

HEALING Program

Healthy Eating Activities and Lifestyles for Indigenuous Groups

Facilitator's
Handbook

A program developed by the Health Promotion Unit, Population Health, Planning & Performance, Northern Rivers Area Health Service. Adapted from the QLD Healthy Weight Program.

Resource material used in this program:

National Heart Foundation
NSW Health
CHEGs Inc
Better Health Channel website
Consumer Information Centre
QLD Health
NSW Health website

Sports Medicine website
Australian Nutrition Foundation
Paradise Foods website
Heart Foundation website
Diabetes Australia
Healthinsite website
International Diabetes website

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PLEASE NOTE: When reading the word Aboriginal in this document it refers to both Aboriginal and Torres Strait Islander people.

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FORMS FOR THE GROUP

- * Transport form.
- * Childcare form.
- * Physical activity questionnaire.
- * Medical check form.
- * Program evaluation form.



HEALInG Program

Healthy Eating Activities and Lifestyles for Indigenous Groups

Using the facilitator's handbook

The facilitator's handbook contains all the information a facilitator needs to set up and run a HEALInG Program within their community.

The handbook has the following information:

- Overview of what the program is about
- Cost of running a HEALInG Program
- How the program is organised
- Organising tasks for facilitator to complete such as:
 - Tasks to be completed when the program is first confirmed
 - Weekly tasks
- Additional resources needed to run the program
- Details regarding medical checks.

The handbook sets out each session and contains the following information:

- What the session is about (session content)
- Session activities, time frames and handouts
- Homework
- Resources needed for each session
- Facilitator's notes to run the sessions.

The last session in the handbook contains information on:

- Copies of the forms used during the program e.g.
 - Transport form
 - Childcare form
 - Consent form
 - Medical check
 - Physical activity questionnaire
 - Food diary.

FACILITATOR'S NOTES

The facilitator's notes provide the information needed to cover the topics listed in the activity tables situated at the beginning of each session page. Please read these theory notes and use them to inform the group on the weekly subjects.



These facilitator notes can be identified by this symbol and will be in this type of font. You can either speak the information to the group or use it to write on a whiteboard or on butcher's paper. The handouts that link to the talk will be in brackets beside the information.



Each session also contains the group activity section, which can be identified by this symbol.

OVERVIEW

What is the HEALInG program?

The HEALInG program (Healthy Eating Activities and Lifestyles for Indigenous Groups) is a 10-week program designed to provide realistic and practical information on healthy eating and lifestyle activities for Aboriginal people. The program consists of 3 components. These are:

- **Healthy Activities**
The program consists of 10 weeks of physical activity classes incorporating a selection of exercises and activities that will help improve physical health. The types of physical activity undertaken are selected by the group participants and are conducted by a Community Health Education Groups (CHEGS) qualified fitness leader.
- **Healthy Eating**
The program will target healthy eating principles for the whole family such as:
 - Dietary guidelines, food groups, serving sizes
 - Fats and sugars in food
 - Reducing the amount of fat, sugar and salt in meals
 - How to make meals more healthier
 - Budgeting for balanced meals
 - Understanding food labels.

- **Healthy Lifestyles**

The program includes one specific session on lifestyle diseases prevalent amongst Aboriginal communities such as cardiovascular disease, diabetes and stroke. Information on associated risk behaviours and strategies to reduce risks is included. This session is facilitated by a qualified health professional and participants are given appropriate contact details for further information.

Also included in the program are sessions on understanding self esteem, goal setting and overcoming life barriers. The 10-week program is presented in a culturally appropriate manner with lunch, transport and childcare provided.

COSTS INVOLVED TO RUN THE PROGRAM

There are costs associated with running the program. These costs must be covered by your organisation and include payment for:

- The fitness leader
- Childcare
- Lunch
- Transport
- Resources such as plastic foods.

HOW THE PROGRAM IS ORGANISED

The program consists of 3-hour weekly sessions run for 10 weeks. Each session consists of 3 sections:

Activity	Duration	Content
1	60 mins.	Exercise conducted by a qualified fitness instructor.
2	30 mins.	Lunch. You can either buy the ingredients and let the group make their own, or order in catering. This time can be used to review how they went with the weeks' homework as well as have informal talks with the participants on how the program is going for them and their family members. Take the time to talk about how they are progressing.
3	90 mins.	Weekly learning sessions exploring different topics

ORGANISING TASKS

These tasks should be done by the facilitator when the program is first confirmed.

- Advertise the program.
- Collect empty food packets, cans and grocery docketts needed for some sessions.
- Organise and book the group fitness leader. This can be done through Community Health Education Groups Coordinator (CHEGS). (Ph) 66207523.
- Organise a medical check for participants using local AMS or Aboriginal Health Medical Clinics.
- Organise and book the venue for 10 weeks. Make sure the space is large enough for exercising.
- Organise childcare places for those who need it.
- Organise transport.
- Copy enough HEALInG workbooks for participants using the HEALInG CD you have been given.
- Book a speaker for session 9 (either a dietician or a local community nutritionist).

WEEKLY TASKS

Look at the checklist below and give yourself some time to complete these tasks.

