

---

## Session 2: Be a Fat Detective.

---

### Objectives

In this session participants will:

- Begin to graph weight and be assigned self-monitoring of weight.
- Learn the reason for and basic principles of self-monitoring fat grams.
- Receive the participant's fat gram goal.
- Practice finding foods in the Fat Counter and figuring out the number of fat grams in foods.
- Learn to calculate a running fat gram total for the day.
- Learn to use the Fat Bank (optional).

### To Do Before the Session

Make the participant's "How Am I Doing?" graph for weight. The graph should show the participant's weight goal and expected rate of weight loss based on the starting weight at Session 1. (see Coach Session 2, p. 13).

Get materials ready:

- Measuring cups, spoons, ruler, scale.
- Fat Counter.
- Keeping Track book.
- Bathroom scale (for participants who do not have a scale at home on which to weigh themselves and who cannot afford to buy one).
- Session 2 pages for the participant notebook.
- To record participant weight, Lifestyle Balance Update for each participant and or Group Session Update log (these forms were started at Session 1 and you should continue to use them to document weight, activity minutes, average fat grams, etc. at each session).

Weigh participants as they come to your session. Give them their 'How Am I Doing Graph?' and have them plot their Session 2 weight. (See section below on weighing).

If time permits when weighing participants, look briefly at the self-monitoring records from Session 1, noting specific examples and general types of high-fat foods consumed.

**Receive and review Keeping Track records. Discuss successes and difficulties in meeting goals. Review the last session, including home activities.**

Review the participant's Keeping Track for food intake. Notice many good things, and make only one suggestion for improvement. Ask general questions like, Were you able to write down anything this week about your eating? What did you learn by Keeping Track? What difficulties did you have? For specific problems identified, ask the group for ideas on solutions.

If the participant has not self-monitored, ask, "Tell me a little about that." Do your best to uncover some of the barriers that prevented the participant from Keeping Track without making him or her defensive. Problem solve with the participant to address the barriers.

Collect all Keeping Track books at the end of Session 2. You want participants to keep their books during the session so they can refer to the books while learning new concepts. If funds permit, you can put all returned Keeping Track books in a box and draw for a door prize as an incentive for people to complete and return Keeping Track Books.

After class, page through the completed Keeping Track (KT) book, if available, from front to back. Make written comments in the book using an ink color other than what the participant wrote with (avoid red as this may bring back bad memories of school), and return the KT book to the participant at the next session.

Be positive and nonjudgmental in your written comments. Emphasize what an important learning tool this will be throughout the study. Praise all efforts to keep track, no matter how small, and any level of accuracy or completeness. For example, praise any and all of the following efforts. The participant was able to [this list is for your reference, not to be reviewed with participants]:

- Record anything at all.
- Record something each day.
- Record throughout the day, each day.
- Note time of day.
- Describe kinds of foods (cuts of meat; parts of poultry; label information from packaged foods)
- Describe methods of food preparation: baked, broiled, steamed, stir-fried, fried, barbecued, etc.
- List additions to foods at the table: butter, margarine, cream, sugar etc.
- Give simple details about portion size: counts; cups; bowls; spoonfuls.
- Give actual weights and measures of portion size: package weight ounces, measuring spoons and cups, ruler measurements, food scale measurements.

Examples:

- "Great! I see here that you wrote down eating 13 cheese crackers with your soup."
- "It's really useful that you noted adding 2 teaspoons of butter to your beans."

Point out no more than one area for improvement, preferably starting with the most simple.

Example:

- "I see you were able to record all weekdays. Fantastic! In the coming weeks it will be useful for you to try and record on weekends too so we can learn about how your eating and exercise might be different then."

**Weigh the participant now or before class begins. Introduce the How Am I Doing? graph for weight and self-monitoring weight at home.**

Today's session is called "Be a Fat Detective" because we'll talk about how to become more aware of the amount of fat you eat and how that can help you lose weight through healthy eating.

