

Weigh to Diet

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Kansas State University
Agricultural Experiment
Station and Cooperative
Extension Service



Leader's Guide

Objectives

For Learners, this lesson will:

- assist with weight management decisions,
- identify factors affecting appetite and food behavior,
- examine dietary approaches to weight management, and
- facilitate adoption of eating patterns associated with good health.

For Leaders, this lesson also will:

- present the Stages of Change Trans-theoretical Model and its application to weight management education and
- provide sound sources for more information.

Theory Base of the Weigh to Diet

This lesson is based on the Stages of Change Transtheoretical Model. This model holds that behavior change is a constantly evolving process, and the place in the process will determine the response to education and ideas. Educational materials targeting a specific stage will have the ability to move one into a more active stage or slow regression into a less active stage. The five stages are described below.

1. **Precontemplation**—Not intending to make any change toward the desired behavior, perhaps not even aware of the need to make any changes. For example, not aware of the relationship of weight to health or what constitutes a healthy weight.
2. **Contemplation**—Aware of and thinking about making a positive change in behavior within six months, but need to overcome some of the barriers toward change. An example is knowing of weight-related health concerns, but not how to overcome lack of motivation to increase physical activity.
3. **Preparation**—Actively getting ready to change in the immediate future, including some progress toward change in the recent past. Taking cooking classes, checking out a health club, or planning to see a therapist for eating behavior problems signal the preparation stage.
4. **Action**—Making the changes. Behavioral changes have occurred recently, at least

within the past six months. In addition, the changes have resulted in attaining the desired behavior, such as five daily servings of fruits and vegetables. For weight issues, this might mean working toward a specific goal regarding weight, body composition, or health status.

5. **Maintenance**—The desired behavior has been practiced for at least six months without any relapses. Physical activity, eating for good health, or practicing stress management techniques has become part of the everyday lifestyle.

Progress through the Stages of Change involves being able to change and maintain specific behaviors and activities that can be used to move from stage to stage.

This lesson is directed to persons in contemplation or preparation stages. Self-reevaluation (SE), Consciousness Raising (CR), and Environmental Control (EC) processes of change, most likely used in these stages, guide the presentation of objective information and ideas.

Using *Weigh to Diet*

1. Become familiar with the lesson and read the description for each section. Select the portion(s) you can present given your time and audience needs. Remember to include evaluation time in your planning. Then, review the related resources listed below.
2. Copy and staple pages 3 and 4 of this Leader's Guide for each person in your group. Hand out these pages at the beginning of the session.
3. Ask participants to complete items 1–4.
4. Discuss the planned sections of the lesson, completing related activities as your time allows. Please remember to add time for completing the evaluation.
5. After completing your selected lesson sections, ask each learner to finish questions 5–8 of the evaluation. You may want to select a section of the evaluation for further discussion.

6. Read the statement of informed consent. Ask persons to turn in their evaluation so that you may mail them as a group to the researcher. Bring a few envelopes in case some prefer to mail theirs separately. Mail the completed evaluations to Barbara Lohse, Department of Human Nutrition, 203 Justin Hall, Manhattan, KS 66506.

Lesson Sections (Stage of Change Process)

- A. Body Measures.** Body mass index and waist circumference and how they are used (CR).
- B. Weight and Health.** What is a healthy weight? (SE and CR).
- C. Dieting.** Two diets are examined; evaluation guidelines given (CR, SE, and EC).
- D. Food Guide Pyramids.** Three pyramids are presented with opportunity to relate them to intake (SE).
- E. Appetite Control.** Basic examples of appetite's biological aspect (CR).
- F. Be Active and Stretch!** Improves body image and promotes physical activity (EC).

Community Awareness Activities

- Set up a display at a health or wellness event to help consumers evaluate diet and eating patterns.
- Prepare a program for middle school age youth that focuses on the word DIET. Have participants, either alone or in a group, draw or discuss their meaning of diets. Then discuss the real meaning of diet, criteria for evaluating diets, and ask them to draw a new meaning of the word DIET.
- Present information on appetite control to a biology or psychology class.
- Prepare a poster/flyer to display in community sites that allows viewers to calculate and assess their body mass index.
- Prepare a display of several food guides (e.g. USDA, Mayo Clinic, and New Food Guide Pyramids) or dietary guidelines from a variety of countries for people to compare with their eating patterns.
- Develop a skit where the main character, in looking for a healthy diet, must meet and choose among several characters representing several different weight loss diets. The skit could also be a school-based project requiring research about each diet.