- | | |
|-------------------|---|
| WATER | Take some water for participants to drink in the exercise part of session but also encourage them to bring their own container to drink from every week. |
| EXERCISE | Set exercise room up. (Have some chairs around the edge of room for use during the exercises). |
| LUNCH | Set up tables for lunch. Organise lunch and refreshments for participants. (These should be low fat and include fruit and juice). |
| SESSIONS | Use the same space as lunch for the group discussion sessions. Get group to help pack away lunch and clear the tables to begin the sessions. Organise resources needed for group sessions. |
| REFLECTION | Facilitators please remember to take the time each week to reflect back on your sessions and ask yourself: <ul style="list-style-type: none">● Did participants seem interested?● Did they seem to take in the information you have given them?● Was the room okay?● Were the seating settings okay?● Have they tried some of the suggestions from the program at home? If not why do you think this is so? |

Write yourself down a few notes on participants every week to help you follow their progress through the program. Use this information to improve on your next session.

Remind participants to:

- Wear loose comfortable clothing for exercising.
- Bring their HEALInG folder and pen every week.
- Bring a bottle for drinking water.

ADDITIONAL RESOURCES

There are additional resources needed for some of the sessions.

SESSION 4 Collect empty food tins and packets. These can be used with the plastic fruits and vegetables for the group activity.

Food for health pamphlets and A5 poster of food groups - can be ordered from Commonwealth Department of Health and Ageing. Ph. 1800020103 ext 8654 or email phd.publications@health.gov.au.

Plastic foods for using in the group activity (can be bought from Educational Experience Pty Ltd. Ph. 1800025270).

SESSION 5 “*Fats in foods*” pictures. Can be borrowed from Aboriginal Health Promotion Officer Ph. 66207590 or purchased through Healthy Weight program QLD at <http://home.austarnet.com.au/drkoch/hwporder.htm>

SESSION 6 Empty food and drink packets and cans from session 4 to be used for group activity. These products must display the nutritional information box.

SESSION 7 Grocery docket to use for budgeting session. Recipes from magazines or recipe books for group to get ideas from. Diabetes Australia booklets can be accessed on website <http://www.diabetesaustralia.com.au>

SESSION 9 Book a local guest speaker for this session. Usually ask them to talk about what are the best foods for people who may be on special diets for diseases such as type 2 diabetes, cardiovascular diseases and such. Use this time to get the speaker to talk to participants about any particular dietary queries they may have. Diabetes Australia: “*Its in my hands*” Indigenous fact sheets. Ph. 1300 136588 Diabetes Australia NSW.

How to present the information during the weekly learning sessions.

It is up to the individual facilitator and the needs of the groups to how the weekly information sessions should be presented. This can be done either using:

- A whiteboard
- Some butchers papers
- Or speaking the information out verbally to group.

MEDICAL CHECKS

It is best to get everyone who will be doing the program to have a medical check up. This is to ensure that the participants are well enough to take part in the low intensity exercise sessions and have no major medical complications that would interfere with their health. These can be carried out through an Aboriginal Medical Service (AMS) or any health clinics that will bulk bill the clients. Please get in touch with these services to ask if these can be arranged.

When organising the medical checks it is best to do them at least a week before the program commences. Generally the facilitator organises a group booking but in some cases it may be easier for the participant to book their own.

PHYSICAL ACTIVITY QUESTIONNAIRE

Before the check up get the participant to go through the physical activity questionnaire. This is used as a checklist to jog the participant's memory regarding their health status. If the participant answers yes to any of the questions, remind them to talk to the doctor about the issue.

MEDICAL CHECK FORM

Give the participants the medical check form for the doctor to fill in at the end of the consultation. The completed forms are to be handed back to the facilitator. These completed forms show whether the participant is physically able to participate in low intensity exercise classes.



HEALInG Program

Healthy Eating Activities and Lifestyles for Indigenous Groups

TRANSPORT FORM

I need transport to attend the HEALInG Program.

Name-----

Address -----

Contact number -----



.....

CHILDCARE FORM



Please give this form back to the worker as soon as possible to ensure childcare places can be booked.

I need childcare for ----- children (only children 0-5 years old).

Name of child/ren and their ages

(Children need to be immunised or have an approved exemption.

If unsure please speak to Family Assistance Office on 136150).



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PHYSICAL ACTIVITY QUESTIONNAIRE

Even though physical activity is healthy and fun it is asked that you check with a doctor before you start becoming physically active. Vigorous activity without medical supervision is not recommended.

Please answer the following questions as honestly as you can.

Has your doctor ever said that you have a heart condition?	Yes	No
Do you feel pain in your chest when you do physical activity?	Yes	No
Have you in the last month felt any chest pains when you were not doing any physical activities?	Yes	No
Do you lose balance or lose consciousness because of dizziness?	Yes	No
Have you any bone or joint problem that could be made worse by a change in your physical activity?	Yes	No
Are you currently on medication by your doctor for heart condition, blood pressure, diabetes or any other medical condition?	Yes	No
Are you aware of any reason why you should not do any physical activity?	Yes	No

Please note

If you have answered yes to any of these questions please talk to the doctor about it when you have your check up.



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MEDICAL CHECK FORM

Medical check to okay participants' health for attendance to physical activity group.

Name-----

I consider the above mentioned person to be a low risk patient capable of participation in a low intensity exercise program involving flexibility, muscular endurance and cardiovascular fitness under the supervision and guidance of an exercise leader.

Signed (Medical Practitioner):-----

Print Name: -----

Telephone/Contact address-----

Date-----



HEALING Program

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EVALUATION FORM

What sessions did you attend? (please tick)

- Session 1: Fitness activities/exercises and diet
- Session 2: Self-esteem
- Session 3: Goal setting and barriers
- Session 4: Food groups/Serving sizes
- Session 5: Fats in foods/Other names for sugar and fat
- Session 6: Fats and kilojoules in fast foods
- Session 7: Food budgeting guide/Making meals healthier
- Session 8: Nutritional information on labels/Words on products
- Session 9: Looking at diseases that can affect our lives
- Session 10: Where to from here.