But before we talk about fat, let's begin today to **keep track of your weight** and your progress toward your weight loss goal.

In the first session we said that one of the study goals was to lose 7% of your weight, which means that, since your **starting weight was xxx pounds**, your **goal is to weigh xxx pounds**. Let's see what you weigh today.

Weigh the participant.

To keep track of your weight, we'll do two things. First, at every session we'll **mark your weight on this graph, called "How Am I Doing?"**

Insert the "How Am I Doing?" graph for weight into the front of the participant's notebook. You can also keep a "How Am I Doing" graph in your records in case a participant forgets to bring their notebook to a session.

Here is your "starting weight," what you weighed when you first joined the study, and here is your goal weight. This line shows what a steady and gradual weight loss might look like for you. Of course, most people's weight goes up and down from week to week, and yours will probably do that, too, sometimes above this line, sometimes below it. Many people lose weight faster at first and then the rate levels off. We won't pay as much attention to each weight but rather to the pattern over time. We want you to stay under this line as much as possible and reach your goal weight by Week 24, or six

months from now. That will be in *[name the month and mark on the graph at 24 weeks]*. After that we will help you to stay under your goal weigh. Maintaining your weight loss will be very important which is why we will teach you not only how to lose weight, but also how to keep it off!

Let's mark your weight for today on the graph.

Have the participant mark it on the graph. Provide help as needed.

In addition to being weighed at each session and marking it on the graph, I also want you to **weigh yourself at home every \_\_\_\_\_** *Try to have the participant agree to weigh daily as this helps develop the habit of weighing. At a minimum, the participant should weigh weekly.*

If the participant doesn't have a scale and cannot afford to buy one, provide a scale for the participant.

Always weigh yourself on the same scale because your weight can vary from one scale to another. And weigh yourself at the same time of day, because that can make a difference too. What time of day would be best for you? *[Add that to the blank line on the handout.]*

When you weigh yourself at home, record your weight here...

Indicate the weight column on the back of the Keeping Track book, and circle the day(s) on which you want the participants to weigh themselves.

### Introduce the rationale for and the basic principles of self-monitoring fat.

Now let's move on to the topic for today.

To help you lose weight, our goal will be to help you **eat healthy**. And **healthy eating involves eating less fat**, for several reasons.

- First of all, **eating too much fat is "fattening" (makes us fat). So by eating less fat, you can lose weight.**

In fact, fat is the most fattening of all the things we eat. Fat contains more than twice the calories (9 calories per gram) than the same amount of carbohydrate (starch or sugar) or protein (4 calories per gram).

**So even small amounts of high fat foods are high in calories.**

Review the example on the worksheet (a lot of calories in a small amount of peanuts versus fewer calories in a large amount of popcorn) and/or other examples that are relevant to the participant's eating pattern.

- **Fat is also related to heart disease and diabetes.** Research has shown that eating a lot of fat can increase your cholesterol level. Cholesterol is one measure of the amount of fat in your blood. The higher your cholesterol, the greater your chance of having a heart attack. There is also some evidence that eating a lot of fat may increase your chances of getting diabetes.

For participants who want more information: The Surgeon General for President Reagan, C. Everett Koop, MD, had this to say about the importance of eating healthy: "If you are among the two out of three Americans who do not smoke or drink excessively, your choice of diet can influence your long-term prospects more than any other action you may take." In other words, healthy eating is one of the most important steps you can take to improve your health. And in his recent report to the nation, the Surgeon General named eating less fat as our country's number one dietary priority, more important than sodium, sugar, or additives. In fact, all of these important national organizations recommend eating less fat: the National Heart, Lung, and Blood Institute, the American Heart Association, the American Diabetes Association, the American Dietetic Association, and the American Cancer Society.

**What kind of foods do you eat that are high in fat?**

Let's look at some of the high-fat foods you circled in your Keeping Track.  
[Write on the work sheet a few of the foods that the participant correctly circled as high in fat.]