Resources

Stages of Change Resources

Prochaska, J.O., Norcross, J.C., DiClemente, C.C. Changing for Good, A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward. New York: Avon Books; 1994.

www.uri.edu/research/cprc/TTM/StagesOfChange.htm

Key features of the Transtheoretical Stages of Change Model are described.

http://oc.nci.nih.gov/services/theory_at_glance/home.html

Numerous health behavior theories are explained including the Stages of Change Model.

Prochaska, J.O., Velicer, W.F. The transtheoretical model of health behavior change. *American Journal of Health Promotion* 12(1):38–48; 1997.

Sandoval, W.M., Heller, K.E., Wiese, W.H., Childs, DA. Stages of change: A model for nutrition counseling. *Topics in Clinical Nutrition* 9(3): 64–269; 1994.

The Center for Weight and Health, University of California-Berkeley

www.cnr.berkeley.edu/cwh/

The mission of this center is to provide leadership for the development of interdisciplinary, science-based solutions to body weight, health and hunger-related problems. The Web site includes many resources and program materials.

The U.S. Dietary Guidelines, USDA

www.cnpp.usda.gov/DietGd.pdf

This 44-page brochure details the dietary guidelines for Americans. Pages 8–15 focus on healthy weight and physical activity.

Mayo Clinic

www.mayoclinic.com/ Go to Health Centers: Food and Nutrition Center, then select Weight Control under the Exploring Food and Health Section. Explore information about metabolism, weight management strategies, and how to evaluate them.

National Institutes of Health

www.nhlbi.nih.gov/guidelines/obesity/prctgd_c.pdf

A 94-page guide to help identify, evaluate, and treat overweight and obesity in adults. Page 9 has ten steps to treat overweight and obesity.

Thanks to the following reviewers:

Linda Boeckner, Ph.D., R.D.
University of Nebraska, Lincoln, Neb.

Kathy Grunewald, Ph.D., R.D.
Kansas State University, Manhattan, Kan.

Adrienne White, Ph.D., R.D.
University of Maine, Orono, Maine



Please let us know about YOU!

1. In the past month, has your lifestyle supported having a healthy weight? ____Yes ____No
 - a. If you answered yes, have you had a healthy lifestyle for more than 6 months? ____Yes ____No
 - b. If you answered No to question 1, are you seriously considering lifestyle changes to have a healthy weight in the next 30 days? ____Yes ____No The next 6 months? ____Yes ____No
2. Give or take 5 pounds, do you know how much you weigh? ____Yes ____No
3. Do you know your Body Mass Index (BMI)? ____No ____Yes If yes, what is it?_____
4. Below is a list of different foods. Using the scale provided, circle the number that best represents how much you like or dislike each food item. If you have never tried the food or think you would not try the food, indicate this by checking the appropriate column.

USE THIS SCALE: 1=Dislike Extremely; 5=Neither Dislike/Like; 9=Like Extremely

Food Item	1=Dislike Extremely									9=Like Extremely									Never Tried	Would Not Try
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9		
Apples	1	2	3	4	5	6	7	8	9											
Apricots	1	2	3	4	5	6	7	8	9											
Cantaloupe	1	2	3	4	5	6	7	8	9											
Watermelon	1	2	3	4	5	6	7	8	9											
Strawberries	1	2	3	4	5	6	7	8	9											
Oranges	1	2	3	4	5	6	7	8	9											
Orange juice	1	2	3	4	5	6	7	8	9											
Grapefruit	1	2	3	4	5	6	7	8	9											
Green beans	1	2	3	4	5	6	7	8	9											
Peas	1	2	3	4	5	6	7	8	9											
Chili with beans	1	2	3	4	5	6	7	8	9											
Baked beans	1	2	3	4	5	6	7	8	9											
Corn	1	2	3	4	5	6	7	8	9											
Baked yellow squash	1	2	3	4	5	6	7	8	9											
Raw tomatoes	1	2	3	4	5	6	7	8	9											
Broccoli	1	2	3	4	5	6	7	8	9											
Cauliflower	1	2	3	4	5	6	7	8	9											
Spinach (raw)	1	2	3	4	5	6	7	8	9											
Spinach (cooked)	1	2	3	4	5	6	7	8	9											
Cabbage (cooked)	1	2	3	4	5	6	7	8	9											
Carrots (raw)	1	2	3	4	5	6	7	8	9											
Tossed green salad	1	2	3	4	5	6	7	8	9											
Mayonnaise	1	2	3	4	5	6	7	8	9											
French fries	1	2	3	4	5	6	7	8	9											
Sweet potatoes	1	2	3	4	5	6	7	8	9											
Baked potatoes	1	2	3	4	5	6	7	8	9											
Cooked onions	1	2	3	4	5	6	7	8	9											
Hamburgers	1	2	3	4	5	6	7	8	9											
Beef and steak	1	2	3	4	5	6	7	8	9											
Pork chops	1	2	3	4	5	6	7	8	9											
Fried chicken	1	2	3	4	5	6	7	8	9											
Grilled chicken	1	2	3	4	5	6	7	8	9											
Tuna salad	1	2	3	4	5	6	7	8	9											
Shrimp	1	2	3	4	5	6	7	8	9											
Spaghetti	1	2	3	4	5	6	7	8	9											
Pizza	1	2	3	4	5	6	7	8	9											
Macaroni and cheese	1	2	3	4	5	6	7	8	9											
Hot dogs	1	2	3	4	5	6	7	8	9											
Lunch meats	1	2	3	4	5	6	7	8	9											
Vegetable soup	1	2	3	4	5	6	7	8	9											
Split pea soup	1	2	3	4	5	6	7	8	9											
White bread	1	2	3	4	5	6	7	8	9											
Whole-wheat bread	1	2	3	4	5	6	7	8	9											
Corn bread	1	2	3	4	5	6	7	8	9											
Peanut butter	1	2	3	4	5	6	7	8	9											
Butter on bread	1	2	3	4	5	6	7	8	9											
Margarine on bread	1	2	3	4	5	6	7	8	9											