Overall did you find the sessions you attended? (please tick)

Not enjoyable	Somewhat enjoyable	Very enjoyable

Overall would you say the session information was?

Not useful	Of some use	Extremely informative

Have you made any changes to your eating habits as a result of attending the program? Please describe the changes.

- Yes _____
- No _____

Have you made any changes to the way you cook as a result of attending the program? Please describe changes.

- Yes _____
- No _____

Have you increased the amount of physical activity during your day or week as a result of attending the program?

- Yes _____
- No _____

What parts of the program did you like most? You can tick more than one box.

Nutrition	Physical activity classes	Lifestyle diseases

What part of the program did you find most useful?

Nutrition information	Physical activity classes	Lifestyle diseases information

Other?

Do you have any suggestions or comments about the program that would make it better?

Thank you for your time.



SESSION 1: Fitness activities/Exercise and diet

SESSION CONTENT

- Introduce the HEALInG program.
- The importance of exercise and a good diet.
- The importance of warm up, stretches and cool down exercises.
- Different types of exercises.
- Introduce the food diary.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- Introduction and fill in food diary *60mins*
 - HANDOUTS
 - 1:1 Physical activity safety sheet
 - 1:2 Why exercising and a healthy diet is good for us
 - 1:3 Why we do warm up stretches & cool down exercises
 - 1:4 Stretching exercises
- Different types of physical activities *30mins*
 - HANDOUTS
 - 1:5 Different types of physical activity
 - 1:6 Fat burning activities

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.

HOMEWORK

- Continue to do exercises from physical activity class at home at least 2-3 times throughout the week.

PARTICIPANTS

- Explore different ways to exercise from home and bring your ideas back to the next group session.



SESSION 1: Fitness activities/Exercise and diet

ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

While eating lunch, use this time to get to know participants.

30 mins

ACTIVITY 2: Introduction to program

60 mins

Introduce the program and give an overview of what will be discussed during this week's session. Ask group to fill out week 1 food diary (in participants handbook) using what they ate yesterday as an example. Explain that this diary will help show how they're eating habits are going. (Make photocopies of participants' food diaries for your own records when they are filled in).



Physical activity safety sheet.

Talk to group about the importance of safety using handout 1:1. Get them to look through handout 1:1 while you are reading through it and discuss any questions they may have on this subject.



Ask the group questions and encourage discussion.

Benefits of exercising and a healthy diet.

Read aloud some of the benefits of exercising from information in handout 1:2 and then talk about the importance of exercise, using the facilitator's notes below.

Why exercise?

The body was built to move and therefore it will gain positive inner and outer changes from working out. You will also gain fun and enjoyment out of exercising. So what are the benefits of regular exercising?



- **Mentally** it will improve your confidence and enhance self-esteem.

- **Physically**, working on the cardiovascular will:
 - Increase oxygen going into your lungs,
 - Increase the strength and size of your heart
 - Help the blood flow through your body
 - Decrease blood pressure and cholesterol levels

- **Strength training** will:
 - Improve muscle strength and endurance,
 - Improve body shape
 - Tone the body
 - Increase joint strength and give stability

So as you can see there are many gains from exercising and having a good diet.



Get the participants to read handout 1:2 and then spend a few minutes discussing some of the ways they may have experienced any of these benefits of exercising.

Then read through handout 1:3. Explain to the group the importance of warm ups, stretches and cooling down exercises using the facilitator's notes below.

Warm ups are necessary

- To increase heat throughout the body.
- To reduce the risk of tearing or straining muscles through increasing suppleness.

How can we do warm up exercises?

Try a 2 or 3 minute jog to raise a light sweat before stretching.



Stretching is very necessary before beginning exercise.

The flexibility (stretching) training will:

- Help the body to relax,
- Improve posture,
- Help prevent injuries.

Cooling down exercises

These help:

- Remove muscle waste products
- Reduce muscle soreness and stiffness.

How can we cool down?

2-3 minute jog or brisk walk immediately after exercising.

How do we stretch?



Using handout 1:4, get group to practice some stretching exercises.

ACTIVITY 3: Different types of physical activities

30 mins

Discuss with the group how you can manage 30 mins of physical activity every day using the facilitator's notes below

There are many types of physical activities that people can do to get fit and keep healthy. It is recommended that we do 30 minutes of exercise a day. This can be done in 10-15 min lots if you don't have much time. I know that it is difficult to find time when you have young children but it will give you more energy for the children if you do.



There are plenty of exercise classes that are going on around your local area so maybe ring around and find out what times they are on and how much the cost is. There are also plenty of sport groups around such as touch footy or netball that you can join. These will not only give you some exercise but they also can give you social time as you will meet new people who have children as well.

You don't always need to attend an exercise class especially if you cannot get the babies minded but you could try and do some activities when the children go down for a nap or when watching TV, videos or DVDs. To warm up you could walk around the outside of your house or if you have some stairs, try stepping up and down them for 5 minutes. It could also be a walk to the local park or shop or even turning on some music and dancing around the house. Sweeping, mopping or some types of gardening can give you exercise though with these activities you need to keep in mind that it must raise your heart/pulse rate to be effective.



Read through handout 1:5 and talk about the different types of physical activity.

Brainstorm some other ways people can get exercise and get participants to write in their activity sheet the different types of exercises that have been suggested. Talk on these for a few moments.

Talk with the group about the different types of fat burning exercises, using the facilitator's notes below.

Fat burning exercises

Fat burning aerobic exercises are the slow, long duration type of exercises, - walking, slow jogging, swimming, low intensity aerobics classes, easy pedalling on an exercise bike or low-resistance aerobic circuit training.

