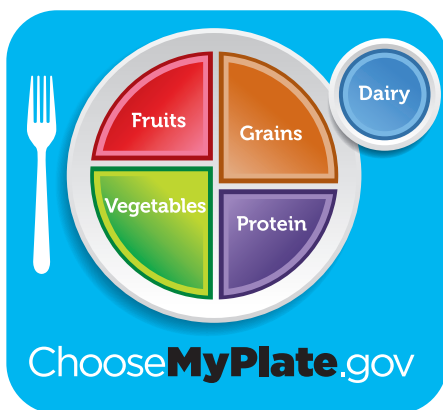




Lesson 4 — Leader's Guide

Everything in Moderation

Some foods are healthier than others; however, there are no “good” or “bad” foods. All of your favorite foods can fit into a well-balanced diet with a little planning. Moderation is the key, and it will allow you to avoid that deprived feeling associated with the word “diet.” By the end of this program, you should be able to make healthy choices without sacrificing the foods you love.



Educational goals

After this program, participants will be able to:

- Understand the importance of moderation.
- Identify how to fit their favorite foods into a balanced diet.
- Understand how to apply the MyPlate recommendations at meal times.
- Understand the importance of satiety and listening to their body.
- Estimate a serving size.
- Discuss tips for portion control.
- Identify the benefits of strength training.
- Differentiate between muscular strength and endurance.
- Use weights for strength training purposes.
- Incorporate household items for strength-training purposes at home.

Suggested program preparation

- Review this leader's guide, the fact sheet, and the portion distortion website.
- For each participant, have a copy of the fact sheet (MF2964).

Materials needed

- Copies of the fact sheet for self and participants.
- Pens or pencils for participants to borrow.
- Evaluation for distribution at the end of session. Contact Tanda Kidd (martan@k-state.edu) for the evaluation form.
- If available, present portioned food models and measuring cups.
- Demonstrate exercises using dumbbells and household items.
- Compare super-sized servings of foods to normal servings. Consider other appropriate displays.

Suggested program presentation guide

- Give each participant a pen or pencil and a copy of the fact sheet. Allow several minutes for each to review the fact sheet and make notes.
- Allow at least 30 minutes to teach the lesson. If possible, answer relevant audience questions as they arise rather than holding all questions for the end of the program.

References

"Eating for a lifetime," James D. White, R.D., <http://www.eatright.org/Media/Blog.aspx?id=4294969757&blogid=269>
Portion Distortion, <http://hp2010.nhlbi.nih.gov/portion/>

The American College of Sports Medicine, <http://www.acsm.org>

Top 18 Benefits of Weight Training, <http://www.fitnessandfreebies.com/fitness/18benefits.html>

USDA Food Guide, <http://www.MyPlate.gov>

Visual Estimates of Serving Sizes, http://education.wichita.edu/caduceus/examples/servings/visual_estimates.htm

Women Fitness website, <http://www.womenfitness.net/programs/wtmngmnt/contents.htm>

- Begin by discussing the take-home assignment from lesson 3. (Only applicable for participants who completed lesson 3.)
- Begin today's lesson by emphasizing that no foods are off-limits.
- Encourage the participant to write down their favorite food and a way to incorporate it into a well-balanced diet.
- Describe what a healthy plate should look like and the distribution of foods, based on the MyPlate recommendations.
- Explain the importance of listening to your body and stop eating when full. Identify the role of satiety.
- Review ways to estimate a serving and tips for controlling portion sizes.
- Read the opening paragraph in the section titled "Guide to Strength Training" and identify the benefits of strength training.
- Explain how weights are used as part of a strength-training program. Be sure to clarify words such as "repetition."
- Identify ways to incorporate strength training at home. Encourage the participants to brainstorm ideas that are not listed and write them down.
- Ask the participants to reflect on last week's action plan. (Only applicable for participants who completed lesson 3.) How successful were they? Have them create another one for this week, encouraging them to build onto their prior action plans. They should try to incorporate all previous behaviors in the coming week.
- Explain the take-home assignment.
- Thank the audience for their participation.



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