you eat?

(If more than 1 serving, don’t forget the amount of sodium you eat will increase.)

Look for low, very low, or sodium-free foods.

\textbf{Sodium-free} – less than 5 milligrams of sodium per serving

\textbf{Very low-sodium} – 35 milligrams or less per serving

\textbf{Low-sodium} – 140 milligrams or less per serving

\textbf{Reduced sodium} – usual sodium level is reduced by 25%

\textbf{Unsalted, no salt added or without added salt} – made without the salt that’s normally used, but still contains the sodium that’s a natural part of the food itself

**Reduce Your Sodium**

Here are some ways to reduce your sodium!

- Choose low- or no-salt added canned veggies or choose fresh veggies
- Drain and rinse canned beans before cooking (reduces sodium by 40%)
- Use low- or no-salt added seasonings
- Cook rice or pasta without adding salt
- Add your own flavor with herbs & spices instead of salt
- Lemon or lime juice or vinegar can replace salt
- Sparingly use condiments like mustard, BBQ sauce, soy sauce and others
- Choose convenience foods less often (like frozen meals)
- Eat less processed foods (i.e. bologna, sausage, instant mashed potatoes, etc.)*
- Eat less of foods containing the words: pickled, cured, smoked, soy sauce
- Use the salt shaker less

*Processed food really includes any food other than fresh, raw food (i.e. canned foods, frozen foods, high-fat fried foods, sausages, pastries/baked goods, etc.); processed foods usually have a lot of added sodium
Villain 1: Added Sugar

Sugar is naturally found in foods like fruits, and milk products which are healthy. *Added sugar* gives flavor or texture to food, but usually has little fiber or necessary nutrients. Added sugars add calories, which can lead to weight gain over time. Because of this, we should **limit** the amount of added sugars we eat.

Foods that contain added sugar are: drinks including soda, energy and sports drinks, and juice that is not 100% juice; cookies, candies, cakes, pastries, some cereals and some canned fruits.

What to watch for...other names for added sugars: sugar, honey, maltose, high fructose corn syrup, fructose, dextrose, corn sugar, and juice concentrate.

Let’s look at an example:

*Plain Yogurt (has natural sugars)*

*Fruited Yogurt*

Try these tips to decrease sugar in your diet:

- Buy canned fruits in their own juice or water, not syrup or rinse fruit to remove some sugar
- Switch to 100% juice
- Replace some sugary drinks
- Cereal: make sure that sugar isn’t one of the first two ingredients
- Add fresh or frozen fruit to plain yogurt

Try these sweet drink alternatives:

- Water or sparkling water - 0 calories
- 1% or fat-free milk (8fl. oz.) - 80-100 calories
- Unsweetened iced tea (8fl. oz.) - 2 calories
- 100% fruit juice without added sugar (8fl. oz.) - 110 calories
- Try 100% fruit juice with club soda

The list of ingredients is usually put at the bottom of the food label.
Villain 2: Bad Fats

Fat gets a bad rap, but we certainly do need it... just in the right amounts! Let's break it down.

**Benefits of Fat:** helps us absorb some vitamins, is needed for our cells to form and function, and needed for some hormones.

**Harms of Too Much Fat:** adds lots of calories, leads to weight gain, increases cholesterol, and increases total fat in blood to a dangerous level, can increase your risk of getting heart disease and some cancers.

Remember to use the label! On the label, these are the items we want to limit. Notice that fat falls into that category.

<table>
<thead>
<tr>
<th></th>
<th>Good Fats</th>
<th>Bad Fats</th>
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<tr>
<td><strong>Unsaturated:</strong></td>
<td>Nuts</td>
<td>Any animal product (butter)</td>
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<td>Seeds</td>
<td>Fatty cuts of meat (bacon, sausage)</td>
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<td>Oily fish (salmon, tuna)</td>
<td>Whole Milk</td>
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<tr>
<td></td>
<td>Olive or canola oil</td>
<td>Trans:</td>
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<td></td>
<td>Lean meats (trim fat)</td>
<td>Found in baked goods</td>
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- **Total Fat:** less than 30%/day
- **Saturated Fat:** less than 7%/day
- **Trans Fat:** as little as possible
- **Cholesterol:** less than 200mg/day
- **Sodium:** less than 200mg/day

(Aim for these amount or less)
HOPE for Girls Sign In Sheet
Session 8

Circle Leader: ___________________________  Date: _______________________

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Session 9: Let’s Go to the Grocery Store!