As your body adapts to exercise, you will be able to do more exercise. It usually takes 12 weeks to get your body adapted to fat burning exercises.

High fat burning activities are done by increasing your metabolism (the amount of energy that the body uses doing everyday activities). You must keep an eye on your heart rate by checking your pulse rate, which your fitness leader has shown you (let the fitness leader know that you need the class to learn how to do this).

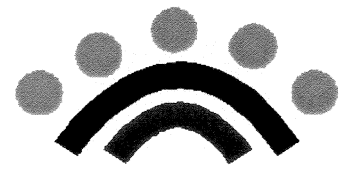


One of the best types of high fat burning activities are low intensity *aerobic exercises*, such as fast walking, swimming and cycling which are performed for longer periods of time, increasing your heart rate and delivering oxygen rich blood to the muscles. Aerobic exercises build endurance and burn fat. However it is the time you spend in exercising and that is important. It's best to do at least 20-30 minutes to start and get the fats to burn. Other aerobic activities are, inline skating, jumping rope, playing soccer or hockey, dancing, cross country skiing, handball or other sports using rackets and jogging.

Anaerobic exercises uses muscles at high rate of work for a short period of time. It helps increase muscle strength. Think short and fast for anaerobic exercises. Examples are heavy weight lifting, sprinting, push-ups, sit ups or any fast burst of hard exercise.



Read through handout 1:6 with participants and complete the activity tasks. Go over homework with participants.



SESSION 2: Self-esteem

SESSION CONTENT

- Review outcomes from last session.
- Information on self-esteem/change behaviour.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- Self esteem *60mins*
 - HANDOUTS
 - 2:1 Self esteem
- Changing behaviours *30mins*
 - HANDOUTS
 - 2:1 Self esteem

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.

HOMEWORK

PARTICIPANTS

- Continue to do exercises from physical activity class at home at least 2-3 times throughout the week.
- Explore different ways to exercise from home and bring your ideas back to the next group session.
- Look at ways you can encourage and build self-esteem.

SESSION 2: Self-esteem



ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework.

30 mins

ACTIVITY 2: Self-esteem What is it?

60 mins

This session is looking at self-esteem. Go through the following information, using the facilitator's notes below.



What is self-esteem?

It is your sense of self; it is whatever you believe you are.

Buddha once said, " We are what we think. All that we are arises with our thoughts. With our thoughts, we make the world".



Ask the group what do they think he meant by this and encourage discussion on what ideas they come up with.

Use the facilitator's notes below to explain how self-esteem can be negative.



Our thinking affects how we treat ourselves. Human beings have an enormous ability to judge themselves as bad or not able to do things, dumb, mean, selfish, ugly, unlovable, hopeless and on and on. Some of us know very well that the demanding, judging part of us can be our "internal critic."



Do the activity in handout 2:1. Get the group to take a few minutes to think and then write some positive thoughts about themselves. (assist individuals if needed).

Get them to read out what they have written down and don't forget to give them some praise.

Explain to the group how they can improve their self-esteem, using the facilitator's notes below.



Thoughts and fantasies are frequently triggers for our actions. Thus, dwelling on temptations, makes it harder to resist. Depressive or angry thoughts may also give rise to unwanted actions.

However you can positively utilise your thoughts through a technique called thought stopping to silence the critic. Stop depending on others for your self-esteem; do your own self-evaluation Look inside yourself as you are the best one to know you. Sit in a quiet or calm space and think about yourself. Recognise your strengths and assets and keep recalling them. Learn to accept yourself- warts and all—but see that there are positive things about you that also make up you as a person.



Get group to write some positive things they have achieved in their lives (e.g. giving birth, getting a license, stopping drinking etc).

Again get the class to read out their answers and praise them for their achievements. Get them to remember these positive things throughout the week.

ACTIVITY 3: Changing behaviours

30 mins

Talk about how we can change behaviors using the facilitators' notes below.

Changing behaviors

We can change our thinking but it is not often easy. Negative thoughts can be challenged by gathering the facts—are these thoughts really true?

So to boost our self esteem we need to appreciate our own worth and the importance we play in our own lives as well as our family's life, but to also remember to be accountable for yourself and to act responsibly toward others. Some ways of changing our behaviour is through: -



- avoiding situations that lead to the unwanted behaviours
- providing motivation that prompts the desired behaviour.

An old habit can be broken by replacing it with a new, more desirable habit. Become highly aware of the unwanted habit. Replace with a positive behaviour and be prepared to use it. Make the exchange at every opportunity and practice it regularly.



Using handout 2:1 under the heading, "Changing our thoughts and behaviours", list 5 unwanted habits and change them into a positive behaviour.

Go over the homework tasks with the participants.

Information taken from Dr Clay Tucker-Ladd Psychological Self- Help <http://mentalhelp.net/psyhelp/>



SESSION 3: Goal setting and barriers to exercising

SESSION CONTENT

- Review outcomes from last session.
- What is goal setting.
- Barriers to exercise.

PROGRAM

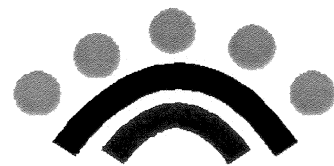
- Physical activity class *60mins*
- Lunch *30mins*
- Goal setting *60mins*
 - HANDOUTS
 - 3:1 Goal setting
- Barriers to exercising *30mins*
 - HANDOUTS
 - 3:2 Barriers to exercising

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.