Make some general points about the food groups or types of food that tend to be high in fat, such as:

1. Meats (Meats contain both fat that you can see and fat that you can't see.)
2. Dairy foods (whole milk, regular cheese, ice cream) (Many Americans get most of their fat from meats and dairy products, including cheese.)
3. Snacks (such as potato chips)
4. Butter, margarine (Many people add fat to foods to flavor them.)
5. Gravy, mayonnaise
6. Baked goods (such as cookies, cake, muffins)
7. Fat added in cooking (oil, lard, shortening) such as deep-fat frying (fried chicken, french fries, doughnuts).

Keep in mind that the purpose of this list is **not** to give the participant detailed information about where fat is found in foods. Rather, the purpose is to begin to show them that many different foods that they eat are high in fat and to provide a rationale for self-monitoring. The facts about where fat is found in foods should come later as a byproduct of their own discovery through self-monitoring.

These are the kinds of foods you will have to watch out for as you become a "fat detective." They are also the kind of foods that are widely available, tempting to many of us, and they may even be traditional foods in your family or culture.

**Many people aren't aware that most of the fat we eat (70% of it, in fact) is hidden in foods.**

For example, fat is hidden in:

- The marbling of meats,
- Baked products,
- Sauces, and
- Batter coatings on deep fried foods.

Here's an example. *[Review the example on the worksheet.]* That's a lot of fat, a total of 22 teaspoons or about 1 entire stick of butter or margarine.

The best way to learn how much fat is in food is to **keep track of the amount of fat you eat every day.**

You will need to adapt the following section depending on the participant's literacy level, willingness to self-monitor, and comprehension of the self-monitoring process. Some of the following will be a review of points made at the last session; when possible, make these points using examples from the abbreviated self-monitoring the participant did during the previous week.

The first step is to:

1. **Write down everything you eat and drink in your Keeping Track books.**

This is something we're going to do throughout the next (state time frame for your program). It is the **most important part of changing your behavior.**

**Keeping track of what you eat will help you and I see, in black and white:**

- What foods you eat,
- How much you eat,
- When and where you eat, and

- How your eating habits change over time.

Your Keeping Track records will be the very basis for our working together. You and I will be the only ones to see them, so **spelling is NOT important**. You can make up **abbreviations** or use your own shorthand if that makes it easier and faster for you to keep track, just so we both know what you mean.

Note: The use of abbreviations may also help those participants who have difficulty spelling feel less self-conscious.

**What IS important is to:**

- **Be honest.** That means to **write down what you really eat**, not just what you think will please me or yourself.
- Also, **be accurate.** It's best to write down what you eat as soon as possible after you eat it, because it's easy to forget. For example, count the number of slices of cheese you eat and write down the kind of cheese. Measure portions and read labels (we'll talk in more detail about these things next week).
- And **be complete. Include everything.** The butter on the toast, the cream in the coffee, and the mayonnaise on the sandwich.

It may seem hard to write down all of your foods, especially at first. And it does take some time. But it's worth its weight in gold. **Being aware of what you are eating is the first step toward changing your eating habits.**

2. Second, **figure out how much fat is in every food and write it down.**  
To do this, you will need to:
  - a. Figure out the amount of the food you ate.
  - b. Look up each food in the Fat Counter, which is a book I'll give you that lists foods and the grams of fat in each one.
  - c. Compare the amount of food YOU ate with the amount in the Fat Counter to see how much fat you ate. And third,
3. **Add up the fat grams you eat during the day.**

I'll show you how to do each of these things in just a minute.

**Give the fat gram goal.**

Everyone in the Lifestyle Balance Program gets a fat gram goal or "budget." It is based on body size and the amount of calories needed to lose weight. So everyone has a

different goal.

Using the table on page 4, have the participant circle their fat gram and calorie goal based on their weight at Session 1. Your fat gram goal or "budget" is to stay under xx grams of fat each day. You can think of it as a budget because you need to stay *under* it every day. *[Fill in the blank with the participant's fat gram goal (refer to the Manual of Operations).]* At first begin by asking participants to focus on the fat goal only. If the participant does not hit their weight loss goals with the fat gram goal, the calorie goal is added in at Session 7.