Food Item	1=Dislike Extremely									9=Like Extremely									Never Tried	Would Not Try
Shredded wheat	1	2	3	4	5	6	7	8	9											
Oatmeal	1	2	3	4	5	6	7	8	9											
Eggs	1	2	3	4	5	6	7	8	9											
Bacon	1	2	3	4	5	6	7	8	9											
Sausage	1	2	3	4	5	6	7	8	9											
Ice cream	1	2	3	4	5	6	7	8	9											
Pastries	1	2	3	4	5	6	7	8	9											
Pumpkin pie	1	2	3	4	5	6	7	8	9											
Apple pie	1	2	3	4	5	6	7	8	9											
Chocolate candy	1	2	3	4	5	6	7	8	9											
Cottage cheese	1	2	3	4	5	6	7	8	9											
Sharp cheddar cheese	1	2	3	4	5	6	7	8	9											
Fruit-flavored yogurt	1	2	3	4	5	6	7	8	9											
Whole milk	1	2	3	4	5	6	7	8	9											
Skim milk	1	2	3	4	5	6	7	8	9											
Soft drinks	1	2	3	4	5	6	7	8	9											
Diet soft drinks	1	2	3	4	5	6	7	8	9											
Beer	1	2	3	4	5	6	7	8	9											
Gin	1	2	3	4	5	6	7	8	9											
Decaffeinated coffee	1	2	3	4	5	6	7	8	9											
Coffee	1	2	3	4	5	6	7	8	9											
Tea	1	2	3	4	5	6	7	8	9											
Lemon in Tea	1	2	3	4	5	6	7	8	9											
Milk in coffee	1	2	3	4	5	6	7	8	9											
Cream in coffee	1	2	3	4	5	6	7	8	9											
Sugar in coffee	1	2	3	4	5	6	7	8	9											
Equal in coffee	1	2	3	4	5	6	7	8	9											
Water (tap or bottled)	1	2	3	4	5	6	7	8	9											

Drewnowski A, Hann C. American Journal of Clinical Nutrition 70:28-36; 1999.

Please answer the following questions only AFTER you have finished this lesson.

- Are you seriously considering lifestyle changes to have a healthy weight in the next 30 days?
 Yes No The next 6 months? Yes No
- Circle the letter corresponding to the section(s) studied: A B C D E F
- Do you know your BMI? No Yes If yes, what is it? _____
- Please provide some comments about what you learned and the usefulness of the lesson.

Statement of Informed Consent

In addition to providing an evaluation of this lesson, your anonymous responses to the questions on pages 3 and 4 will enable us to study diet and weight-related factors. You are not required to complete these questions or to return them to the leader; however, if you so choose to do so, you are giving consent for them to be reviewed and analyzed by Barbara Lohse. Surveys will be destroyed upon analysis. If you have any questions, you may call Dr. Lohse at 785-532-0154 or Dr. Rick Scheidt at 785-532-1483. Please send surveys to Dr. Lohse at Department of Human Nutrition, 203 Justin Hall, Manhattan, KS 66506-

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Kansas State University Agricultural Experiment Station and Cooperative Extension Service , Manhattan, Kansas

MF-2596

AUGUST 2003

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