HOMEWORK

- Continue to do 30 mins of exercises/activities daily, but please have some fun while doing it.
 - Keep track of goals that have been set and next session get participants to share how they are going with them.
-



SESSION 3: Goal setting and barriers to exercising

ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework.

30 mins

ACTIVITY 2: Goal setting

60 mins

This session is looking at goal setting and barriers to exercising. Discuss with group the following information using the facilitator's notes below.

Why do we set goals?

To get our wishes or desires clear and to gain action

Why do we write our goals down?

We write down our goals to make them real and solid. It helps our mind become motivated every time it sees the goals written down. It is no longer a thought. You can then break these goals into smaller steps. For example your goal might be to lose 10kg in the next 6 months. Set a deadline for this and then break this into smaller easy to accomplish tasks such as, I will not have that morning tea cake when I go to town on Tuesdays. I will eat 1 extra piece of fruit a day. I will walk for 20 mins, 3 times a week.



Defining your goals will help you remember why you want to achieve the goals you have set. Write down all tasks even those that only take a few minutes to do. As you start achieving your goals and tasks put a tick beside them. This will help give you encouragement and can make you more confident about achieving your original goals.

What types of things do you put in goals?

Anything that you personally wish for, though make sure it is realistic
Also put a deadline next to the goal so that it has a time frame
otherwise it may not happen.

What are S.M.A.R.T. goals?

Write the word **S.M.A.R.T.** on the whiteboard and then read out what the letters mean.

S.M.A.R.T.

- Specific Make sure your goals are clear and definite.
- Measurable The goal must be able to be measured so you can see it happen.
- Achievable Set goals that are possible. Break it down to small achievable steps.
- Realistic Don't make goals that are not realistic. Set your goals so that they can reasonably be reached.
- Timely Set your goals to have a time limit. This will help to have a clear time target in mind to work towards.



The best way to achieve your goals is to identify your goals. Write them down and don't forget to set a deadline to achieve them.



Read through handout 3:1 and get the group to complete the activity on bottom of handout 3:1 and write up some of their own goals, barriers, time frames and what they need to achieve their goals. Don't forget to remind them to reward themselves.

ACTIVITY 3: Barriers to exercising

30 mins

Discuss barriers to exercising. Read through handout 3.2 with participants and explain to the group that there are particular barriers for each individual. Discuss with the group how people, the environment and individuals can be barriers using the facilitator's notes below. Brainstorm with the group any examples of barriers that they might come across.



- People What are some examples of other people being barriers?
e.g. Children take up all the time you have.
Can't get someone to mind the children while you get some exercise.
- Environment What are some examples of barriers relating to the environment?
e.g. Too close to a busy road to walk with the children safely.
- Within self Write up some examples of barriers within self.
e.g. Can't seem to make the time to exercise.
Using reasons to convince yourself that you can't find the time.



Discuss examples given by the participants and get them to write them in the space provided on handout 3:2.

Discuss with the group the role fear has on behavior change, using the facilitator's notes below.

Changing behaviours is difficult and often fear plays a part in this. Fear is another barrier. Here are some examples of fears that may affect you.



- Fear that other people may not like the change
- Fear of failing
- Fear of change itself
- Fear that it will work but won't make things better
- Fear that it will be too hard

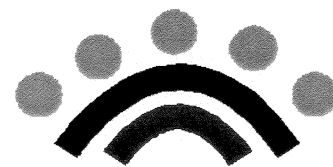
Fear can stop you doing some of the things you might want to do. How do we overcome barriers? It is good to plan ahead and try and find ways to get round them.



Get the participants to write in the activity box on page 2 of handout 3:2, the ways fear could block their way.

Encourage the group to express some ways to overcome these barriers and get them to write their answers in the activity box on bottom of page 2, handout 3:2.

Go over the homework tasks with the participants.



SESSION 4: Food groups/Serving sizes

SESSION CONTENT

- Review outcomes from last session.
- Food groups.
- Amounts in recommended food serving sizes.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- What kinds of foods are in food groups *60mins*
 - HANDOUTS
 - 4:1 Food for Health - A guide to healthy eating
 - 4:2 Why eating different food groups is so important
- Healthy tips for a healthy life *30mins*
 - HANDOUTS
 - 4:3 Handy tips for a healthy life
 - 4:4 How body weight changes

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.
- Poster – Enjoy a variety of foods every day.
- Pamphlets – Food for health
- Plastic foods/empty packets and cans etc.

HOMEWORK

- Note food groups that you and your family eat and bring back to next session for discussion.
- Review how goals are going and if needed, make some new ones.



SESSION 4: Food groups/Serving sizes

ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework.

30 mins

ACTIVITY 2: What types of foods are in the different food groups?

60 mins

Using the A5 poster "*Enjoy a variety of foods every day*", talk about the different food groups using handout 4:1. Discuss with the participants what foods are recommended to eat most of, some of and a little of. Using handout 4:2, go on to talk about why eating the different food groups is so important.



Using the same poster, place it flat on a table or floor and get participants to place empty packets, tins and plastic foods in the different food groups that they think they should go in to. (Put the sugars, fats and oils off in the little section to the side). Encourage the group to discuss where and why they put the item in a particular food group (Some of the items may fit into 2 or more groups, discuss this and decide as a group where it might go).

Using the “*Food for Health*” pamphlet, see what are the examples of serving sizes in the different food groups and explain using the facilitator’s notes below.



What is a serving size?

Different sexes (male or female) and age groups have varying recommended amounts. If you are in training, pregnant or breastfeeding you may need more serves than someone who is not so energetic. Also it is best to limit the amount of bread eaten in a day and to eat more cereal, grains etc instead.