In this session you will...
- Review material from Sessions 5 and 8
- Learn ways to gather coupons
- Visit a local grocery store
- Enjoy 20 minutes of physical activity together

Materials needed...
- Grocery coupons
- Handouts: 33 Ways to Save When Grocery Shopping; Coupon Websites (Pages 189-190)

Welcome
- Go around and ask each Circle member how they feel: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their SMART goals.

Activity—Healthy Eating
Review materials/key points from Sessions 3 and 8.
1. In Session 3 we talked about increasing our fruits and vegetable intake. Ask, “How have you increased your fruits and vegetable intake?” Have you tried new recipes? What has your family thought of the changes?
2. In Session 8 we talked about ways to avoid extra sodium, sugars, and fats. Ask “How have you avoided extra sodium, sugars and fats?” What challenges have you overcome while trying to make changes?

Activity—Coupons
Have participants share the coupons they brought to the session.
1. Ask participants: Were coupons easy to find? Where did you find them? Would you normally buy this item? If not, is it really a savings?
2. Review Coupon Websites and 33 Ways to Save When Grocery Shopping (Pages 65-66)

Grocery Store Visit: Let’s Get Up and Shop!!!! (see Page 188 for directions)
Choose one of the scenarios to practice what you learned in sessions 3 and 8.

Get Moving!!! (20 minutes)—Walk around the grocery store parking lot for 20 minutes, power walk if you can.

Closing
Go around and share, “How do you feel when you eat healthier? Or How do you feel when you get your family to try a new, healthy food?”

NOTE: Your final Circle meeting is next week. Ask girls to think about what they have gotten out of this curriculum and how it could be improved. If you wish, you can have them complete a survey to address these questions.
Go to the grocery store. Be sure to have chaperones with you. Break into small groups, each with a chaperone. Choose a scenario and ask each group to get several items from their list. Regroup and talk about choices made. Were they good choices? Could we do better? What was challenging? Did having a coupon persuade you to make a less healthy choice? Could you think of another meal that we could make healthier or less expensive? Let’s make the dish and taste it.

**Option 1: Sunday Dinner Scenario**
Plan the meal (including dessert) for this Sunday after service. Your grandmother is coming to dinner. She has diabetes and you want to make her a nutritious and delicious meal. What are we going to make? Make a shopping list, check for coupons (are they a good deal or not?).

**Option 2: Special Considerations**
Choose one of the following scenarios, and shop as if you were the person described:

- Hypertension (high blood pressure) - Marjorie is 50 years old. She was recently sent home from the hospital after recovering from a mild stroke. Upon leaving the hospital, Marjorie talked to the nurse about the best ways to stay healthy, and decrease her risk of having another stroke. One major way was to reduce her blood pressure. Having a low sodium/reduced sodium diet is a major change that could help decrease her high blood pressure.

- General healthy eating/weight maintenance—Bianca just won the last season of the Biggest Loser! She lost 100 pounds....go Bianca! After making such a drastic change, she wants to continue being healthy and improving the health of her family and friends. On this visit to the grocery store, she aims to have a healthy, well-balanced cart of food for the next week.

**Grocery List**

- Milk
- Eggs
- Bread
- Oatmeal
- Cereal
- Orange juice
- Chicken
- Ground beef
- Rice
- Pasta
- Pasta sauce
- Soup
- Cheese
- Cooking oil
- Flour
- Yogurt
- Beans
- Vegetables (canned, fresh, and/or frozen)
- Fruit (canned, fresh, and/or frozen)

- Add a couple of items you would usually buy, but remember you are still the person in your scenario if you chose one (i.e. a snack)
33 Ways To Save When Grocery Shopping