A gram is the way fat in food is measured. A gram is a unit of weight. One paper clip weighs about 1 gram. *[Note: Be careful not to go into too much detail here because some participants may be easily confused by the differences between grams of weight and grams of fat.]*

We don't expect you to stay under your fat gram goal right away or be able to stay under it every day. It may be hard to reach your fat gram goal at first. For now, just try to **get as close to your goal as you can**. During the next few weeks, we will teach you how shop for food and cook and serve it so that it is easier for you to reach your goal. Over time we'll work together so that you can consistently stay *under* your fat gram goal.

**Give the participant the Fat Counter. Demonstrate and practice how to use it and food labels to figure out how much fat the participant eats.**

This is a Keeping Track of Fat "practice page." Let's write down some of the foods you ate yesterday and figure out the grams of fat in those foods.

Write on the work sheet a variety of foods that the participant ate yesterday. If possible, include both high- and low-fat foods and several foods with portion sizes that might require some calculation on the part of the participant. Show the participant how to look each food up in the Counter and calculate the number of fat grams in the amount that the participant ate.

Exactly how you do this will vary from participant to participant. The key is not to overwhelm those participants who may find calculations difficult and confusing. Assure these participants that you will continue to help them with this in the upcoming sessions and that the **important thing for now is to begin looking foods up in the Counter and getting an idea of the amount of fat in different foods and in various serving sizes.**

Ask if the participant tried using weighing and measuring tools if given last week and briefly answer any questions here. For now, you might want to pour your breakfast cereal into the bowl you typically use, just as usual, and then measure the cereal before you eat it. Or put the amount

of margarine you usually spread on toast onto the knife and measure it using the measuring spoons before you spread it. The glass measuring cup is for liquids. This scale is for weighing meats and cheese (briefly demonstrate how to use it). The ruler is for measuring things like pizza, pieces of pie, and cookies.

Here are some things to keep in mind **when you use the Fat Counter**.

If you can't find a food:

- Look for one that is the most like that food. (Don't assume that a food doesn't contain fat because it's not listed in the Fat Counter.) For example, use nut bread for zucchini bread.
- Write the name of the food in the back of your Fat Counter. There is a section there for listing additional foods. Then ask me about it next week, and I will help you find the fat grams.

If you are having trouble figuring the grams of fat:

- Just write down the food and the amount you ate. I will help you figure the fat grams when you come in.

If you make a recipe:

- For many recipes, you can simply write down how much of each ingredient you ate. For example, in a stew, write down the amount of each ingredient that was in the amount you ate. For example, how much beef you ate, how much carrots, and so on. Include any fat that you used in cooking.
- If you cook from recipes often, bring in some favorite recipes next week. I will help you count the grams of fat in them.

An optional handout is available on counting fat grams in more complicated recipes (see tool box 'How to Count the Grams of Fat in Recipes'). We think that this handout should be saved for a later session, and at this point it would be more appropriate to ask the participant to bring in any recipes he or she uses often and help the participant estimate the fat grams. Remember that the participant is self-monitoring, not recording dietary data for nutrient analyses, and the point is to learn to distinguish high fat from lower-fat foods and make dietary changes toward the fat gram goal.

If you do use the handout at some point, use it to demonstrate how to count the fat grams in one of the participant's own recipes.

The bottom line for this week is to just get started and do your best. If you run into any problems, I'll help you with them next week.

If you eat a packaged food:

- Look on the label for the fat grams. (Even if it is listed in the Fat Counter, the grams on the label are more accurate.) First, find the Nutrition Facts on the label, and look at the serving size. Is this the amount you ate? And look at the total fat grams per serving.

What if you eat a larger serving than is listed on the label? You will be eating more fat grams than are listed on the label.