ACTIVITY 3: Healthy tips for a healthy life.

30 mins

Read through handout 4:3 and talk about healthy tips and tips for better shopping. Go over this information with the group, getting them to read aloud some of the tips. Ask if they agree with this or if they know of other ways that would help.

Lead into how body weight changes. Get the group to look at handout 4:4 and see how we gain or lose weight. Stress that it is important to eat healthy and exercise if deciding to lose weight. Use the facilitators’ notes below.

How body weight changes.

How we lose weight is by looking at what we eat, how much we eat and energy used. If you are trying to lose weight then the best way is to increase your activity and reduce the fats and sugars in your diet. Be sure to eat at least the lowest number of servings recommended in the food guide.



The food energy (kilojoules or calories) we eat as fat, carbohydrates (sugars and starch), protein and alcohol must balance the energy used by the body for growth and repair of tissues, to keep the body working (the heart beating, blood flowing, lungs breathing etc.) and for physical activity. If we exercise regularly and watch what we eat then we use up extra energy and this helps with maintaining a healthy weight.



Go over homework tasks with the participants.



SESSION 5: Fats in foods/Other names for sugar and fat

SESSION CONTENT

- Review outcomes from last session.
- Complete week 5 food diary.
- Different types of fats in foods.
- Different terms used on food labels for sugar & fat.
- Low fat meals.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- Fats in foods *60mins*
 - HANDOUTS
 - ✦ Week 5 Food Diary
 - ✦ 5:1 Fats on foods – other names for fats and sugars
 - ✦ 5:2 Cooking with less fat
- Finding hidden sugars *30mins*
 - HANDOUTS
 - ✦ 5:3 Finding hidden sugars

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.
- Fats in foods photos

HOMEWORK

- Continue exercising or doing physical activities and continue to work with your goals.
- Look at some food labels at home. Look for the terms they have used for fats and sugars. Discuss what you have noticed about the food labels with the group at lunch next week.
- Try some of the suggestions at home that we have looked at and bring this information to next session. Review how goals are going and if needed, make some new ones.



SESSION 5: Fats in foods/ Other names for sugar and fat

ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework and how they are going with their goals.

30 mins

ACTIVITY 2: Fats in foods

60 mins

Get group to fill in Week 5 Food Dairy. Spend a few minutes talking with individuals about how they feel they are going with their diet. Then write out the 3 different types of fats on the whiteboard and discuss the following information with the group, using the facilitators' notes below.

In this session we are going to be looking at good fats and bad fats in food. This is the type of fats that is in the foods we buy and eat. What types of fats are good fats? There are 3 main types of fats:-

- Saturated fats. Too much of the fat in meats like lamb and beef (the white part) is not good for you. This type of fat is called saturated fat and most of it should be trimmed off before cooking. Other items of food that contain saturated fats are salami, bacon, sausages, pork, cooking fat and lard, coconut cream and copha. Butter also contains mainly saturated fat
- Monounsaturated fats. This type of fat in olive oil is known to be good for you, so is the oil in avocados. It can also be found in canola, peanut and macadamia oils. Monounsaturated fats are liquid when at room temperature but goes solid when put in the fridge.



- Polyunsaturated fats. This type of fat can be found in fish and also in cooking/salad oils such as sunflower, safflower and soya. In countries where the people eat a lot of fish there is less heart disease so it is a good idea to eat fish 2-3 times a week instead of meat. Grill, bake or steam your fish instead of crumbed or battered to make food healthy.



Read through handout 5:1, and discuss with the group some names manufacturers may use on their products for fats.

There are many hidden fats in foods especially fast foods. Using the fats in foods photos get the group to look at the different photos of foods and see which ones they think has more fat than the other.



Facilitator shows the first food picture and then asks the group to guess which one of these foods have the most fat and how many teaspoons of fat do they think are in these different foods. After they have a go at guessing the amounts, reveal the photo that shows the quantities of fats in teaspoons. Get the group to discuss what they have discovered about the different examples. Then using handout 5:2, get them to brainstorm ideas on ways of cooking with less fat.

ACTIVITY 3: Finding hidden sugars.

30 mins

Read out the following information to the group using the facilitator's notes below and then discuss.

Lets now look at sugar and other names that manufacturers use for sugar as a lot of manufacturers use many names to disguise the fact that there is sugar in their products. Sugar is made from sugar cane juice and although it is a natural food, too much can be unhealthy for people. Sugar comes in many forms including brown sugar, raw sugar, castor sugar and icing sugar. Honey is also a sugar. You can get sugar from fruits, starchy foods such as bread and cereal, some vegetables such as potatoes and sweet potatoes, beans, lentils and beans and milk.



Even though sugar can provide a body with energy it has no minerals or vitamins in it so it is what can be called "empty calories" whereas fruits and natural unprocessed foods contain vitamins, minerals and fibres so that they are better for you. Sugary foods are often high in fat so having too much can be bad for health. Sweet, sugary foods and drinks can rot teeth and cause them to get holes (cavities). It is not only the obvious sweet foods such as cakes etc that are high in sugar, some breakfast cereals contain a lot of hidden sugar (and salt). Sauces like tomato, milk based mayonnaise and tinned foods have sugar in them. That's why it is good to read the labels. If sugar is one of the ingredients that is listed early than you will know that the product is high in sugar.



Have the group read through handout 5:3 and talk about some of the products that they or their family may eat regularly. Get them to discuss ways that large amounts of sugar can be cut down or even completely cut out of their diets. Get them to keep a copy of handout 5:3 on their fridge at home.