1. Trim your food bill by as much as 19 percent by shopping at a couple of different stores.
2. Don’t “crises cook.” Shopping after work for the day’s dinner gets expensive. Plan a weekly menu before shopping and watch your grocery bill shrink.
3. Don’t waste money on prepared foods. Instead, prepare meals ahead of time and freeze them, or double the recipe when cooking, and freeze the second for a hectic day coming.
4. Don’t be fooled by familiar products, such as cereal, that have decreased package sizes while keeping prices constant, the food industry’s latest response to rising costs.
5. Take the farmer’s market approach: Buy produce that’s fresh, inexpensive and in season. With fewer middlemen involved, you get good buys and your family gets the freshest food.
6. The highest markup items on the shelves are at chest level. Reach up or kneel down to select the cheaper house or generic brands.
7. A grocery store’s main aisles, like the paths to milk and bread are usually strewn with high-priced land mines. Avoiding those pricey areas will really help.
8. Try to shop when you are alone. Those little helpers can quickly boost your bill.
9. Shop early in the day. You get through the store faster with your list and you spend less.
10. Avoid shopping for food when you’re hungry; you’ll buy more.
11. Don’t grocery shop when you’re tired, you’ll buy more sweets, more high-carbohydrates. Don’t go when you’re angry or you will go for crunchy foods, the junk food.
12. Buy on the markdowns and save as much as 20 percent.
13. Read your newspaper’s weekly food section for local grocery sales and menu ideas.
14. Clip coupons. You’ll also find coupons in women’s and general interest magazines.
15. Scout coupons swap-boxes, generally found at supermarkets, but also at some public libraries.
16. Take advantage of in-store coupon displays and the machines that spew them.
17. Log on to your supermarket’s online home Page for coupons.
18. Call the toll-free numbers on your favorite products’ labels and tell the customer-service rep how much you enjoy them. Some reps will offer cents-off (or even free) coupons for the product itself; if not, ask.
19. Nab newsie. Does your newspaper vendor just dump the inserts in unsold papers at the end of the day? If so, would he mind tossing a few your way?
20. Check out the wealth of national-brands coupon-offering services on the Web. They can save you money—even the ones that charge nominal fees.
21. Seek out supermarkets that will double and sometimes triple the face value of manufacture’s coupons.
22. Try for triple plays. That’s when you use a manufacturer’s coupon and a store’s own coupon.
23. Some retailers guarantee that if the item doesn’t ring up at the correct price, you get it free or at a discount. Pay attention to details.

24. Avoid purchasing non-grocery items, such as painkillers, contact lens solution, etc., at a grocery store. You usually pay more.

25. Always get rain check if a sale item is gone.

26. Know when your store marks down goods that expire, like meat and bread. The deal: Use them that night or freeze them.

27. Check your store for a small section where they discount products that aren’t as popular as the manufacturer had hoped. This area can be a gold mine for bargains.

28. Shop with a calculator. That way, you can figure whether the unit price for a case lot is really cheaper than buying one of the same item.

29. Request price matching. Find a store in your area that will honor all competitors’ ads. You save money, time and gas.

30. Beware of “discount store syndrome.” Just because you’re in a bargain store doesn’t mean you’re getting the best price on every item.

31. Check your receipts. No matter how careful you or the store staff might be, mistakes happen.

32. Always send in for the rebate on a purchase whether it’s $2 or $50. It all adds up.

33. Put your savings to work. Whether it’s a trip, a car, or a savings account, have some specific goals for the money you’re not spending on food.

Why am I learning this now? I am just a kid!
While it is true that you are probably not the primary grocery shopper in your household, you can share some of these tips with your parents and grandparents. Also, when you are old enough to go to the grocery store on your own, you will have the knowledge and experience necessary to make healthy, cost-effective choices.

**Coupon Websites**

www.Couponsuzy.com

www.Couponmom.com

www.smartsource.com

www.southernsavers.com

Do not forget to use newspaper coupons. Create a circle of friends for a coupon swap.
HOPE for Girls Sign In Sheet
Session 9

Circle Leader: ___________________________ Date: _____________________

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In this session you will...
- Share how your exercise program has been going and share tips for staying active
- Share things that have gotten you off track and what you did about them
- Make a plan for maintaining your exercise program
- Wrap up your HOPE Circle and reflect on the HOPE Circle experience (page 70)

Materials needed...
- Handout: Personal Exercise Plan (Page 69)
- CD player, CDs and fun accessories

Welcome
- Go around and ask each girl how she feels: (PIES: Physically, Intellectually, Emotionally, Spiritually). Pass around sign-in sheet.
- Go around and reflect on progress/challenges on reaching their SMART goals.

Check out your progress over the past 10 weeks and looking forward

1. Go around the Circle and describe a time you were exercising regularly and how you felt.
2. Share one thing you like about exercising.
3. Describe a challenge you overcame. What will you do if the challenge comes up again? Brainstorm solutions. Some common barriers are bad weather, not feeling well, too much homework, no one to exercise with, not enough time.
4. Describe a strength of yours that helped you with your exercise goal
5. Look at your original Personal Exercise Plan. Is your goal still the same as it was when you started? If not, what is your new goal? Update your plan by completing the new one. Share with the Circle.

Get Moving!!! (20 minutes)—Celebrate with a Dance Party!
Ask Circle members to use scarves, hats, skirts, beads, masks, etc. and favorite dance CD’s. Put on the music and have a dance party for 15-20 minutes. It’s OK to dance in chairs...just remember, we all need to move more!

Closing –Make a plan...complete My Personal Exercise Plan (Page 69)

Tips for staying active:
- Make exercise “appointments” and don’t break them.
- Keep walking shoes in your school locker, walk for 10-15 minutes during the day.
- Reward yourself; take an occasional break from homework or TV.
- Build in fun and variety, try something new.
- Remember that if you have stopped exercising, you can just start over again. Every day is a new day!
- Plan ahead for barriers and how you will overcome them.
- Exercise with a friend or with a group or your Circle.
- Don’t overdo it...have fun!

Homework: Spread the word about HOPE for Girls!
My Personal Exercise Plan

Name ______________________ Date _______________

My Exercise Buddy is ________________________

My personal fitness goals are
________________________________________________________________________________
________________________________________________________________________________

What I am going to do to reach my goals
________________________________________________________________________________
________________________________________________________________________________

Things that have kept me from exercising are
________________________________________________________________________________
________________________________________________________________________________

What I will do to overcome these things
________________________________________________________________________________
________________________________________________________________________________

What I will do to reward myself for exercising
________________________________________________________________________________
________________________________________________________________________________

Suggestions:
1. Tape “My Personal Exercise Plan” to your refrigerator, your bedroom door, or bathroom mirror.
2. Show it to a friend or your fitness buddy.
3. Look at it every day!
Final Wrap-Up

To conclude the HOPE for Girls experience, you may pass around a survey asking the following questions. Depending on how your Circle has come together, perhaps the girls will want to share their ideas in the group.

Ask:

1. Was there anything about the program you would like to see changed?
2. What was your favorite part of being part of the HOPE Circle?

Reflect:

Take this opportunity to share your final thoughts on the HOPE for Girls Program and the progress you have made towards reaching your goals.

Dear Circle Leader,

Thank you for participating in the HOPE for Girls Program. You have helped to enrich the lives of the girls in your Circle and you have contributed immensely to their development and education.

We hope that your Circle has also enriched your own life and that you have formed bonds that will last a lifetime.
Seeds of HOPE Sign In Sheet
Session 10

Circle Leader: ___________________________  Date: _______________________

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References

Session 3—You Are What You Eat
www.fruitsandveggiesmoremores.org
New USDA Guidelines: My Plate from: www.choosemyplate.gov
Standard serving sizes: U.S. Department of Agriculture

Session 4—Get Moving!
Photo 1 credit: http://myobstructedview.blogspot.com/2011/07/making-impact.html
Photo 2 credit: http://www.sparkpeople.com/resource/fitness_articles.asp?id=1033
Photo 3 credit: http://www.kidsfitnessmiami.com/

Session 5—Why Weight
Body Mass Index Table adapted from: Clinical Guidelines on Identification, Evaluation and Treatment of Overweight and Obesity in Adults: The Evidence Report
Photo credit: http://blackdoctor.org/10024/exercise-not-effective-for-black-girls/
Healthy Weight Tips adapted from: http://www.intuitiveeating.org/content/10-principles

Session 6—Why Weight II
The Hunger Scale adapted from “The Best Life Diet” by Bob Breene

Session 7—Weight...There’s More!
Is Your Weight a Healthy Weight? Dept. of Health and Human Services – National Institutes of Health

Session 8—Sneaky Sodium and Other Food Villains
How much sodium in a serving: www.americanheartassociation.org

Session 9—Let’s Go Grocery Shopping!
33 Ways to Save When Grocery Shopping from: www.bankrate.com

Session 10—Keep it Moving! And Final Wrap Up
Photo credit: http://pcunix.hubpages.com/hub/Plyometrics-so-thats-what-they-call-it