Review the sample label on the work sheet. Be sure that the participant understands that the serving size on a label may be very different from what most of us consider a serving.

**Demonstrate and practice how to add up fat grams during the day.**

Some participants may be confused and overwhelmed at this point because of difficulties with calculations. Do **not** review adding up fat grams with these participants until the beginning of the next session. Instead, simply use the "Adding up the fat grams" worksheet to practice again how to look up fat grams and calculate the number of fat grams in the amount eaten by the participant. As before, tailor this to the participant's skill level.

The final step in keeping track of fat is to add up the fat grams you eat during the day. There are two ways you can do this in your Keeping Track.

*[Turn to Adding Up the Fat Grams work sheet.]* Imagine that this is your Keeping Track. Let's write in some of the foods you ate last week, the amounts you ate, and the grams of fat. In the Grams of Fat column, you can put a slash mark after the number of grams of fat and write down a "running total" (keep adding up the grams of fat throughout the day).

Demonstrate or have the participant calculate several running totals.

A running total is like a subtotal or running balance in a checkbook. The purpose of keeping a running total is so you know just how much fat you've eaten as you go along. You can use this to plan what foods you choose for the rest of the day. For example, "What should I have for lunch? Well, I've eaten x grams of fat so far. My fat gram goal is x grams. So I'd better eat less than x grams of fat for lunch to stay under my fat goal for the day." This is like using a budget to manage how much money you spend.

Another way to add up the fat grams is to use what we call the Fat Bank, these columns that look like rulers. The left column is the Fat Budget. The right is Over Budget.

I'll show you how to use it.

Have the participant do as much of the following as possible. Provide help as needed.

- a. **Your fat goal is x grams. Find that number on the Fat Budget column and put an arrow beside it.** Cross through all of the notches above your goal.
- b. **Then fill in or cross through one notch for each gram of fat you eat.** Start at your fat budget and go DOWN.

Demonstrate or have the participant cross through the notches for the breakfast foods.

You can easily see about how much fat you have left for the day in your budget.

- c. **If you cross through all of the notches in the Fat Budget column, start at the bottom of the Over Budget column and go UP.** This will let you see how much over your fat gram goal you are.
- d. **Write the total fat grams for each day on the back of your Keeping Track booklet** (show the participant where the totals should go). This will help us both to see at a glance how you've done during the entire week.

Have the participant complete the grams of fat, running total, and Fat Bank columns for the rest of the foods on the sample. Also, show the participant where to transfer the total fat grams for the day to the back of the Keeping Track book. Again, be careful not to overwhelm the participant.

Changing the way we eat is a gradual process and it will take time. I don't expect you to be perfect. During the next few months you will learn many different ways to help you eat less fat. For now, I want you to be the best fat detective you can be, looking for fat everywhere. And just do your best to **come as close to your fat gram goal as you can.**

Do you have any questions?

Participants should leave this session aware that:

1. We are more interested in their efforts to be honest and complete about their eating habits than to present us with picture-perfect Keeping Track records, and
2. We consider self-monitoring a very important tool and expect everyone to do some monitoring.

### Assign home activity.

For next week:

- Keep track of your weight.

Weigh yourself at home every \_\_\_\_ at this time of day.  
Record your weight on the back of the Keeping Track book.

- Keep track of what you eat and drink.  
Write down everything you eat and drink in your Keeping Track books.
  - Do this every day, as soon as possible after you eat.
  - Be honest.
  - Measure portions as much as you can and start reading labels.
  - And be sure to include everything you eat.

Use the Fat Counter to figure out how much fat is in what you ate, and write it down in your Keeping Track books.

Keep a running fat gram total throughout the day. Try using the Fat Bank, too.

Come as close to your fat gram goal as you can.