Go over the homework tasks with the participants.



SESSION 6: Fats and kilojoules in fast foods

SESSION CONTENT

- Review outcomes from last session.
- Fats and kilojoules/calories content of some bought foods.
- Different choices for eating healthy low fat store bought foods.
- How much walking it would take to burn off some meals.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- Fats and kilojoules in some bought foods *60mins*
 - HANDOUTS
 - ✦ 6:1 Fast food guide
 - ✦ 6:2 Fat saving ideas
 - ✦ 6:3 Kilojoules/calories and fast foods
 - ✦ 6:4 Better takeaways
- How much walking does it take *30mins*
 - HANDOUTS
 - ✦ 6:5 How much walking at medium pace does it take to burn off what you have just eaten

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.

HOMEWORK

- Continue exercising or doing physical activities and continue to work with your goals.
 - Try some of the new ideas that the group has explored in this session next time you eat out.
-



SESSION 6: Fats and kilojoules in fast foods

ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to also have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework and how they are going with their goals.

30 mins

ACTIVITY 2: Fats and kilojoules in some bought foods

60 mins

Read out the following information using the facilitator's notes below.



All of us have a takeaway at least now and again but there are lots of fats and kilojoules in many of these foods. How do we know which ones to eat when looking for a healthy and low fat alternate? (Note the approximate conversion of calories to kilojoules is, 1 calorie = 4 kilojoules).



Using handout 6:1, get the group to discuss the amounts of fats in the different fast foods listed. Encourage them to discuss what types of fast foods they and their family may buy and what do they think of them now they know the fat content.

Read through handout 6:2 and discuss with the group that by using low fat alternatives you can reduce the kilojoules and fats that you eat. Discuss the fat saving ideas with the group.



Using handout 6:3 get the group to go over the kilojoules found in fast foods and remind them to use this as a guide when the family is thinking about having a takeaway. Get the group to discuss some of the ideas and ways that they think could cut some of the fat out (for example leaving the mayonnaise off a burger.)

Go on to use handout 6:4 and look at some examples of takeaways that are better for you. Get group to discuss this and then get them to write in their books using the activity on bottom of handout 6:4, some other takeaway foods that they think would be healthier.

ACTIVITY 3: **How much walking would it take to burn off some meals?**

30 mins

Using handout 6:5 read out the time it takes to burn off the meals listed and ask the group to suggest some healthier food alternatives.



Tell the group to keep a copy of handout 6:5 on the fridge as a reminder of how much walking would be needed to burn these foods off.

Go over the homework tasks with the participants.



SESSION 7: Budgeting/Making meals healthier

SESSION CONTENT

- Review outcomes from last session.
- General guide to food budgeting.
- Healthy suggestions for breakfast, lunch, dinner and snack ideas.

PROGRAM

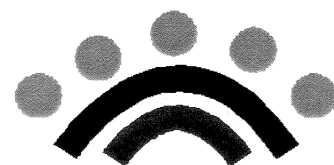
- Physical activity class *60mins*
- Lunch *30mins*
- General guide to budgeting *45mins*
- Making meals healthier *30mins*
 - HANDOUTS
 - 7:1 Making meals healthier
 - 7:2 Breakfast ideas
 - 7:3 Lunch ideas
 - 7:4 Dinner ideas
 - 7:5 Snack ideas

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.
- Grocery dockets for budgeting session.
- Healthy hints for modifying recipes or food choices (diabetes Australia pamphlets).
- Recipe books

HOMEWORK

- Continue exercising or doing physical activities and continue to work with your goals.
- Try some of the budgeting ideas this week. Bring back and discuss with the group what you have found out to the next session.



SESSION 7: Budgeting/Making meals healthier

ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to also have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework.

30 mins

ACTIVITY 2: General guide to budgeting

45 mins

Explain the following information to the group using the facilitator's notes below.

Budgeting the grocery money to be able to get the best value for the different food groups is not always easy. A lot of our grocery bill is for items that we don't eat e.g. toilet paper, detergent, soap etc and one way to figure what you may spend on these is to keep some old grocery docket and mark what is on the bill that is not eaten. Minus this amount from your usual grocery money to get your total "food" money.



(Do the following example on a whiteboard or on butcher's paper). We will be looking at a general guide for how much money to spend on the different food groups. Write down the amount you can afford to spend on food per week or fortnight. Divide this by 10 to give you a "part". An example is if I have a \$100.00 spend and divide this by 10 then \$10.00 is one part. Using the healthy eating guide, spend 1 part on eat least, 3 parts on eat moderately, and 6 parts on eat most.

- Eat least 1 part butter, margarine, oils and non-essential items such as biscuits, cakes, sweets and soft drinks.
-

- Eat moderately 3 parts lean meat, poultry, fish, eggs, milk and milk products and nuts.
- Eat most 6 parts fruit, vegetables, breads, cereals, rice, pasta, grains and flour.

So if you had a \$100.00 to spend then \$10 would be spent on eat less, \$30.00 on eat moderately and \$60.00 on eat most.



Get participants to try this guide with some old dockets and see how they go with using what they have learned.

ACTIVITY 3: Making meals healthier

45 mins

Read the following information out to the group using the facilitator's notes below.



There are many ways to make your meals healthier. You can still use your old recipes but adapt them. Some of the ways you can do this is by adding extra vegetables or grains, using low fat ingredients instead of high fat ingredients, skim the fat off the dishes etc.



Read through handouts 7:1 through to 7:5 and then brainstorm with the group on their ideas to make meals healthier. Get the group to look over recipes you have brought in along with the Diabetes pamphlets and make suggestions on how meals could be made healthier.

Go over the homework tasks with the participants.



SESSION 8: Nutritional information on labels/Words on products

SESSION CONTENT

- Review outcomes from last session.
- Nutritional information and ingredients on food labels.
- What does the term 'low fat & lite' really mean on the various food products.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- Food labels and nutritional information *60mins*
 - HANDOUTS
 - 8:1 What is on food labels and what is in the nutritional information box
- Meaning of terms used on food products *30mins*
 - HANDOUTS
 - 8:2 What is the meaning of some words used on products and labels

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.
- Empty food containers and packets.

HOMEWORK

- Continue exercising or doing physical activities and continue to work with your goals.
 - Check out nutritional information on packets and cans, and bring information to the next session for discussion.
-



SESSION 8: Nutritional information on labels/Words on products

ACTIVITY 1: Physical activity class

60 mins



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework.

30 mins

ACTIVITY 2: What is the nutritional information on food labels?

60 mins

Read the following information to the group using the facilitator's notes below.



What is the *nutritional information box*? It is where the manufacturer must list the ingredients, nutrients and other items used in the product. The food product lists the most used ingredients first and the least amount is listed last. So for example, if you see sugar in the first or second place than you know that the food is mainly made up of sugar.



Using handout 8:1 go through what information should be listed on food labels. Ask the group to read through the nutritional information and circle the following answers.

- How much fats are in the product?
 - What sort of fat is it?
 - How much sugar is in the product?
 - How much salt is in the product?
-



Using empty products that you have collected, get individuals to pick one or two items and find out the nutritional information using the same questions and discuss the results with the rest of the group. Also get them to look at what are the major ingredients in the products they selected and have the group talk about what they found.

ACTIVITY 3: **Meaning of terms used on products**

30 mins

Read the following information out to the group using the facilitator's notes below.

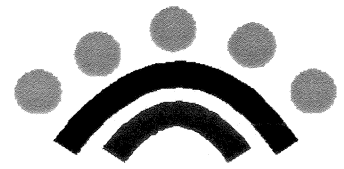


There are many products on the market that use terms to describe whether the foods are low fat or have no added sugars or salt in them. Let's have a look at some products and see what terms the manufacturer is using to describe the fats and sugars.



Using the empty product items, get the group to look and see what items may have these terms. Get them to use handout 8:2 to look at what these terms mean.

Go over the homework tasks with the participants.



SESSION 9: Looking at diseases that can affect our lives

SESSION CONTENT

- Review outcomes from last session.
- Diabetes, cardiovascular disease, stroke and blood cholesterol.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- Discussion on various ailments and foods that can help improve these illnesses *30mins*
 - HANDOUTS
 - 9:1 Diabetes
 - 9:2 Cardiovascular disease
 - 9:3 Stroke
 - 9:4 Guide to keeping your blood cholesterol in check
 - 9:5 Foods that help protect against heart disease
- Guest speaker *60mins*

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.
- Diabetes Australia 'Its in my hands' Indigenous fact sheets – What is hypoglycaemia? Alcohol and diabetes, Physical activity and diabetes, Diabetes and your kidneys, 10 ways to manage diabetes & Diabetes: Food for thought.

HOMEWORK

- Continue exercising or doing physical activities and continue to work with your goals.
- Review information from all handouts, bring back any questions you may have to next weeks session.



SESSION 9: Looking at diseases that can affect our lives

ACTIVITY 1: Physical activity class *60 mins*



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to also have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework. *30 mins*

ACTIVITY 2: Diseases that can affect our lives *50 mins*

Briefly go over the diseases that affect many of our lives such as diabetes, cardiovascular disease, stroke and blood cholesterol, using the fact sheets in the participant's workbook. Go over what are the signs and symptoms and how diet can improve some illnesses. Use the fact sheets to help you discuss this with the group.

ACTIVITY 3: Guest speaker *60 mins*

Introduce the guest speaker, either a community nutritionist or dietitian. Get them to talk with the group about some of the diseases that may affect the health of participants or their loved ones. Get the group to explore the symptoms and ways to manage some diseases through healthy eating and exercise.

Leave 15 minutes for question time at the end for participants to express any queries they may have. This is a good time to get the participants to ask the speaker about their own diets and get some advice on what foods are best to eat when you have diseases such as diabetes or cardiovascular disease.

Go over the homework tasks with the participants.



SESSION 10: Where to from here

SESSION CONTENT

- Review what we have covered in the previous sessions.
- Look at 'Where to from here'.
- Food diary.

PROGRAM

- Physical activity class *60mins*
- Lunch *30mins*
- Fill in food diary *60mins*
- Where to from here and evaluation *30mins*

MATERIALS

- Butchers paper or whiteboard and pens.
- Lunch for participants.
- Drinking water.
- Program evaluation forms.

HOMEWORK

- Keep up the exercises and your goals and try some new recipes.
-



SESSION 10: Where to from here

ACTIVITY 1: Physical activity class *60 mins*



Warm ups, stretching, low intensity and cooling down exercises.

LUNCH

Use this time to have an informal discussion on how their week has been going. Check out how participants went with last weeks' homework. *30 mins*

ACTIVITY 2: Review of sessions *60 mins*

Go back over the previous sessions. This is a time for participants to review what they have learnt and to make comment on ideas or questions that they may have. This will be a discussion type of forum.

ACTIVITY 3: Where to from here *30 mins*

Brainstorm ideas on how participants can continue exercising and how they will use the information learnt from attending the HEALInG program.

Get participants to fill in the program evaluation form.

Wish them good luck and to have some fun.