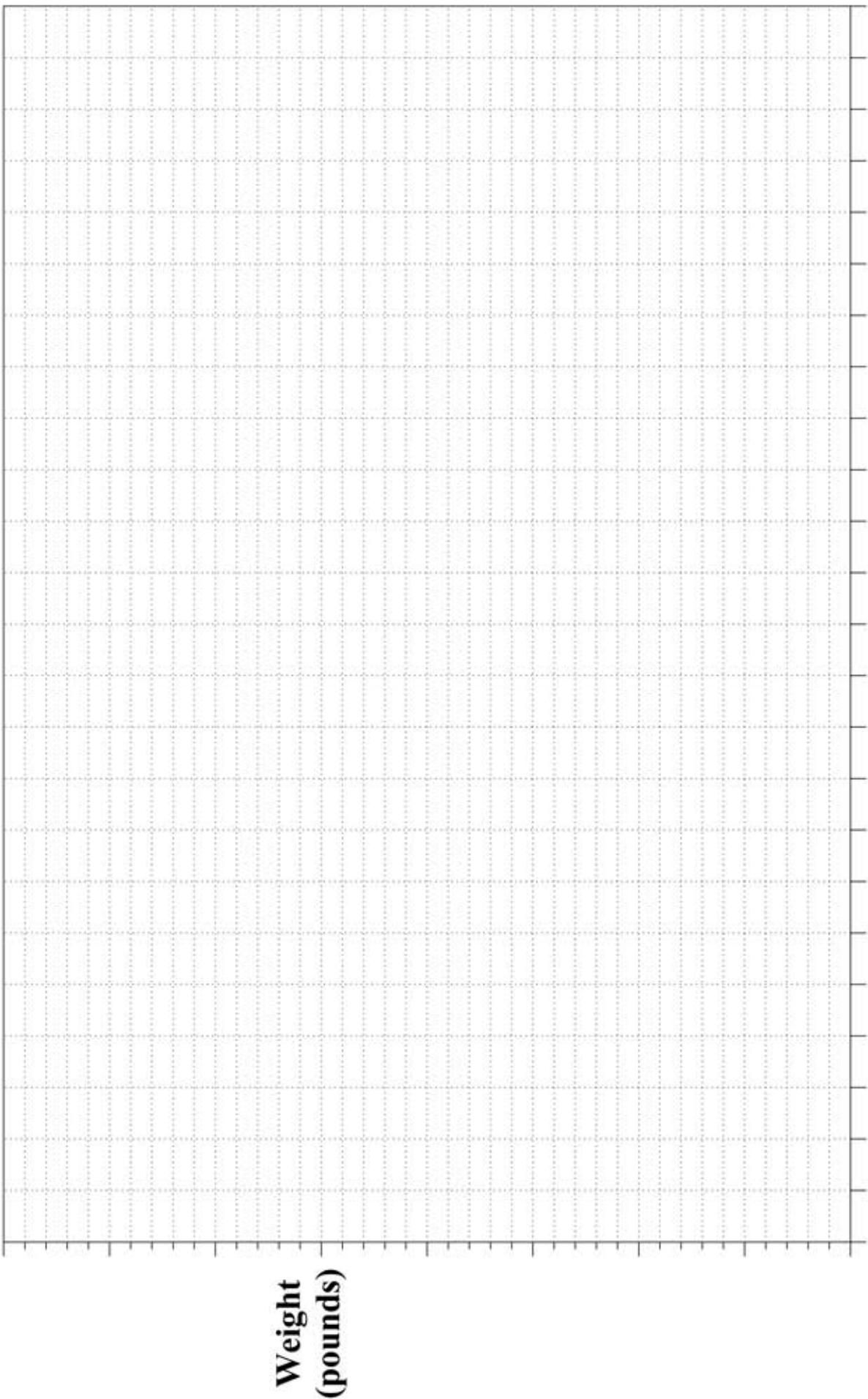
Any questions?

Collect completed Keeping Track book from last session and review and make comments in the Keeping Track book before the next session.

# How Am I Doing?

Starting Weight (lbs.) =  
7% Weight Loss Goal (lbs.) =

## *Weekly Weight Record*



**Weight  
(pounds)**

Date: