The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum

SAHELI is a culturally adapted, 16 week group-based lifestyle program to (a) address the individual and sociocultural determinants of CVD risk in South Asians; and (b) increase components of self-regulation (motivation, self-monitoring, goal setting) that are most effective in eliciting diet and physical activity changes.

The intervention uses strategies that have been shown to be most effective for long-term improvements in diet and physical activity. SAHELI content will be delivered via an in-person, group class format by trained bicultural and multilingual health educators and certified exercise instructors. Classes will be formed based on language preferences (English, Hindi, Gujrati and Urdu). Our team has the capacity to conduct concurrent classes in different languages for each sequentially enrolled cohort. The SAHELI intervention has a core phase (16 weeks) and a maintenance phase (post cores sessions at months 4, 5, 7, 9, and 11) which will be refresher sessions and follow up.

Core intervention phase (Weeks 1-16). The intervention begins with a core phase which will include 1 individual counseling session followed by 15 weekly sessions lasting between 60-90 minutes in the form of group classes. Each participant allocated to the SAHELI intervention will have an initial 1hour counseling session where the participant will meet with the health educator. Participants have the option of inviting a family member. The participant will have an opportunity to discuss his/her anthropometric and clinical results. This will be followed by brief motivational interviewing to help identify motivations for change. The visit will conclude with the participant receiving a calendar of group classes.

*Group education classes***.** After the introductory visit, there will be 15 weekly sessions followed by monthly refresher sessions. Each group can have between 8-16 participants (including family members). Group classes will be 90 minutes and will be delivered in community settings. Most classes will begin with the participants watching a brief video (in English or Hindi) pertaining to the class topic. Videos are followed by discussion and culturally-salient experiential activities. Food models, visual aids, activity-based learning around food choice and meal planning, and demonstrations are used to supplement the delivery of behavior change techniques. Classes will conclude with goal setting and closing review. For participants who miss their classes we will have them watch a pre-recorded video with the same material taught in class for a make-up session if needed. We will have participants who miss the class attend an in-person session with a study team member where the video will be played. We plan to use the videos to standardize the make-up sessions and to lower the burden on study staff.

SAHELI intervention participants will use Fitbit Zip™ or pedometers for self-monitoring and will be asked to report their weekly step count to the educator for self-monitoring.

SAHELI intervention participants will also be asked to track their food logs either on a paper or on an app. The lifestyle coach will provide feedback on the food log entry.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Core Intervention: Education Session Content

WEEK	Topics
Individual counseling visit	
1	Understanding your test results & what motivates you
Group classes begin	
2	Understanding Heart Disease and Prevention
3	Enjoy More Fruits and Vegetables and Whole Grains
4	Get More Exercise
5	Reduce Fat and Salt
6	Nutrition Label and Food Logging (Intro to Self-monitoring)
7	Self-monitoring/Goal Setting
8	Manage Your Weight
9	Resistance Exercises
10	Manage Your Stress
11	Problem solving/Revisit goal setting
12	Tip the Calorie Balance/Mindfulness/Added Sugar
13	Being Active Everyday and Revisit Resistance Exercises
14	Managing Slips
15	Social Cues/Eating out
16	Staying Motivated

Kandula NR, Bernard V, Dave S, Ehrlich-Jones L, Counard C, Shah N, Kumar S, Rao G, Ackermann R, Spring B, Siddique J. The South Asian Healthy Lifestyle Intervention (SAHELI) trial: Protocol for a mixed-methods, hybrid effectiveness implementation trial for reducing cardiovascular risk in South Asians in the United States. Contemp Clin Trials. 2020 May;92:105995. doi: 10.1016/j.cct.2020.105995. Epub 2020 Mar 24. PMID: 32220632; PMCID: PMC8011000.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is adapted from the Diabetes Prevention Program (DPP) Curriculum © 2012, University of Pittsburgh, based on the DPP research trial supported by cooperative agreement number U01-DK48489 from the U.S. Department of Health and Human Services, which has certain rights in the material.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 1: Understanding your test results and what motivates you

Session length:

15-20 minutes

Purpose:
This is an individual counseling session to go over the participant's test results and use motivational interviewing techniques to increase their motivation for change by helping them identify why they want to change their lifestyle and to help them set a goal for change. By the end of the session, we want participants to feel excited and motivated about the SAHELI program.

Overview of materials needed for the session:

Media equipment
- Audio recorder(s)
- Laptop
- Speakers

Media
- "3 things to talk to your doctor about" video
- Activity 1 Understanding your results and Harvard Healthy heart score
- Activity 2: Understanding Values: what is important to you personally

Other supplies
- Box of pens
- Participants' folders with business cards, lab results, and small notepad
- Values cards
- SMART Goal worksheet

Handout(s) for participants:
- Harvard Health Heart Score
- Test results
- Class calendar and expectations

***Remember to start the audio recordings AND RECORD PARTICIPANT'S STUDY ID AND ACROSTIC BEFORE STARTING.** The audio recorder should be used for each session.

Watch video: "3 things to talk to your doctor about" 8 minutes

Video Objective: After watching the "3 Things to talk to your doctor about" video, the participant will be able to state what tests they should have checked by a doctor to help prevent heart disease, identify why it is important to have diabetes, cholesterol and blood pressure checked and understand that they should get checked even if they do not feel any symptoms.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Materials needed:

Media equipment

- Laptop
- Projector
- Speakers

Media

- "3 things to talk to your doctor about" video

1. Introduce the video

    - *"Our video is going to talk about getting cholesterol, blood pressure and blood sugar checked. After the video, we will discuss what you learned and I will answer any questions you may have."*

2. After the video, ask participant to summarize the video and if they learned anything new from the video

    - *Tell me what the video talked about?*
    - *What did you learn from the video?*

Activity 1: Understanding your results 20 minutes

Objectives: The purpose of this activity is for the participant to understand the My Life Check and receive the heart score and recommendations from American Heart Association and Harvard School of Public Health.

Preparation: Enter all the information for the participant obtained as a part of baseline assessment into the profile at https://healthyheartscore.sph.harvard.edu/.

Generate the report and print a copy

Materials needed:

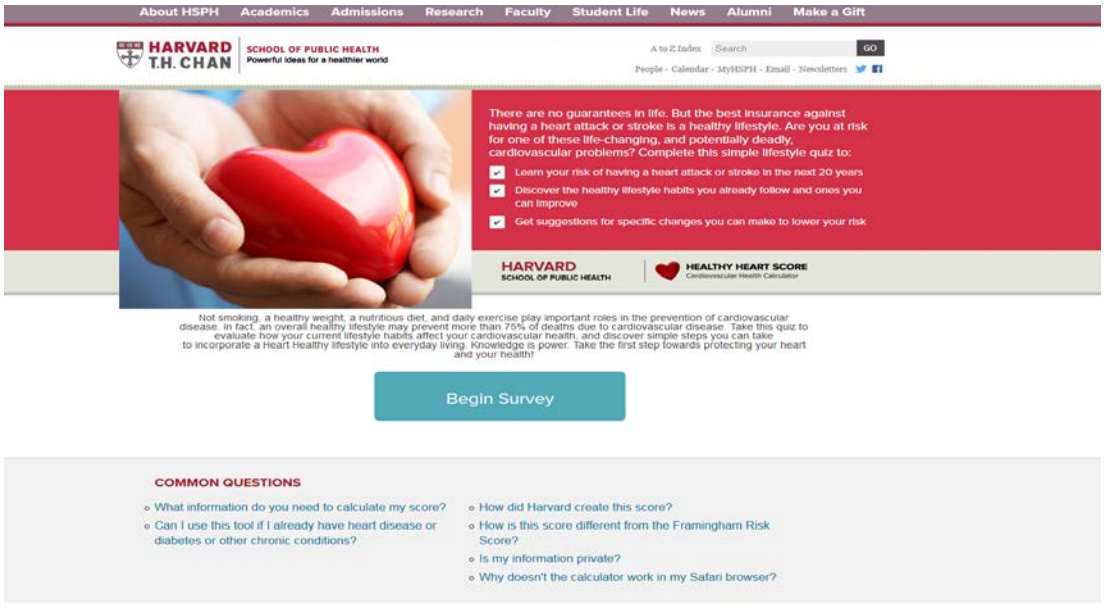
- Copy of the results from Harvard heart score for the participant
- Copy of blood and anthropometry results

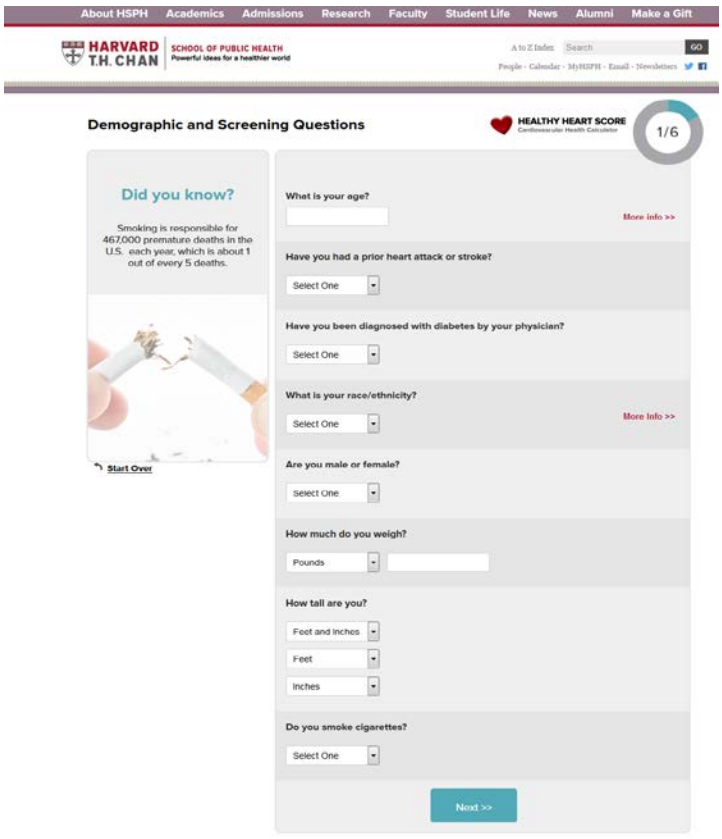
1. Review the Harvard heart score with the participant.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

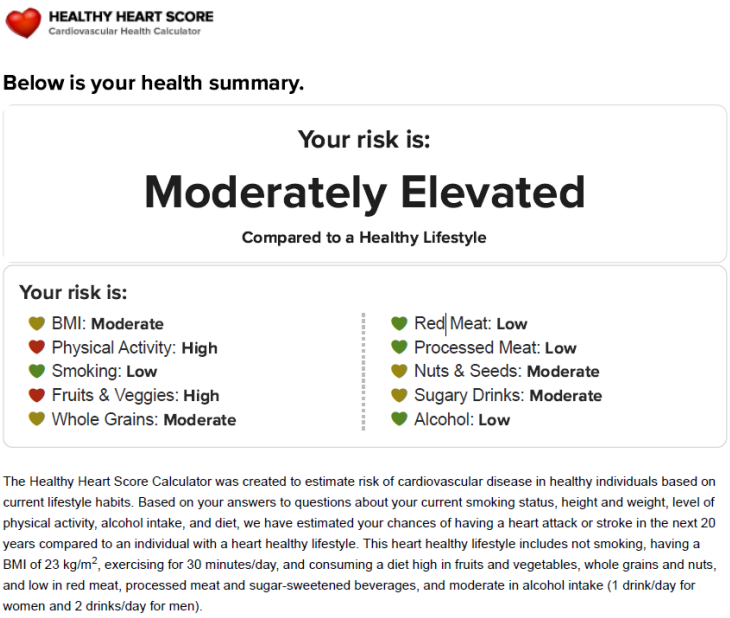
2. Discuss how we obtained the score and what information was entered to obtain the score.





This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI



HEALTHY HEART SCORE
Cardiovascular Health Calculator

Below is your health summary.

Your risk is:

Moderately Elevated

Compared to a Healthy Lifestyle

Your risk is:

- BMI: **Moderate**
- Physical Activity: **High**
- Smoking: **Low**
- Fruits & Veggies: **High**
- Whole Grains: **Moderate**
- Red Meat: **Low**
- Processed Meat: **Low**
- Nuts & Seeds: **Moderate**
- Sugary Drinks: **Moderate**
- Alcohol: **Low**

The Healthy Heart Score Calculator was created to estimate risk of cardiovascular disease in healthy individuals based on current lifestyle habits. Based on your answers to questions about your current smoking status, height and weight, level of physical activity, alcohol intake, and diet, we have estimated your chances of having a heart attack or stroke in the next 20 years compared to an individual with a heart healthy lifestyle. This heart healthy lifestyle includes not smoking, having a BMI of 23 kg/m^2, exercising for 30 minutes/day, and consuming a diet high in fruits and vegetables, whole grains and nuts, and low in red meat, processed meat and sugar-sweetened beverages, and moderate in alcohol intake (1 drink/day for women and 2 drinks/day for men).

3. Let the participants know the importance of discussing their lab results with their health care provider. It will be up to the participant to discuss their lab results in detail with their health care provider and seek appropriate care if needed but we are available to help them in areas like calling the doctor's office to set up an appointment or finding a clinic that provides free or care on a sliding fee scale.

    - *"We want to make sure that everyone is seeing a health care provider or plans to see a health care provider, especially if their results are not at their goal. Please let us know at the end of the class if you have reached out to a health care provider. If you need help in setting up an appointment with a health care provider, we can assist you with that. Again we can discuss this at the end of the class."*

Follow up questions on test results:

1. What concerns do you have about your results?
2. What do you want to talk to your doctor about?
3. Use probes e.g. "This is how attending the classes will help you since the classes will teach you how to improve your ____ through a better, more healthy lifestyle. We will work with you to address your concerns, feel stronger, and more healthy.

(THE GOAL IS TO MAKE THE CONNECTION WITH THE 16 WEEK CLASSES AND GET PARTICIPANTS EXCITED ABOUT THE CLASSES)

Activity 2: Value cards **10 minutes**

Transition: "Now we just talked about your personal heart score. We want to help you improve your heart score by helping you eat healthier, becoming more active, and managing stress. Any time we try to make healthy changes or change our behaviors, our diet, our

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

exercise, it is important to think about why you want to make these changes and what is important to you, personally.

Help me understand why you want to make healthy lifestyle changes.

Please look at the 11 (one blank) cards in front you, and think about why you want to improve your health. Choose the **3** cards that best describe the most important reasons you want to be healthier. Remember, you should pick the cards based on what is important to YOU, personally"

Great. Next, can you put them in the order of importance with the top being most important followed by important and less important?

Also offer 1 blank card for them to write in any additional values that are important to them.

Now let us talk about your top 3 values.

- Tell me what _____value card_____means to you?
- Why is it important to you?
- Tell me more about how these important things are connected to your health? Since _____ is important to you, how do you think participating in this study will help you achieve this?

Additional information for participants:

- "We will be coming back to this during our classes because it is important to remember the things that are motivating you to change your behaviors. The classes will help you achieve what is important to you."

Objective: The purpose of this activity is for us to understand the top 3 values that are important to the participant. This will help start a discussion and tie in their values with the lifestyle change.

Materials needed:

Values cards with the values below and 3 blank cards.

1. Achievement
2. **Looking good**
3. Challenge
4. Dependability
5. Duty
6. Learn more
7. **Religious duty**
8. **To take care of my family**
9. **Physical fitness**
10. Friendship
11. **Fun**
12. Bettering myself
13. **Health**
14. Independence
15. Hard work
30. Tradition
31. Wealth

Blank card

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

16. Inner Peace
17. Leadership
18. **Taking care of myself**
19. **Self-motivation**
20. Mindfulness
21. Moderation
22. Power
23. **Responsibility**
24. Self-acceptance
25. Self-control
26. Self-esteem
27. Self-knowledge
28. **Spirituality**
29. Strength

Bring a relative!

Inform of class date and times.

Collect accelerometer and compensate if needed.

We want you to be successful!!!!

Have them write down a purpose for why they joined SAHELI :

For Health Educator:

If you have participants who state they think the information is redundant and not very helpful use some pointers below to address their concern

- We are trying to understand why you are trying to make the change
- We know that there is a lot of information available online but research has shown that access to information is different from behavior change and our goal is to work on behavior change so we will help you make the lifestyle changes
- We will be providing a lot more specific information in the future group classes, so make sure you attend the classes
- This study is based on an evidence based program which is known to be effective is completed
- Each person learns different things and has different goals and we work with you to help you achieve your goals.

End session

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 1: Handout
Understanding Your Test Results and What Motivates You

Harvard Heart Score and your test results

-Review and discuss your heart score

-Review and discuss your test results

-Follow up with your healthcare provider

Why do you want to join SAHELI?

_____

_____

_____

What did you learn from today's session?

_____

_____

_____

Your top 3 values that are most important to you and your health:

1.

2.

3.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

Session 2: Understanding Heart Disease and Prevention

Session length:

60 minutes

Purpose:

Participants will be introduced to heart attack, heart attack risk factors and how a heart attack can be prevented.

Notes:

Activity 2 is a small group based activity.

Overview of materials needed for the session:

Equipment

- *Audio recorder(s)
- Laptop
- Projector
- Speakers
- Flipchart
- Box of pens
- Activity 1 "Cards" (five total)
- Handout

Media

- "What is a heart attack?" video
- Activity 1: The link between lifestyle, the body and a heart attack

***Remember to start the audio recording of the session after introductions**

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Introduction: 10 to 15 minutes

Materials needed:

1. Thank the participants and introduce yourself. Let the participants know that the sessions will be audio recorded.

    - *"Thank you for participating in the South Asian Healthy Lifestyle Initiative. My name is _____ and I am the health educator who will be leading the sessions. We will be audio recording the class and your voices may be heard during the sessions. This recording will only be used for quality control and will help us improve in the future. Does anyone have any questions about this before moving on?"*

2. Start with an ice breaker (tell the participants one fun fact about yourself. Have all the participants introduce themselves and ask them to share one fun fact about themselves as well as one thing they would like to learn from these classes.

    - *"We would like to start by getting to know a little about everyone here. Let's go around the room. Tell us your name, one fun fact about yourself, and one thing you want to learn in these classes.*
    - *Educator starts first.*

3. Give an overview of the session layout and set class expectations.

    - *"Our goal for these 15 sessions is to provide you with clear information and to help you use that information in your everyday life. During some sessions, we will be watching videos. The videos were developed by doctors and researchers at Northwestern University with the help of patient and community member feedback. We will also be doing various activities to help us understand what we learn from the videos."*
    - *"Before we begin, we would like for everyone to remember that at each class:*
        - *Please be on time*
        - *We want all members to participate, help each other and feel free to share*
        - *Please respect each other and the health educator*
        - *Please turn off all cell phones*
        - *Make sure to speak one at a time*
        - *Attendance is important*
        - *Remember that everyone has a right to their own opinion and we should respect each other's opinions*
        - *What is said in the room will stay in the room (Vegas rule!)*
        - *We may have occasional guest observers but will get group's permission for them to attend and give you 1-2 weeks' notice*
        - *Most importantly, have fun! ☺*

Announce the location of bathrooms.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

On a Flipchart write down the contact information for the health educator and encourage the participants to call with any questions.
"You can also call me at _____ if you have any questions. I encourage you to call me if you come across any road blocks or questions about what we are learning in class. Thank you, and now let's begin with our first video!"

Activity 1: Watch video: "What is a heart attack?" 15 minutes

Video Objectives: After watching the "What is a heart attack?" video, the participant will be able to define a heart attack, understand how a heart attack happens, and explain how a heart attack can be prevented.

Materials needed:
Media equipment
- Laptop
- Projector
- Speakers

Media
- "What is a heart attack?" video

1. Introduce the video

    - *"Our first video is going to talk about what is a heart attack, how it happens and how we can prevent it. After the video, we will briefly discuss what we learned and then do activities that will help us better understand the information from the video."*

2. After the video, ask the participants to summarize the video and if they learned anything new from the video.

    - *Tell me one thing that you learned from the video?*
    - *What in the video surprised you?*
    - *Do you have any questions?*

Please note that participants may ask many questions about healthy diet and exercise. You can inform them that they should attend all the upcoming classes since we will be teaching them more about all the topics they are interested in. Avoid giving too much detailed information.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.
SAHELI

STOP! Take a short break for stretching

Activity 1: The link between lifestyle, the body and a heart attack 15 minutes

Objectives: The purpose of this activity is for the participant to recognize the causes of a heart attack and to differentiate between controllable and uncontrollable heart attack risk factors. The participant will also identify the lifestyle changes that can decrease the chances of having a heart attack.

Materials needed:
Other supplies

- Activity 1 "cards" (five total)

1. Introduce that there are some heart attack risk factors we cannot change and some that we can change.

    - *"The first activity will help us understand what we learned from the video about why a heart attack happens. As we saw in the video, there are many things that can cause a heart attack. Some things that can cause a heart attack cannot be changed, but there are also some things that can cause a heart attack that we can do something about."*

2. Use the 1st card to explain the uncontrollable risk factors and how they cause a heart attack.

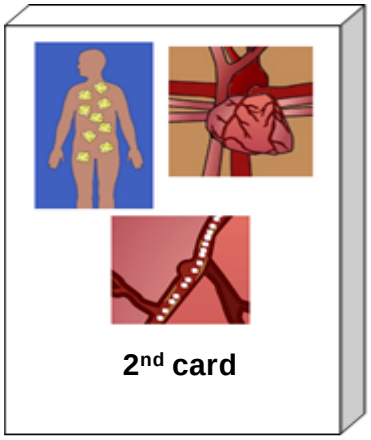
1st card

- Place the 1st card on the table so that it is standing.
- *"Some things that cause a heart attack that we cannot change are family history of a heart attack, being South Asian and old age. We learned from the video that Asian Indians and Pakistanis are more likely to have heart attacks than people from other communities. We are not exactly sure why some people have heart attacks while others don't. But as we learned from the video, a heart attack does not have to happen and there are many things we can do to prevent a heart attack. In fact, 80% of heart disease can be prevented. We will discuss how we can prevent a heart attack in a little bit."*

3. Use the 2nd card to explain diabetes, high cholesterol, and high blood pressure as controllable risk factors.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

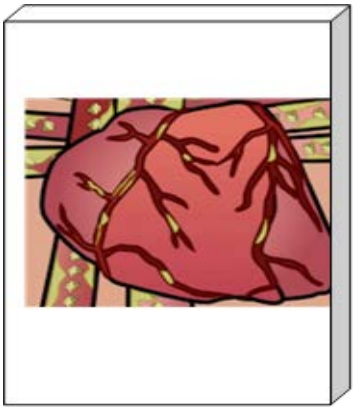
SAHELI



2nd card

- *"Can someone tell me what the video said that we should ask our doctor to check us for in order to prevent a heart attack?"*
  Answers should include: high cholesterol, diabetes, and high blood pressure.
- Place the 2nd card on the table so that it is standing behind the 1st card.
- *"Right, because having diabetes, high cholesterol, or high blood pressure can cause a heart attack. We will learn that these are things we can control."*

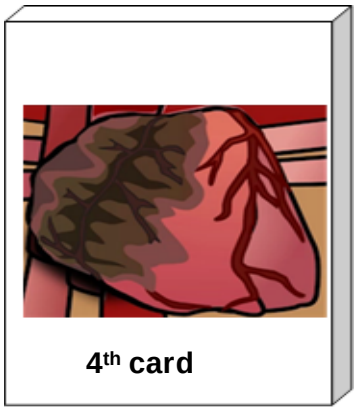
4. Use the 3rd card to explain how diabetes, high cholesterol, and high blood pressure cause a heart attack.



3rd card

- *"Why does having diabetes, high cholesterol, or high blood pressure increase our chances for heart disease? Think about what we learned in the video. If cholesterol, diabetes, and blood pressure are not controlled, what can happen in our body (or our heart) that can cause a heart attack?"*
  (Answers should include: clogged arteries or blockage of arteries.)
- Place the 3rd card on the table so that it is standing behind the 2nd card.
- *"If we do not control our cholesterol, diabetes and blood pressure, this can lead to clogged arteries."*

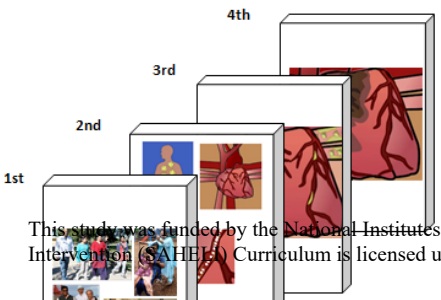
5. Use the 4th card to explain that over time, clogged arteries cause a heart attack



4th card

- *"What happens if our arteries are clogged?"*
  (Answers should include: part of the heart dies or heart attack)
- Place the 4th card on the table so that it is standing behind the 3rd card.
- *"Clogged arteries cause a heart attack. Overtime, blood vessels in the heart can get very clogged, your heart cannot get blood, and part of your heart dies. This is called a heart attack."*

6. Push the first card so that all of the cards fall to demonstrate that these risk factors can cause a heart attack.



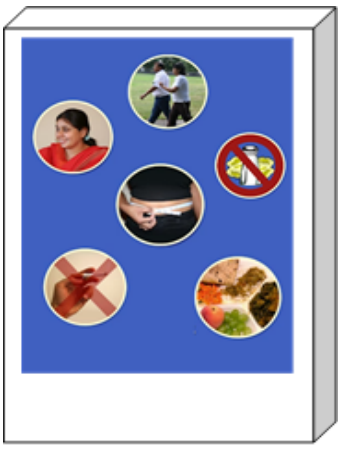
- *"So how does a heart attack happen?"*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

- Push the 1st card so that all of the cards behind it fall to demonstrate the risk factors that can cause a heart attack.

7. Have the participants identify things that they can do every day to prevent a heart attack (as seen in the video) and then show the "Ace card".



"Ace card"

- *"But there are things that we can do every day to prevent our cards from falling and causing a heart attack. What are some of these things that the video talked about?"* Answers should include: taking care of your stress, eating healthy, not using tobacco, maintaining a healthy weight, and getting more exercise

- Introduce the "Ace card"
  "Right, this is like your Ace card."

8. Explain that through healthy lifestyle changes, we can prevent the cards from falling and prevent a heart attack from happening. Demonstrate this by using the "Ace card" to stop the 1st and then 2nd card from falling and causing the other cards to fall.

    - *"If we have a family history of a heart attack, by making healthy lifestyle choices, we can help prevent a heart attack."*
      Demonstrate this by setting up the cards and putting the "Ace card" in between the 1st card and 2nd card. Push the 1st card so that the "Ace card" stops the 1st card from falling onto the other cards.
    - *"If we have high cholesterol, high blood pressure, or diabetes, we can control our diabetes and lower our cholesterol and blood pressure by making healthy lifestyle choices and by doing this, we can prevent a heart attack."*
      Demonstrate this by setting up the cards and putting the "Ace card" in between the 2nd card and 3rd card. Push the 1st card so that the "Ace card" stops the 2nd card from falling on the other cards.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

9. Pass the cards around to have the participants see the photos on the card and to take some time to have them think about the demonstration. Summarize as the cards are being passed around.
    - *"Family history, being South Asian and age can increase our chances of having a heart attack. Having diabetes, high cholesterol and high blood pressure can also increase our chances of having a heart attack because it causes the arteries to get clogged slowly over time and clogged arteries cause a heart attack."*
    - *"Think about how you can stop your cards from falling and where would you like to start?*
    - *"During the next sessions, we will be learning about ways we can make small changes to improve our health and our family's health to help us stop our cards from falling and to help us prevent a heart attack."*

Closing and Q and A: Review the current session. Today we learned about Understanding Heart Disease and Prevention.

Next session: Enjoy more fruits and vegetables and whole grains

***Insert a calendar for next few months that can be shown to determine a schedule fit for participants (due to upcoming holidays, etc).**

Date and time for exercise classes: _____

Things to prepare for session 3:

-Handouts
-Fruit (cuties/clementines) for participants
-Food models/fruits/veggies from home
-Whole grain model

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

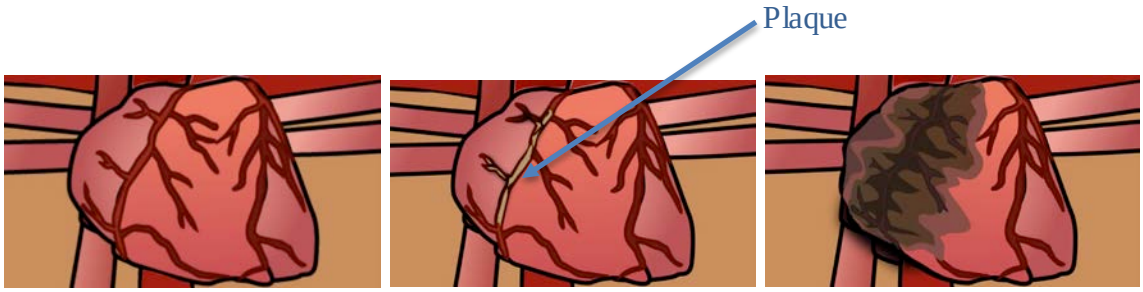
SAHELI

SAHELI

Session 2
Understanding Heart Disease & Prevention

What is a **heart attack**?

A heart attack is when a part of your heart dies.



Healthy heart | Unhealthy heart | Heart attack

How to prevent a heart attack:

Do not use tobacco

Enjoy fruits, veggies, & whole grains

Eat less fat & salt

Get more exercise

Maintain a healthy weight

Find ways to manage stress & tension

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 3: Enjoy Fruits, Vegetables & Whole Grains

60 min

Learning Objectives:

At the end of this session, participants will be able to:

- Describe ways to eat more fruits, vegetables and whole grains
- Differentiate whole grains from refined grains
- Recognize the health benefits of whole grains
- Identify whole grains
- Recognize the recommended servings of fruits and vegetables per day
- Identify a serving of fruits and vegetables
- Recognize best methods to cook vegetables
- Identify disadvantages to overcooking and frying vegetables

Overview of materials:

Equipment

- Laptop
- Projector
- Speakers
- Fruit for tasting
- *Enjoy Fruits, Vegetables and Whole Grains* video
- Session 3: Enjoy Fruits, Vegetables and Whole Grains PowerPoint (see Appendix 3A for PowerPoint Slides)
- Box of pens
- Flip Chart
- Whole grain model
- 12 baby carrots in a sandwich bag
- 2 1-cup spinach in a sandwich bag
- 1 medium apple
- ½ cup of raisins in a sandwich bag
- ½ cup of okra food model
- ½ cup of cauliflower food model
- 1 cup of green beans food model
- Handouts for participants

Review of the Previous Session

- In the previous session we learned about
  - What is a heart attack and how we can prevent a heart attack?
  - We also completed an activitywith the dominoes and discussed the risk factors that can be controlled as well as things that are not in our control e.g. South Asian, Family history, Age.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- Things that can be controlled are related to our lifestyle e.g. controlling Blood pressure, cholesterol and Diabetes, getting checked by a doctor, getting more exercise, stop smoking, achieving a healthy weight, healthy diet, managing your stress.
- Answer any questions from the previous sessions.

Introduce New Session

Materials needed:
None

"In this session we are going to talk about the importance of eating fruits, vegetables and whole grains and we will learn about ways that we can enjoy fruits, vegetables and whole grains. Everything that we learn today will help improve our health."

"We will start with a video and briefly discuss what we learned. Then we will do some activities that will help us better understand the information from the video. At the end of the class, we will review the session and you will have an opportunity to write down any other questions that you may have about today's session."

Activity 1: Watch Video

Materials needed:
Media equipment
- Laptop
- Projector
- Speakers

Media
- *Enjoy Fruits, Vegetables and Whole Grains* video

Play the Video

After playing the video, ask the participants to summarize the video and if they learned anything new from the video:

- *Tell me one thing that you learned from the video?*
- What questions do you have?

Activity 2: Am I eating enough fruits and vegetables?

Materials Needed:
Other supplies
- 12 baby carrots in a sandwich bag
- 2 1-cup spinach in a sandwich bag

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- 1 medium apple
- ½ cup of raisins in a sandwich bag
- ½ cup of okra food model
- ½ cup of cauliflower food model
- 1 cup of green beans food model

Explain the importance of fruits and vegetables and introduce the recommendations:

> *"Like whole grains, vegetables and fruits contain fiber and many important nutrients to keep us healthy and to protect us from heart disease. It is recommended that we eat about seven or more servings of fruits and vegetables every day. That is about four servings of vegetables and three servings of fruits every day."*

Ask what the participants think is a recommended serving size. Do you know what a serving size is?

Demonstrate a serving of fruits and vegetables:

> *"In general, 1 serving of raw fruits or vegetables is about what you can hold or cover in two hands."*


1 cup of raw green beans


1 medium size apple


about 1 cup of strawberries

> *"For raw leafy greens like spinach, one serving size is four hands of raw leafy vegetables."*


About 2 cups of spinach

> *"One serving of cooked vegetables is about what you can hold in one hand. For cooked leafy greens, one serving is two hands of cooked leafy greens."*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

½ cup of cooked cauliflower

½ cup of cooked okra

"For dried fruit, one serving is also about how much you can fit in one hand."

About ½ cup of raisins

Pass around the food models and the fruits and vegetables in a sandwich bag so the participants can feel how much is one serving.

Place seven servings of fruits and vegetables on the table:

> *"This is an example of having seven servings of fruits and vegetables in one day. Think about how you can eat this recommended amount of vegetables and fruits."*

Discussion questions:
Is anyone eating 7 servings of fruits and vegetables?
Is anyone getting close?
Can you share how you can meet the recommendations?
Why do you try to eat 7 servings?
What motivates you to eat as much?
What are your facilitators?
What are the barriers people have that stop them from eating as much?

End by sharing that they should try a variety of fruits and vegetables.

Activity 3: Preparing Vegetables

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Materials needed:

Media equipment

- Laptop
- Projector

Media

- Session 3: Enjoy Fruits, Vegetables and Whole Grains PowerPoint (see Appendix 3A for PowerPoint Slides)

Other supplies

- Disposable bowls and silverware for the participants
- South Asian salad ingredients (see Appendix 3C for recipe)

"Now we are going to talk about the best ways to prepare vegetables. In order to maintain the vegetables' vitamins and minerals, the best ways to cook vegetables are to steam, pressure cook, or microwave vegetables until they are soft but not mushy. If we cook vegetables for too long we may lose important nutrients."

Research:

- *"There was a study done called the INTERHEART study that looked at people from different countries around the world. In the study, they saw high heart attack rates in people from South Asia. So to find out what could be causing it, they looked at all their habits like eating habits. One thing that they found was that even though South Asians are eating vegetables, we are frying them and overcooking them so we may not be benefiting from the vegetables."*

  Note: For more information on the INTERHEART study, visit http://www.phri.ca/interheart/.

"Frying vegetables also loses important nutrients because the temperature can get very hot and destroy the nutrients. Frying vegetables also adds a lot of fat to our foods and this is not good for us either. We will talk more about fat in the next session."
"In order to make sure we are getting the nutrients that we need from our vegetables, it is important to cook our vegetables for a short time until they are soft not mushy and not to fry vegetables too often. Another important way to eat vegetables is to eat them raw, for example, to include a salad in our meals."

Another study titled, MASALA study conducted at Northwestern University and University of California San Francisco showed that consuming a diet with more fresh fruits, vegetables, nuts and legumes was associated with lower rates of high blood pressure and other factors for heart disease, diabetes, and stroke.

Show the Session 3: Enjoy Fruits, Vegetables and Whole Grains PowerPoint:

Slide 15: *"When people think of a salad, they usually think of lettuce and tomatoes like this salad."*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Slide 16: *"But there are other ways to make salads. This is another salad."*

Slide 17: *"Which salad would you be more likely to eat? Why would you be more likely to eat this salad?"*
Slide 18: *"Here are some of the salads that some of our participants prepared at home. They added a variety of vegetables and even fruits to make the salad look good and appealing to the whole family. They added herbs, spices, some oil, and lemon juice to make it tasty. Some even added dals, beans, sprouts, seeds, nuts, tofu and whole grains like barley to add more variety."*

"Now you will all make your own salad. You can add different vegetables, fruits, lemon juice, some oil, spices, herbs, nuts, and chickpeas; it is up to you!"

As the participants are preparing and eating their salads, ask the participants what they think of the salad and what other foods they could add to the salads.

"*Tell me one thing that you learned from our session today?*
For the next session if you make a new salad or some recipe, you can take a picture and send it to me and we will share it with the rest of the group. We would also like it if you sent us some tasty recipes using what we learned today"

Activity 4: Taste a fruit

- **Have participants taste a fruit**

STOP! Take a short break for stretching

Activity 5: Why Whole Grains?

Materials Needed:

Other supplies

- Whole grain model

Define a whole grain and use the whole grain model to show participants the different parts of a whole grain:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

"The video talked about eating whole grains like brown rice instead of white rice. Brown rice is one type of whole grain but there are different types of whole grains. We are going to learn what a whole grain is and why it is important."

"Whole grains are grains that have the entire seed in one piece. The seed is made of three parts:

- *The seed has an outer part that protects the seed*
- *A large part that provides energy for the seed*
- *And a small part that provides nourishment for the seed. This small part is where the sprout comes from when a seed is soaked."*

Ask the Whole grain model participants:

"White rice, which is not a whole grain, has the outer part and the small part removed. Why do you think these parts are removed?"

Summarize the participants' responses:

"These two parts have been removed so the food can last longer and doesn't go bad. These two parts have the most nutrients."

Explain the benefits of whole grains for our health:

"The smaller part of the whole grain contains many vitamins and minerals needed for our body and the outer part of the whole grains contains fiber. These two parts have a lot of nutrients that are beneficial for our heart and overall health which is why it is so important to eat whole grains."

"Eating whole grains can help:

- *Lower total cholesterol and LDL or bad cholesterol*
- *Lower blood pressure*
- *Reduce chances of certain cancers, especially colon and rectal cancers*
- *Keep you regular and prevent constipation*
- *Reduce chances of developing type 2 diabetes*
- *Lower blood sugar levels*
- *Control weight. The fiber in whole grains can help you feel fuller longer after a meal."*

Activity 6: A Closer Look at Whole Grains

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Materials needed:

Media equipment

- Laptop
- Projector
- Flip chart and pictures of all whole grains with a Velcro that stick on the flip chart
- Pictures of refined grains with a Velcro that stick as well.

Media

- Session 3: Enjoy Fruits, Vegetables and Whole Grains PowerPoint

Other Supplies

- Disposable bowls and silverware for the participants
- Whole grain dish (see Appendix 3B for recipe)

Introduce the importance of eating a variety of whole grains:

"It's important to know that there is no 'healthiest' whole grain. Some have more of one nutrient than others. They all offer different benefits so it is best to enjoy a variety, for the best range of healthy nutrients and good tastes."

"Can someone name a few whole grains? How about someone else?"
Start sticking the examples on the flip chart.

Who can name an example of a refined grain?
Start sticking the examples on the flip chart.

We will use the flip chart and the examples that participants mention and add them to the flip chart. We will have 2 flip charts, one for whole grains and another for refined grains.

When people mention the examples below make a point to reiterate the importance.

"Brown rice is one type of whole grain. Let's look at other types of whole grains."

"This is wheat. Wheat is a grain. Sometimes wheat can be a whole grain, sometimes it is not a whole grain."

"These are wheat flours that are not made from whole wheat. The outer part and the smaller part are removed."

Make sure you reiterate this point below:
"These are wheat flours that are whole grain. We are just showing you different brands, but one brand is not better than another. To be certain that you buy whole grain wheat, look for the words 100% whole wheat on the package."

"Jav (barley) is another whole grain."

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

"Bajra (pear millet) and Ragi (finger millet) are also whole grains."

"Jowar (sorghum) is also a whole grain."

"Oatmeal is another whole grain."

"Rajgaro (buckwheat) is similar to whole grains and it has the benefits of a whole grain." Mention its' significance in fasting in the Hindu religion and how it is one of the exceptions.

"Quinoa (pronounced KEE-NUAW) *is also similar to whole grains and it has the benefits of a whole grain.*

Emphasize eating a variety of whole grains:

"We are showing you a variety of whole grains because it is important to try different grains as they all vary in their nutrition. Some may have more fiber than others; some may have more protein and may different in amount of vitamins and minerals. Some of these grains may be familiar while some may be new to you."

Get the participants input on barriers and facilitators to eating these grains. Taste? Cost? Recipes?

Ask:

Why are we not eating these whole grains?

- Acknowledge cost as a barrier to eating whole grains:

  "We understand that some whole grains may cost more than others. We encourage you to eat a variety of whole grains. Five years ago, Patel Brothers didn't carry all these whole grain flours. Now that we know more about the benefits and now that people are starting to ask for these whole grains, the stores are making it more available. Some of these whole grains are expensive, but the more we ask, the easier it will be for us to buy it."

Closing and Q and A: Review the current session.

- Activity 1- Video
- Activity 2- Servings of fruits and vegetables
- Activity 3- Preparing vegetables
- Activity 4- Tasting a fruit
- Activity 5- Stretching and break
- Activity 6- What is a whole grain

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- Activity 7- Review of other whole grain

Next session: Get more exercise

We just learned how to use whole grains, fruits and vegetables. In the next class we will learn more about how to get more exercise and we will provide you with a Fitbit or pedometer. Remind participants to wear comfortable shoes and clothing and bring a water bottle.

Starting next session, we would want participants to share some testimonials about why they enrolled in these classes and how these classes have been helping them make a change or what they have accomplished so far.

Also ask if they prefer Fitbit or pedometer. They have to have a smartphone for synching the Fitbit and downloading the app on their iPhone or Android.

Date and time for exercise classes: _____

Things to prepare for session 4:

-Handouts
-How to get more exercise" video
-Remind them to bring water bottles
-Dance pe chance song
-Fitbit or pedometer

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Enjoy Fruits, Vegetables & Whole Grains

Eating fruits, vegetables and whole grains may help you reduce the risk of heart disease

How many servings of fruits & vegetables should you eat each day? **7 servings**

1-cup strawberries

1 medium apple

½ cup raisins

1 cup raw green beans

2 cups raw spinach

½ cup cooked sabzi

12 baby carrots

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

What is a whole grain?

Whole grains are grains that have the entire seed in one piece. The seed is made of three parts:

Quinoa, whole wheat, oatmeal, brown rice, wild rice

Eating whole grains can help:

- Lower total cholesterol and LDL or bad cholesterol
- Lower blood pressure
- Reduce chances of certain cancers, especially colon and rectal cancers
- Keep you regular and prevent constipation
- Reduce chances of developing type 2 diabetes
- Lower blood sugar levels
- Control weight. The fiber in whole grains can help you feel fuller longer after a meal."

Serving size of a Whole grain

½ cup brown rice (about a fist)

One slice of whole grain bread

One 7 inch whole wheat roti

Examples of whole grains:

1. Brown rice.
2. 100% Whole wheat atta (100% chakki atta is **NOT** whole grain)
3. Barley flour
4. Bajra flour
5. Jowar flour
6. Rajgara flour/ Rajgaro Whole
7. Oats
8. Quinoa

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

Session 4: Increasing physical activity and using your activity tracker

60 mins

Purpose:

Participants will learn the benefits of exercise, amount of exercise recommended, and different ways to incorporate physical activity into their lives. Participants will also do aerobic exercise.

Notes:

Based on the class demographic, men and women will separate during the exercise activities.

Material needed:

- Laptop
- Projector
- Speakers
- Video
- Dance pe chance music
- Handout
- Fitbit or pedometer for participants

Activity 1: Review previous session

During the last sessions we about trying to include at least 7 servings of fruits and vegetables. We reviewed what a serving size looks like and how we should include a variety of fruits and vegetables cooked with less fat and salt. We also learned about whole grains and how we should use flours, which contain whole grains.

Activity 2: Testimonial

Have one person share why they joined SAHELI and what have they accomplished so far

Activity 3: Watch video: "How to Get More Exercise" 8 minutes

Video Objectives: After watching the "How to Get More Exercise" video, the participant will be able to describe the benefits of exercise, state how much exercise is recommended, and explain ways to incorporate exercise in their daily routine.

Media

- "How to get more exercise" video

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

1. Introduce the video

    - *"Our video today is going to talk about getting more exercise and ways to incorporate exercise in you daily routine. After the video, we will briefly discuss what we learned and then do activities that will help us better understand the information from the video."*

2. After the video, ask the participants to summarize the video and if they learned anything new from the video.
    - *Tell me one thing that you learned from the video?*
    - What questions do you have?

Activity 4: How do you exercise at medium or fast speed and discuss the benefits of exercise:

Objectives: The purpose of this activity is for the participant to recognize how they can determine if they are exercising at medium or fast speed.

Educator to review the rated perceived exertion scale and let participants know that there can different levels of difficulty when they exercise and they can pay attention to the exertion level.

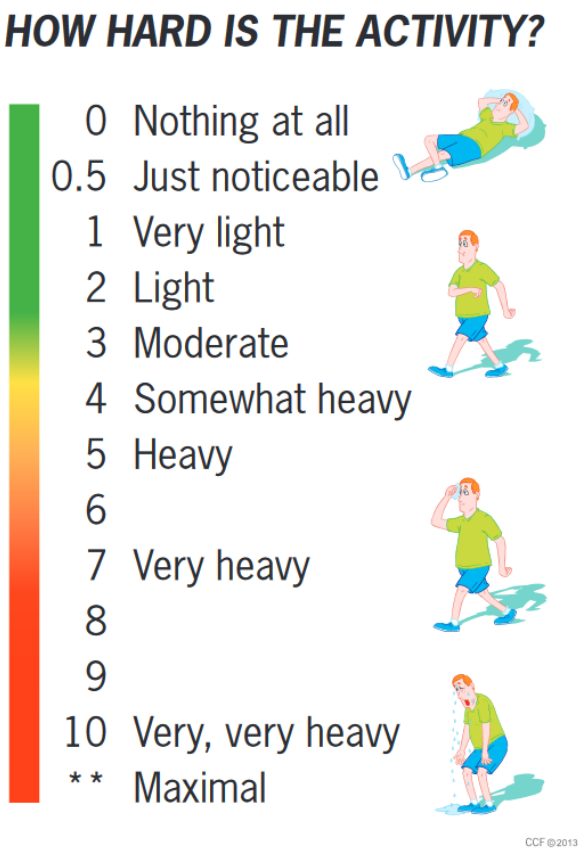
Rated Perceived Exertion (RPE) Scale

The RPE scale is used to measure the intensity of your exercise. The RPE scale runs from 0–10. The numbers below relate to phrases used to rate how easy or difficult you find an activity. For example, 0 (nothing at all) would be how you feel when sitting in a chair; 10 (very, very heavy) is how you feel at the end of an exercise stress test or after a very difficult activity.

https://my.clevelandclinic.org/health/articles/17450-rated-perceived-exertion-rpe-scale

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI



1. Establish that everyday chores helps keep us active but that we need to exercise 30 minutes a day at least five times a week in order to benefit our heart. This is equivalent to about 150 minutes of moderate physical activity per week as recommended by the CDC and Surgeon General.

    - *"Doing our daily work and prayers keeps us active but to stay healthy and prevent a heart attack, we need more exercise. Can someone tell me how much exercise we need to protect our heart?*
      (Answers should include: 30 minutes a day, 5 times a week)

2. Introduce the concept that moderate to intense physical activity is most beneficial and address South Asians concern of an increasing heart rate during exercise.

    - *"That's right. It is recommended to do about 30 minutes of exercise a day for five times a week. The video mentioned we should also do exercise at a medium or fast speed. What did the video say that exercise at a medium or fast speed should feel like?"*
      (Answers should include: Your heart starts beating faster, you start to breathe a little harder, and you start to sweat lightly)
    - *"That's right. When we exercise at a medium or fast speed, our heart will start to beat faster, we will start to breathe a little harder and we may start to sweat lightly. Some of us may be scared to exercise because our hearts start to beat faster but*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

we want you to not be startled because it is normal for your heart to beat faster when doing exercises. If you are just starting to exercise or haven't exercised before, it is important to start slowly because our body is not used to exercise. But overtime, your body will get used to exercise."

Pose the question below:
Now that we understand the recommendations for exercise, I would like to ask you a question.

- **Why do you think we need to exercise every day?**
- **Use the flip chart to make note of all the pointers participants bring up.**
- **Review all the pointers below if not mentioned and add if any missing.**

Multiple research studies have shown that regular exercise has the following benefits

- Control your weight
- Reduce your risk of heart disease.
- Reduce your risk for type 2 diabetes and metabolic syndrome
- Reduce your risk of some cancers
- Strengthen your bones and muscles
- Improve your mental health and mood
- Improve your ability to do daily activities and prevent falls, if you're an older adult
- Increase your chances of living longer
- Helps manage stress

Emphasize how exercising has so many benefits and is a necessity in everyday life to improve your quality of life.

Educator to review the research on CDC website below

https://www.cdc.gov/physicalactivity/basics/pa-health/index.htm

Activity 5: Discuss safety during exercise

Safety First!

Reiterate below:

- We are not taking over your medical care in any way.
- We do not give medical advice.
- All medically related issues are directed to your medical professional.
- Get ok from your medical professional for participation in the program.

Participants are cautioned to do the following:

- Do not exercise when ill.
- Progress slowly, no more that 30-35 minute per week increase

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- Always incorporate warm-ups and cool downs.
- When stretching do not bounce.
- Never hold your breath.
- Always balance.
- Always stay in control.

Safety first!

- Warm up and cool down before each activity session.
- Be sure to keep in control. Maintain stability.
- Be sure to keep balanced. Work both sides of the body equally.
- Remember to breathe. Do not hold breath.
- Stretch.

No pain is gain: always listen to your body. If you have sharp pain or intense pain during a particular movement, stop doing it.

Activity 6: Cardio exercises 10 minutes

Objectives: The purpose of this activity is for the participant to perform physical activity and to check their heart rate by finding their pulse.

- **Have the music ready (Dance pe chance song)**

1. Before starting the participants know that they can drink water if needed and to do their best in following along.

2. Lead the 4-minute aerobic workout with music.

    - *"Now we will be doing some exercise. We have water on the side so if you need to you can get a drink. It is ok to have some water while you exercise or after you exercise. The important thing to remember is to not drink too much water or too not drink too fast."*
    - *The workout will include a routine of stepping over, jogging in place, moving arms and jumping if possible. Start slow with a warmup and make sure we end with a short cool down period.*
    - *We will start slow and then go to a medium and then fast speed. If it is too much for your knees, move your arms. This will help keep your heart beating. Do the best you can to follow me as we go with music. If you get lost or can't follow along, just move back and forth. The important thing is to keep moving. Remember to breathe and have fun!"*

3. Ask the participants how they feel during exercise and summarize.

    - *"How do you feel now compared to before exercising?"*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- *"Right, remember, when we exercise, it is normal for our hearts to beat faster and for us to breathe a little harder. This will help you make sure you are doing enough exercise to benefit your heart."*

Activity 7: Using a Fitbit/Pedometer or a pedometer 15 minutes

Objective: The purpose of this activity is for the participant to correctly practice using a Fitbit/Pedometer or a pedometer as instructed.

Materials Needed:
Other supplies
- Fitbit zip or pedometer (one for each participant)

1. Introduce and distribute Fitbit/Pedometer to everyone in the group.

- *"To help you keep track of how much you walk, we will be giving everyone a Fitbit/Pedometer. A Fitbit/Pedometer counts how many steps you make when you are doing things such as climbing stairs, dancing, household chores, and walking. However, Fitbit/Pedometer cannot be used in water."*

2. Familiarize everyone with the Fitbit/Pedometer use.
- How to check steps
- How to wear the wrist band
- How to place on clothing if Fitbit/Pedometer
    - Secure the pedometer snug against your waist at hip level; aligned directly over your knee.
    - Should be clipped on innermost clothing (bra, thermals etc)

3. Have all the participants put the Fitbit/Pedometer on and check the placement of all Fitbit/Pedometers. Make sure the Fitbit/Pedometers register the steps.

4. Show how to sync the Fitbit/Pedometer and how they can use the different features on the app.

Review todays sessions:

We just learned about the benefits of exercise and how we should exercise about 30 mins a day for atleast 5 days a week. We also did an exercise routine and received a fitbit/pedometer to track our steps.

Next session: Be a fat and salt detective

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Also remind that we have another participant to share their testimonial about why they enrolled in these classes and how these classes have been helping them make a change or what they have accomplished so far.

- **Get info to park district**
- **Yoga class**
- **Walking**

Date and time for exercise classes: _____

Things to prepare for session 5:

Handouts
Fat and salt" video
Different types of fats for demo
Straws
Salt in Ziploc bag
Salt demo

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 4 Handout

Get More Exercise

Safety first!

1. **Warm up and cool down before each activity session.**
2. **Be sure to keep in control. Maintain stability.**
3. **Be sure to keep balanced. Work both sides of the body equally.**
4. **Remember to breathe. Do not hold breath.**
5. **Stretch.**

No pain is gain: always listen to your body. If you have sharp pain or intense pain during a particular movement, stop doing it.

Learn the benefits of exercise, amount of exercise recommended, and different ways to incorporate physical activity in the daily routine.

Multiple research studies have shown that regular exercise has the following benefits

- Control your weight
- Reduce your risk of heart disease
- Reduce your risk for type 2 diabetes and metabolic syndrome
- Reduce your risk of some cancers
- Strengthen your bones and muscles
- Improve your mental health and mood
- Improve your ability to do daily activities and prevent falls, if you're an older adult
- Increase your chances of living longer
- Helps manage stress

Recommended Amount of Exercise

-30 minutes a day, 5 times a week
-Moderate to intense physical activity is most beneficial

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

Session 5: Be a Fat and Salt detective
60 min

Warning: Think about time management. Start when half class is there.

Learning Objectives:
At the end of this session, participants will be able to:

- Identify foods high in saturated fat, trans fat, and unsaturated fat
- Recognize the benefits of using oils sparingly, limiting foods high in saturated fats, and avoiding foods high in trans fat
- Identify foods high in salt
- Recognize the benefits of using salt sparingly
- Describe ways to eat less fat and salt

Overview of materials:
Media equipment

- Laptop
- Projector
- Speakers
- *Eat Less Fat and Salt* video
- Example of fats high in Saturated fat, Unsaturated fat, and Trans fat
- 3 Straws
- One teaspoon of salt in a sandwich bag
- About 1/10th of a teaspoon of salt in a sandwich bag
- Food model with the demo of salt content in foods
- Food demos

Handouts for participants:

- Tips to reduce fat.
- Tips to reduce salt.

Activity 1: Review previous session

During the last session we learned about:

- Exercise recommendations and that we should exercise atleast 30 mins per day/ 5 days a week
- We should try to include medium to fast pace exercise
- Pay attention to safety
- Received Fitbit/Pedometer and tried monitoring your steps

Check-In with Progress

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Ask the participants if they tried anything new from the last class. Facilitate a brief discussion on barriers to trying something new and encourage the participants to problem solve and brainstorm other ways they can eat more whole grains, vegetables and fruits and exercise. Encourage the participants to try what they learned in class or to try other ways to eat more whole grains, vegetables and fruits.

We are available to talk to you about this report at any time. I will be available for 10 minutes after the class ends and arrive 15 minutes before class starts to discuss any questions you may have. You can also call me at _____ or email me at _____.

Activity 2: Testimonial

Have one person share why they joined SAHELI and what have they accomplished so far

Activity 3: Video

Materials needed:
None

"In this session we are going to talk about the importance of eating less fat, salt and sugar and we will learn about ways that we can eat less fat, salt and sugar. Everything that we learn today will help improve our health."

"We will start with a video and briefly discuss what you learned. Then we will do some activities that will help us better understand the information from the video. At the end of the class, we will review the session and you will have an opportunity to write down any other questions that you may have about today's session."

Watch Video

Materials needed:

Media equipment
- Laptop
- Projector
- Speakers

Media
- *Eat Less Fat and Salt* video

Play the Video

After playing the video, ask the participants to summarize the video and if they learned anything new from the video:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- *Tell me one thing that you learned from the video?*
- What questions do you have?

Activity 4: Understanding Different Types of Fat

Research:

- Our body makes cholesterol, HDL (good) cholesterol and LDL (bad) cholesterol which is a type of fat. What you eat can affect your LDL cholesterol. Knowing which fats raise LDL cholesterol and which ones don't is the first step in improving your heart health.

Follow up discussion:

- **Can anyone tell us about what they know about the different types of fat?**
- **Would someone else also like to add to that?**

Saturated Fats:

"Now we are going to learn about the different types of fat and how they affect our health."

Show examples of foods high in saturated fat such as ghee and coconut oil:

"Saturated fat is one type of fat. Foods that come from animals are high in saturated fat. These are foods like meat, milk, ghee and paneer. Palm oil and coconut oil are also high in saturated fat."

Explain that only foods from animals contain cholesterol:

"We learned that our body can make cholesterol. Cholesterol is another type of fat. We also learned that we get cholesterol from the foods we eat. Cholesterol is found in animal foods like meat, milk, ghee and paneer because animals make cholesterol. Cholesterol is not found in plant foods."

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Trans Fats:
Show examples of foods high in trans fats such as shortening and vanaspati:

"There is another type of fat called trans fats. Shortening, vegetable ghee (vanaspati), stick margarines and some tub margarines are high in trans fat. These fats are common in fried foods made in restaurants, bakeries, packaged and street foods like samosa, pakoras, gulabjaman and jilebi."

Unsaturated Fats:

Show examples of foods high in unsaturated fat such as vegetable oil, canola oil and olive oil:

"Plant oils like vegetable oil, olive oil, canola oil, and peanut oil are high in unsaturated fat. Nuts, avocados, and fish like salmon and tuna are also high in unsaturated fat."

Explain how each type of fat can affect blood cholesterol levels:

"Our body needs some fat and cholesterol to be healthy. But, if we eat too much fat and cholesterol, it can be bad for our health."

"Foods high in saturated fats have been shown to increase LDL or bad cholesterol. Bad cholesterol is the fat that can clog arteries, so it is best to limit the amount of foods that are high in saturated fat."

"Trans fats also raise levels of bad cholesterol and they reduce levels of HDL or good cholesterol. Good cholesterol helps remove bad cholesterol that is left in the arteries. It is best to not eat foods high in trans fats. It is best to avoid foods that contain trans fat."

"Unsaturated fats can help raise good cholesterol and lower bad cholesterol. We should try to replace foods high in saturated fats for foods high in unsaturated fats. It is important not to eat too much of foods high in unsaturated fat because it can lead to weight gain."

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Key talking points:	Found in:	Effect on cholesterol:
Avoid: **Trans fat**	Vegetable ghee (Vanaspati), shortening, stick margarines, and some tub margarines May also be found in some packaged foods in the grocery store and fried foods from restaurants or bakeries	Raises LDL (bad) cholesterol and lower HDL (good) cholesterol
Limit: **Saturated fats**	Found mostly in animal fat and dairy foods: ghee, butter, paneer, cheese, milk, meat. Also found in tropical oils like palm and coconut oil	Raises LDL (bad) cholesterol
Use sparingly: **Unsaturated fats**	Mostly found in plants foods: liquid vegetable oils such as olive oil, canola oil, corn oil, soybean oil, safflower oil and sunflower oil; seeds like sunflower seeds, flaxseeds, sesame seeds, avocados; nuts like almonds, cashews, peanuts, walnuts Also found in fatty fish like salmon	Improves blood cholesterol level when you use them in place of saturated and trans fats. May decrease LDL (bad) cholesterol as well as maintain HDL (good) cholesterol

Follow up discussion:

- **Why do we use fat in our diet? Acknowledge taste and have people discuss how they may be adding more fat for taste.**
- **How do we use fats in our cooking? Or in our diet?**
- **Why do we use them?**
- **Emphasize that taste buds get adjusted to new tastes in about a month.**
- **Discuss barriers to reducing fat in diet.**
- **Discuss facilitators for reducing fat in the diet**
- **Does eating more fat have a cultural meaning?**

Activity 5: How Clogged Arteries are caused

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Materials Needed:
Other supplies

- Example of fats high in Saturated fat, Unsaturated fat, and Trans fat
- 3 straws

Ask the participants: "What can you tell me about how arteries are clogged?"

Demonstrate with the straw and the examples of fats to show how arteries can become clogged. Show the straw and explain that the straw is like an artery in the body:

> *"When we are born, our arteries are smooth like the inside of this straw."*

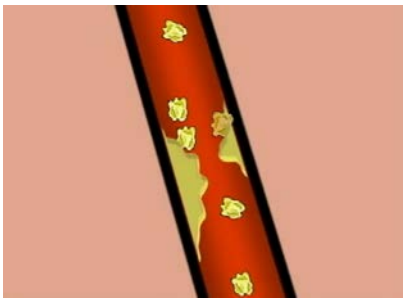
Crinkle the straw so that it is no longer smooth but has rough bends and cracks:

> *"If you have diabetes, high blood cholesterol or high blood pressure, the arteries become rough and damaged like you saw in the video. The damaged arteries make it easier for bad cholesterol to stick to the walls of the arteries and cause a clog."*

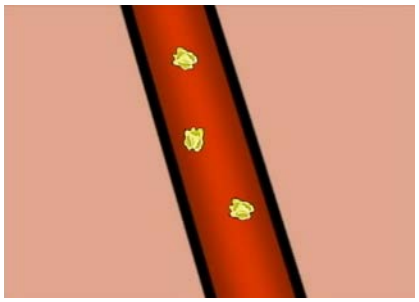
Dip the straw in the different fats to show how the fat can stick to the artery walls:

> *"This represents that if you eat a lot of foods high in saturated fat and trans fat, you can raise your levels of bad cholesterol and increase your chances of clogged arteries."*

> *"This represents that if you replace foods high in saturated fat for foods high in unsaturated fat, you can improve your cholesterol levels. Use sparingly, though, because if you use too much oil it can lead to weight gain. Remember that exercise also helps make good cholesterol."*



Clogged artery represented by straw dipped in ghee, vanaspati, shortening and coconut oil



Healthy artery represented by straw dipped in liquid plant oil

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

"Would someone like to tell me one new thing they learned that they didn't know before?"

Review:
"In the first activity, we discussed the different types of fat and learned that it is important to limit foods high in saturated fats, avoid foods high in trans fat and use oil high in unsaturated fat instead because it is better for our heart. But remember that using too much oil can lead to weight gain."

"In activity two, we talked about how the different types of fat affect the arteries in our body. Foods high in saturated fat and trans fat can raise bad cholesterol and can clog arteries. Foods high in unsaturated fat are good for your heart and should be used in small amounts."

Follow up questions:

- **Can someone share any ideas on how to reduce fat in their diet?**
- **What are some substitutes?**
- **What challenges are there to limiting fats from our diet?**

Pass the tip sheet and review all pointers on the sheet.

Tips on how to limit saturated and *trans* fats

- Eat a dietary pattern that emphasizes fruits, vegetables, whole grains, low-fat dairy products, poultry, fish and nuts. Also limit red meat and sugary foods and beverages.
- Use naturally occurring unhydrogenated vegetable oils such as canola, safflower, sunflower or olive oil most often.
- Look for processed foods made with unhydrogenated oil rather than partially hydrogenated or hydrogenated vegetable oils or saturated fat.
- Use soft margarine as a substitute for butter, and choose soft margarines (liquid or tub varieties) over harder stick forms. Look for "0 g trans fat" on the Nutrition Facts label.
- Using coconut oil in cooking as a substitute for butter is also recommended, however it is important to limit the use of saturated fats. Unsaturated fats such as olive oil and vegetable oil are the best choice.
- Khari biscuits, Tea rusks, pastries, Doughnuts, cookies, crackers, muffins, pies and cakes are examples of foods high in trans fat. Don't eat them often.
- Limit commercially fried foods and baked goods made with shortening or partially hydrogenated vegetable oils (samosa, kachori). These foods are very high in fat, and it's likely to be trans fat.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- Limit fried fast food. Commercial shortening and deep-frying fats are still made by hydrogenation and contain saturated fat and trans fat.

STOP! Take a short break for stretching

Activity 6: Be a Salt detective

Research:

- Explain food sources of sodium and its effect on blood pressure:

  "Sodium can be found in many different places. Sodium is found in salt. Sodium is also found in very small amounts in vegetables, grains, and beans. But most of the sodium that we eat comes from packaged foods and foods eaten outside of the home."

  "Eating too much salt can increase blood pressure and this can increase our chances of a heart attack."

- Research shows that using a low sodium diet (DASH diet) plus reduced dietary sodium lowers blood pressure for all persons.

https://www.nhlbi.nih.gov/news/press-releases/2001/nhlbi-study-finds-dash-diet-and-reduced-sodium-lowers-blood-pressure-for-all

Show the one teaspoon of salt in a sandwich bag and pass around.

"This amount of salt is the maximum amount of sodium you should eat in once day. It contains 2400 milligrams of sodium. Remember, this sodium amount comes from the salt used when cooking and from the sodium in the packaged foods."

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Follow up discussion:

- **Why do we use salt in our diet? Acknowledge taste and have people discuss how they may be adding more salt for taste and emphasize that they can acquire the taste for low salt in about a month.**
- **How do we use salt in our cooking? Or in our diet?**
- **Why do we use them?**
- **Discuss barriers to reducing salt in diet.**
- **Discuss facilitators for reducing salt in the diet**
- **Does eating more salt have a cultural meaning?**
- **Has anyone tried to cut down on salt? How has this experience been? Please share with the group.**

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Use the model above to demonstrate the salt in commonly used food items. Have a test tube or a Ziploc bag with the recommended amount of sodium intake in a day. Then have other test tubes or Ziploc bags with the amount of sodium in one serving of the food groups below. E.g. for pizza, show how much salt is in the entire pizza and break it down with how much sodium is in each slice of pizza. Do similar exercise with different servings of items below.

- South Asian pickles
- Prepackaged spices
- South Asians snack mixes
- Bread
- Cheese
- Pizza
- Frozen foods (paratha, samosa)
- Can of soup

Commented [SSD1]: Add the demo of maggi noodles, pickle and how much salt is in it, spice mix, cqan od soup.

Follow up discussion:

- **What surprised you about the amount of sodium?**
- **Which of these foods do you commonly use?**
- **What did you learn that surprised you?**

Emphasize that they will learn how to read nutrition labels at the next class which will make it easier for them to identify the hidden sources of salt.

Follow up discussion:

- **Can someone share any ideas on how to reduce salt in their diet?**

Pass the tip sheet and review all pointers on the sheet.

Tips on how to reduce salt in diet:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

1. Use reduced sodium or no-salt-added products. For example, choose low or reduced sodium or no-salt added versions of food and condiments when available.
2. Buy fresh, plain frozen, or canned with "no-salt-added" vegetables.
3. Use fresh poultry, fish, and lean meat, rather than canned, smoked, or processed types.
4. Choose ready-to-eat breakfast cereals that are lower in sodium.
5. Limit the use of prepackaged spices in cooking.
6. Use spices instead of salt in cooking and at the table. Flavor foods with herbs, spices, lemon, lime, vinegar, or salt-free seasoning blends. Start by cutting the salt in half.
7. Do not add salt to your rotis or rice.
8. Cut back on instant or flavored rice, pasta, and noodles, which usually have added salt.
9. When eating at home or outside move the salt shaker away.
10. Ask how foods are prepared when ordering at a restaurant. Ask that they be prepared without added salt, MSG, or salt-containing ingredients.

Review todays sessions:

We just learned about different types of fats and how we should avoid using foods with trans fats and limit foods with saturated and unsaturated fats. We also learned about ways to reduce salt in our diet.

Next session: Nutrition label

Also remind that we have another participant to share their testimonial about why they enrolled in these classes and how these classes have been helping them make a change or what they have accomplished so far.

Date and time for exercise classes: _____

Things to prepare for session 6:

Handouts
All foods to practice nutrition label
Food log

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Frequently asked Questions:

- *There's research that shows that coconut oil seems to raise HDL levels (good cholesterol) (mainly it's lauric acid content), but it's questionable as to whether it improves the total cholesterol to HDL ratio, which is more important in predicting CVD risk. Coconut oil is 92% saturated fat, and there is still some debate on the link between increased saturated fat intake & and CVD risk HOWEVER there is clear evidence that when a person replaces saturated fats in their diet with mono- and polyunsaturated, such as vegetable oils and canola oil, CVD risk decreases.*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 5 Handout
Reduce Fat and Salt

Fats

- Saturated fat- Foods that come from animal products as well as coconut and palm oil
- Fat- Foods that contain partially hydrogenated oils
- Unsaturated fat- fats that come from plants, nuts, and seeds

Cholesterol

- LDL (bad)
- HDL (good)

Avoid: **Trans fat** 	**Vegetable ghee (Vanaspati), shortening, stick margarines, and some tub margarines** **May also be found in some packaged foods in the grocery store and fried foods from restaurants or bakeries**	**Raises LDL (bad) cholesterol and lower HDL (good) cholesterol**
Limit: **Saturated fats** 	**<u>Animal fat and dairy foods:</u> ghee, butter, paneer, cheese, milk, meat** **<u>Exception:</u> Tropical oils like palm and coconut oil**	**Raises LDL (bad) cholesterol**
Use sparingly: **Unsaturated fats** 	**<u>Plants foods:</u> liquid vegetable oils such as olive oil, canola oil, corn oil, soybean oil, safflower oil and sunflower oil; seeds like sunflower seeds, flaxseeds, sesame seeds, avocados; nuts like almonds, cashews, peanuts, walnuts** **<u>Exception:</u> Fatty fish like salmon**	**Improves blood cholesterol level when you use them in place of saturated and trans fats. May decrease LDL (bad) cholesterol as well as maintain HDL (good) cholesterol**

Salt-max 2400 milligrams per day

- Eating too much salt can increase blood pressure and this can increase our chances of a heart attack
- Limit the use of canned, processed, and pre-packaged food. For example:



This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

Session 6: Nutrition Label and Food Logging

70 mins

(Handout with written step by step instructions on how to download the food app)

Learning Objectives:

At the end of this session, participants will be able to:

- Understand how to read a nutrition label
- Use the information from the food label to reduce fat, salt and added sugar in their diet
- Learn about mindfulness, practice and diet

Notes:

- Keep all packages that will be used for the nutrition label review ready
    - Packaged foods
    - Dairy
    - Frozen foods
    - Sweets
    - Bakery products (Khari biscuits, tea rusks)

Overview of materials:

Media equipment

- Laptop
- Projector
- Speakers

Media

Handouts for participants:

- Food Label

Activity 1: Review of the Previous Session

Last week we discussed

- *Different kinds of fats and how we should limit the use of saturated fats, avoid trans-fats and use saturated fats sparingly."*
- *We then looked at the recommendations for salt intake and how to limit salt in your diet"*

Check-In with Progress

Ask the participants if they tried anything new from the last class. Facilitate a brief discussion on barriers to trying something new and encourage the participants to

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

problem solve and brainstorm other ways they can eat more whole grains, vegetables and fruits and limit fat, salt and sugar. Encourage the participants to try what they learned in class or to try other ways to eat more whole grains, vegetables and fruits and limit fats, salt and sugar.

Activity 2: Testimonial

Have one person share why they joined SAHELI and what have they accomplished so far

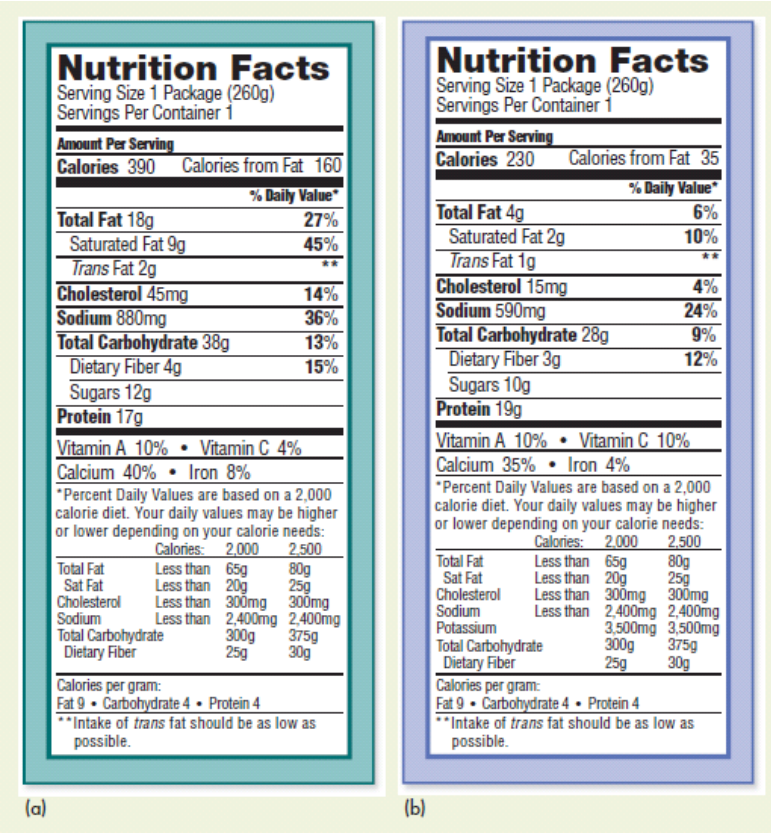
Activity 3: How to read food labels

Materials Needed:

- Packaged foods with food labels

Handouts for participants:

- Food Label



Nutrition Facts
Serving Size 1 Package (260g)
Servings Per Container 1

Amount Per Serving	
Calories 390	Calories from Fat 160
	% Daily Value*
Total Fat 18g	**27%**
Saturated Fat 9g	**45%**
Trans Fat 2g	**
Cholesterol 45mg	**14%**
Sodium 880mg	**36%**
Total Carbohydrate 38g	**13%**
Dietary Fiber 4g	**15%**
Sugars 12g	
Protein 17g	

Vitamin A 10% • Vitamin C 4%
Calcium 40% • Iron 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

**Intake of *trans* fat should be as low as possible.

(a)

Nutrition Facts
Serving Size 1 Package (260g)
Servings Per Container 1

Amount Per Serving	
Calories 230	Calories from Fat 35
	% Daily Value*
Total Fat 4g	**6%**
Saturated Fat 2g	**10%**
Trans Fat 1g	**
Cholesterol 15mg	**4%**
Sodium 590mg	**24%**
Total Carbohydrate 28g	**9%**
Dietary Fiber 3g	**12%**
Sugars 10g	
Protein 19g	

Vitamin A 10% • Vitamin C 10%
Calcium 35% • Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

**Intake of *trans* fat should be as low as possible.

(b)

Food Label (one per participant):

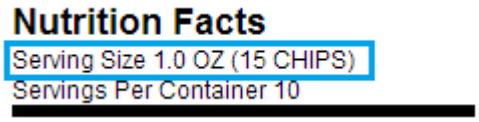
This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

"Food labels can be used to see how much fat and sodium there is in food. We are going to learn how to determine which foods are high in saturated fat and sodium using the food labels."

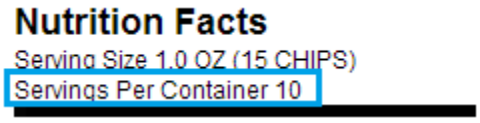
Show the Session 4: Eat Less Fat & Salt PowerPoint:

Slide 5: *"This section of the nutrition facts label is the serving size. If you eat this amount, then you will get the amount of fat, sodium and carbohydrate that is listed below. What is the serving size on this food label?"*

"Right, the serving 

."

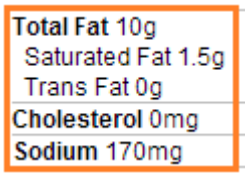
Slide 6: *"It is important to remember that the serving size may not always be the amount in the entire package. To see how much is in the entire package, look at the servings per container. What is the servings per container?"*



"Right, the servings per container is about 10. This means there are about 10 ounces or 150 chips in the entire package."

Slide 7: *"Now let's find the fat and sodium on the food label. All food labels will display:*

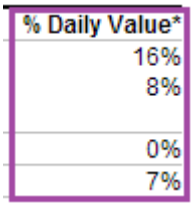
- *Total Fat*
- *Saturated Fat*
- *Trans-Fat*
- *Cholesterol*
- *Sodium."*



"Saturated fat, trans-fat and unsaturated fat add up to the total fat but it is not required to have the unsaturated fat on the food label."

"In order to see how much is too much of total fat, saturated fat, cholesterol and sodium we can look at the % Daily Value (DV)."

Slide 8: *"The %DV shows how much of total fat, saturated fat, cholesterol or sodium is in one serving size on a scale of 0% to 100%, with 100% being the most we should eat in one day."*



This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

"The %DV shows that total fat is less than 65 grams, saturated fat is less than 20 grams, cholesterol is less than 300 milligrams, and sodium is less than 2,400 milligrams.

Explain general guidelines to follow when readings % DV

"The general rule is 5% DV is low and 20% DV is high per serving size. To reduce the amount of total fat, saturated fat, cholesterol and sodium, choose packaged foods with low %DV for fat and sodium."

Another example is below:

Which of these breads are more nutrition than the other? As you may see, bread A has more dietary fiber and protein and less sugar than bread B. In addition, bread A contains more vitamins and minerals than bread B.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Pass out the packaged foods with food labels to the participants and have them practice finding the serving size and %DV for total fat, saturated fat, cholesterol and sodium:

Key talking points:

- This program is not focused on calories and we will not spend time discussing calories. Overall consuming fewer calories is better but if something says low calories, it does not necessarily mean a better choice. So be aware of diet products or low fat and low calorie products since they have high carbohydrates.
- The amount of fat and sodium that is listed on the food label is the amount found in one serving size. Always make sure to check the serving size amount.
- Choose foods with low %DV in total fat, saturated fat, cholesterol, and sodium.
- The general rule is 5% DV is low per serving size.
- Packaged foods like spice packets, frozen meals, jarred pickle mixes, and snack mixes are usually high in sodium.
- Only animal products or foods made with animal products like milk, yogurt, ghee, and meat contain cholesterol.
- Foods made with animal products or made with coconut oil or palm oil are high in saturated fat.
- Vegetable ghee (Vanaspati), shortening, stick margarines and some tub margarines can contain trans-fat.
- To see if a food contains trans-fat, look for 'partially hydrogenated oils' in the ingredient list.

STOP! Take a short break for stretching

Activity 4: Practice reading nutrition label

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Materials Needed:
Use the packaged foods and distribute them in groups of 2 to 3 people and have the group read the label and report back to the group. Below are the food categories that should be reviewed.
We want people to form the groups based on which products they would want more information about.

- Packaged food such as packaged Indian snacks, packaged spice mixes, jarred pickle mixes, canned soups and Maggie noodles.

  In this group, have the participants work together to pick out at least one spice package and at least one snack package that they usually buy to see how much fat, saturated fat, trans-fat, cholesterol and sodium that food has.

- Dairy

  In this group, have the participants work together to compare whole milk and skim milk, full fat yogurt and low fat yogurt, and full fat paneer and low fat paneer by reading the total fat and saturated fat on the food label.

- Frozen foods

  In this group, have the participants work together to pick out at least one frozen vegetable bag and one frozen meal package to see how much fat, saturated fat, trans-fat, and cholesterol and sodium that food has.

- South Asian sweets and bakery products

  In this group, have the participants work together to pick out at least one dessert and one bakery product meal package to see how much fat, saturated fat, trans-fat, and cholesterol and sodium that food has.

Note: The participants may start reading food labels of grains and dals when they go to the group independently. Explain to the participants that what we learned in class about food labels focused on sodium and different types of fats. Packaged flours and other grains and dals will have very little or no sodium or fat. The important thing to remember about grains is to choose whole grains. If time is allotted, encourage the participants to recall examples of whole grains and have the participants read atta (flour) labels to identify 100% whole grain flours.

Appendix 4 B: Food Label

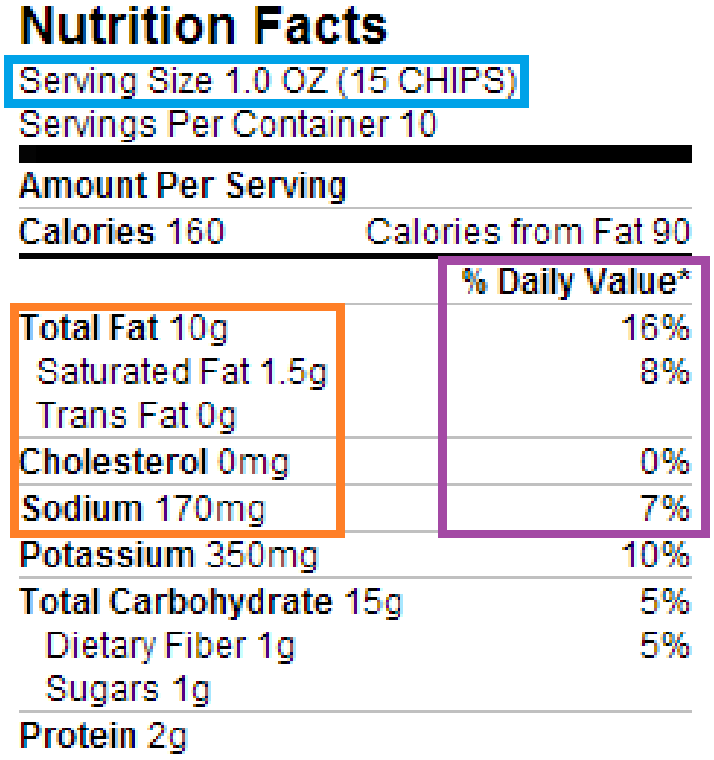
This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Step 1: Look at the serving size

Step 2: Find fat and sodium

Step 3: Choose foods with low % Daily Value of fat and sodium (about 5% or less)



Nutrition Facts

Serving Size 1.0 OZ (15 CHIPS)

Servings Per Container 10

Amount Per Serving	
Calories 160	Calories from Fat 90
	% Daily Value*
Total Fat 10g	16%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 170mg	7%
Potassium 350mg	10%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	5%
Sugars 1g	
Protein 2g	

Activity 5: Diet monitoring/ Keeping a food log

Writing down what you eat is like seeing a day's worth of food laid out before you.

You can identify your good habits (such as eating three daily meals and choosing healthy snacks) and your bad habits (such as unhealthy snacking all day and drinking mostly sugary drinks).

There are many different ways to keep track of what you eat. You can write it down on paper, keep notes on your computer or digital device, or use a diet tracking website or app. You track the times you eat, the foods you eat, portion sizes, and notes about what you were doing or feeling at the time using most of these methods.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Day/Date: _____ Total Steps: _____

Time:	Food Description	# Servings	Type of food Homemade (HM) Packaged (P) Restaurant (R)
1:00pm	*Daal with rice*	1	*HM*

Reflection Question

How do you feel about what you ate today? (circle one) ☺ 😐 ☹

Comments:

Review todays sessions:

We just learned about how to read a nutrition label and food label

Next session: Self-monitoring and goal setting

Also remind that we have another participant to share their testimonial about why they enrolled in these classes and how these classes have been helping them make a change or what they have accomplished so far.

Date and time for exercise classes: _____

Things to prepare for session 7:

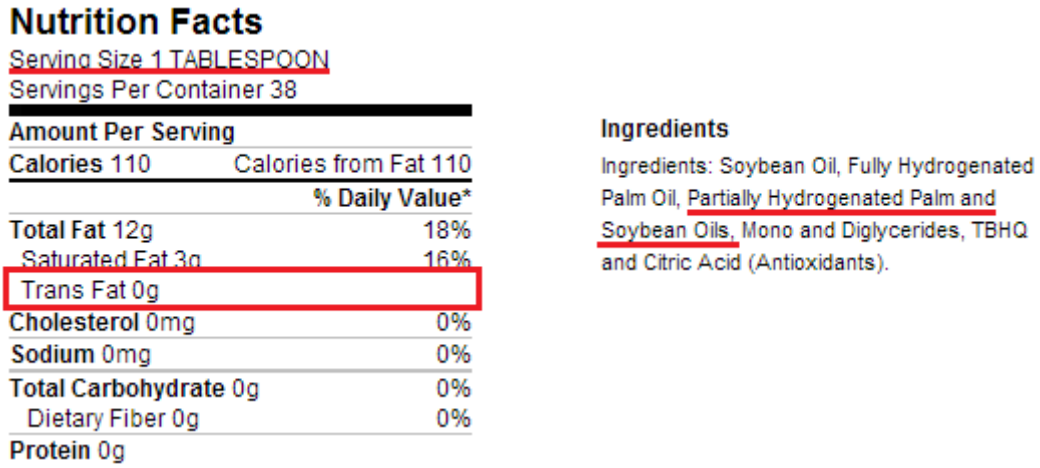
Frequently Asked Questions:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

"There are two things to remember when looking at trans-fat on the label:

1. *When we go to the grocery store, we will see that some foods like Vanaspati and shortening have zero grams listed next to the trans-fat. Even though some foods have zero grams trans-fat they can still contain trans-fat. Food companies have the permission to write 0 grams on the label when the trans-fat is less than 0.5 grams in one serving size. One serving on the label of Vanaspati and shortening is one tablespoon. When we cook, we may add more than that and this adds up, and we may end up with a lot of trans-fats throughout the day. Vanaspati, shortening and some margarines contain trans-fat because they are made with partially hydrogenated oils. To see if a food had trans-fat, look at the ingredients list for the words "partially hydrogenated oils."*

2. *Also, trans-fat do not list a %DV because experts could not provide a value for trans-fat but we should try to avoid foods high in trans-fat. Like we talked about earlier, trans-fat may increase bad cholesterol and decrease good cholesterol and this can increase your chances of a heart attack."*



Nutrition Facts

Serving Size 1 TABLESPOON
Servings Per Container 38

Amount Per Serving	
Calories 110	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	16%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	0%
Protein 0g	

Ingredients

Ingredients: Soybean Oil, Fully Hydrogenated Palm Oil, Partially Hydrogenated Palm and Soybean Oils, Mono and Diglycerides, TBHQ and Citric Acid (Antioxidants).

How to respond to various diets/fads?

· *"Overall there are a lot of different diets that seem to work and the goal of most diets is to restrict food intake. Unfortunately, most diets that ask you to consume one type of food group for a prolonged period may be hard to continue as a part of lifestyle change and as soon as you go back to your routine, your weight may go up."*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

· *"If a certain kind of diet seems interesting to you, you should start by talking to your doctor if it is safe for you"*

· *"You can always try to see which components of the certain diet seem attractive to you. Can you include some components of those diet and still follow the overall guideline of mindfulness and portion control? E.g. If you want to try a high protein diet, please make sure you do not forget about portion control and try different varieties."*

· *"Remember we are asking you to be mindful of what you eat and pay attention to your plate and do not overeat. These changes can be made slowly and continued for a lifestyle change."*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Nutrition Labels

Nutrition Facts
Serving Size 1 Slice (43g)
Servings Per Container 16

Amount Per Serving	
Calories 110 Calories from Fat 20	
	% Daily Value*
Total Fat 2g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 1g	
Monounsaturated Fat 0.5g	
Cholesterol 0mg	0%
Sodium 210mg	9%
Total Carbohydrate 20g	7%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 5g	

Vitamin A 0%	Vitamin C 0%
Calcium 6%	Iron 6%
Thiamin 15%	Riboflavin 6%
Niacin 8%	Folic Acid 6%

THIS PRODUCT MAY INADVERTENTLY CONTAIN EGGS, TREE NUTS, MILK AND SEEDS TO WHICH SOME PEOPLE MAY BE ALLERGIC.

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

Calories:	2,000	2,500
Total Fat	Less than 65g	80g
Sat. Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

INGREDIENTS: WATER, UNBLEACHED ENRICHED WHEAT FLOUR [FLOUR, BARLEY MALT, NIACIN (VITAMIN B3), IRON, THIAMIN MONONITRATE (VITAMIN B1), RIBOFLAVIN (VITAMIN B2), FOLIC ACID (VITAMIN B9)], WHOLE WHEAT FLOUR, SUGAR, CRACKED WHEAT, SUNFLOWER SEEDS, CORN, YEAST, WHEAT GLUTEN, SOY FIBER, CONTAINS 2% OR LESS OF THE FOLLOWING: SOYBEAN OIL, SESAME SEEDS, BARLEY, RYE, TRITICALE, BROWN RICE, OATS, MILLET, GROUND BROWN FLAX, BUCKWHEAT, SALT, DOUGH CONDITIONERS (MONOGLYCERIDES, SODIUM STEAROYL LACTYLATE, ETHOXYLATED MONO- AND DIGLYCERIDES, ASCORBIC ACID), CALCIUM PROPIONATE (TO RETAIN FRESHNESS), RAISIN JUICE, FUMARIC ACID, YEAST NUTRIENTS (MONOCALCIUM PHOSPHATE, AMMONIUM SULFATE, CALCIUM SULFATE), WHEAT STARCH, SOY LECITHIN.
CONTAINS: WHEAT, SOY.

(A)

NO Artificial Flavors or Colors

Nutrition Facts
Serving Size 1 Slice (28g)
Servings Per Container 16

Amount Per Serving	
Calories 80 Calories from Fat 10	
	% Daily Value*
Total Fat 1g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 0g	
Cholesterol 0mg	0%
Sodium 120mg	5%
Total Carbohydrate 15g	5%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 2g	

Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%
Thiamin 8%	Riboflavin 4%
Niacin 4%	Folate 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

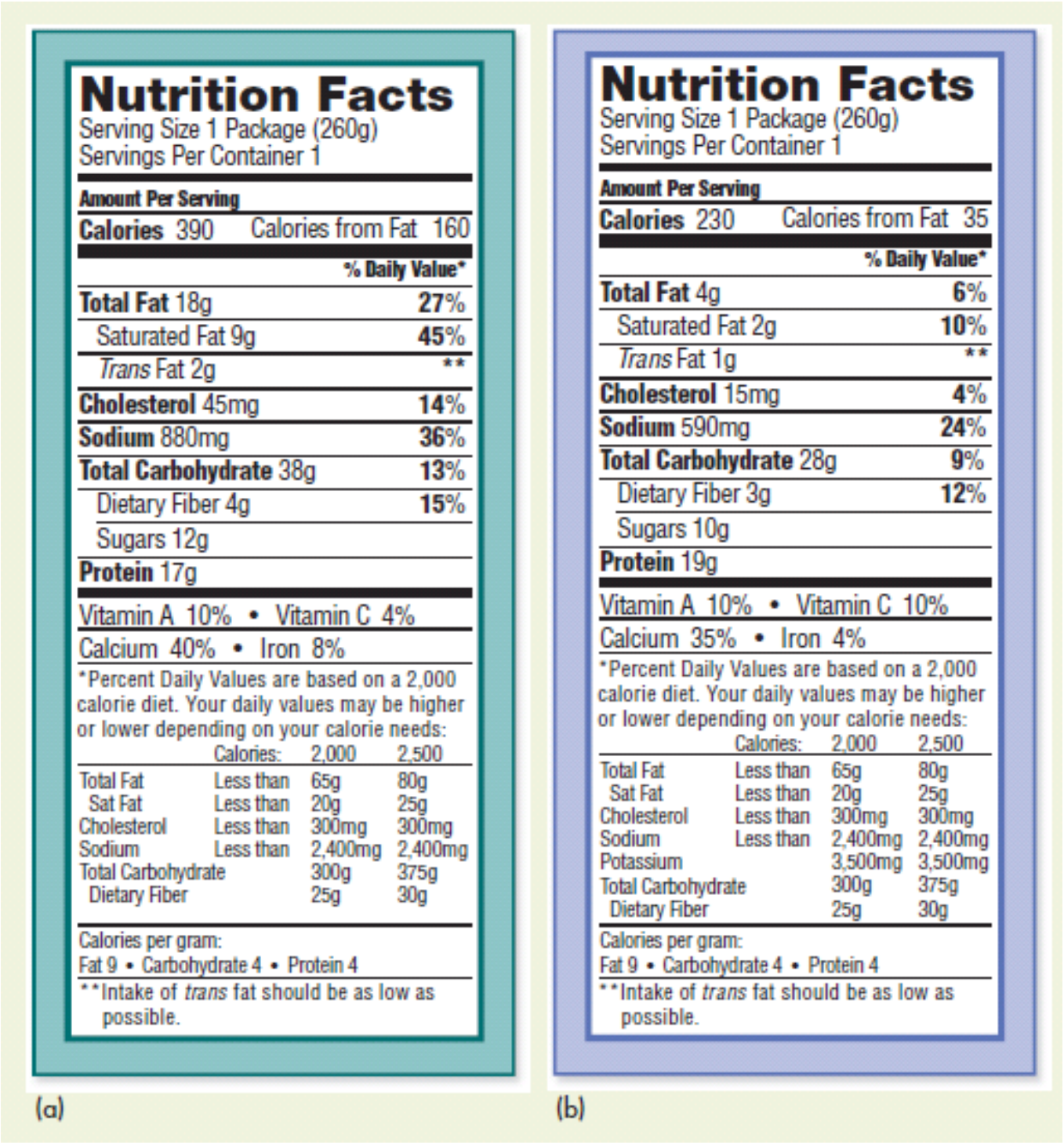
Calories:	2,000	2,500
Total Fat	Less than 65g	80g
Sat. Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

INGREDIENTS: ENRICHED WHEAT FLOUR (WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, IRON, THIAMIN MONONITRATE, RIBOFLAVIN, FOLIC ACID), WATER, RAISINS, SUGAR, SOYBEAN OIL, YEAST, WHEAT GLUTEN, CONTAINS 2% OR LESS OF THE FOLLOWING: SALT, POTATO FLOUR, DOUGH CONDITIONERS (MONOGLYCERIDES, DATEM, ASCORBIC ACID, ENZYMES), CINNAMON, NATURAL FLAVOR, SOY LECITHIN, CALCIUM PROPIONATE (PRESERVATIVE), CALCIUM SULFATE, WHEAT STARCH.
CONTAINS: WHEAT, SOY.

(B)

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1



Nutrition Facts

Serving Size 1 Package (260g)
Servings Per Container 1

Amount Per Serving	
Calories 390	Calories from Fat 160
	% Daily Value*
Total Fat 18g	**27%**
Saturated Fat 9g	**45%**
Trans Fat 2g	**
Cholesterol 45mg	**14%**
Sodium 880mg	**36%**
Total Carbohydrate 38g	**13%**
Dietary Fiber 4g	**15%**
Sugars 12g	
Protein 17g	

Vitamin A 10% • Vitamin C 4%
Calcium 40% • Iron 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

**Intake of *trans* fat should be as low as possible.

(a)

Nutrition Facts

Serving Size 1 Package (260g)
Servings Per Container 1

Amount Per Serving	
Calories 230	Calories from Fat 35
	% Daily Value*
Total Fat 4g	**6%**
Saturated Fat 2g	**10%**
Trans Fat 1g	**
Cholesterol 15mg	**4%**
Sodium 590mg	**24%**
Total Carbohydrate 28g	**9%**
Dietary Fiber 3g	**12%**
Sugars 10g	
Protein 19g	

Vitamin A 10% • Vitamin C 10%
Calcium 35% • Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

**Intake of *trans* fat should be as low as possible.

(b)

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 6 Handout
Nutrition Label

It is important to remember that the <u>serving size</u> may not always be the amount in the entire package. To see how much is in the entire package, look at the <u>servings per container.</u>

Avoid: Trans Fat (Vegetable ghee, shortening, stick and some tub margarines

Limit: Saturated Fats (Animal fat and dairy foods: ghee, butter, paneer, cheese, milk, meat)

Use Sparingly: Unsaturated fats (Plant foods: vegetable oils such as olive oil, canola oil, corn oil, soybean old, safflower oil; seeds like sunflower seeds, flaxseeds, sesame seeds, avocados; nuts like almonds, cashews, peanuts and walnuts)

Serving Size & Calories

Limit These Nutrients

Get Enough of These

Daily Value Recommendations

Nutrition Facts

Serving Size 3 oz. (85g)
Serving Per Container 2

Amount Per Serving

Calories 200 Calories from Fat 120

	% Daily Value*
Total Fat 15g	**20 %**
Saturated Fat 5g	**28 %**
Trans Fat 3g	
Cholesterol 30mg	**10 %**
Sodium 650mg	**28 %**
Total Carbohydrate 30g	**10 %**
Dietary Fiber 0g	**0 %**
Sugars 5g	
Protein 5g	

Vitamin A 5% • Vitamin C 2%
Calcium 15% • Iron 5%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbonhydrate		300mg	375mg
Dietary Fiber		25g	30g

Make Some Healthy Shifts.
Replace foods and drinks high in added sugars with healthier options. You could:

- Eat fruit for dessert instead of cookies or cakes
- Swap sugary cereals for unsweetened cereal with fruit
- Drink water or low-fat milk with meals instead of sodas

You can still have foods and drinks with added sugars—just choose smaller portions or have them less often.

- If you choose to have a soda, select a smaller size
- Add 1 teaspoon of sugar to your tea or coffee instead of 2

Added Sugars Add Up:


1 Tablespoon of Tomato Ketchup = **12 Calories** of Added Sugars


1 Cup of Flavored Cereal = **48 Calories** of Added Sugars


1 Serving of Flavored Yogurt (6 Ounces) = **72 Calories** of Added Sugars


1 Chocolate Bar (1.6 Ounces) = **74 Calories** of Added Sugars


1 Bottle of Sports Drink (20 Ounces) = **122 Calories** of Added Sugars


1 Can of Regular Soda (12 Fluid Ounces) = **126 Calories** of Added Sugars


1 Piece of Chocolate Cake = **196 Calories** of Added Sugars

What About Artificial Sweeteners?
Artificial sweeteners—like saccharin, aspartame, acesulfame potassium (Ace-K), and sucralose—can help you cut down on calories. But they may not be a good way to manage your weight in the long run.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 7: Self-monitoring and Goal setting

Activity 1: Review previous session

Last session we learned about:

- *We learned how to read a nutrition label to check for serving size and how much fat and salt are in our food.*
- *We also started logging our food and steps*

Check-In with Progress

Ask the participants if they tried anything new from the last class. Facilitate a brief discussion on barriers to trying something new and encourage the participants to problem solve and brainstorm other ways they can eat more whole grains, vegetables and fruits and exercise. Encourage the participants to try what they learned in class or to try other ways to eat more whole grains, vegetables and fruits, read nutrition label, reduce fat and salt.

Ask them how their experience with logging their food and steps was.

We are available to talk to you about this report at any time. I will be available for 10 minutes after the class ends and arrive 15 minutes before class starts to discuss any questions you may have. You can also call me at _____ or email me at _____.

Activity 2: Testimonial

Have one person share why they joined SAHELI and what have they accomplished so far

Activity 3: Introduce self-monitoring

Start discussion with reflection on food logging

- **How was your experience with keeping food logs?**
- **Why is it important to keep a log of exercise and food?**
- **What is self-monitoring?**
    - **Way to evaluate your behavior so you are aware and can take action if required**
- **Share an example of self- monitoring. Below is an example of how we can self-monitor. We can self-monitor our diet, exercise and stress in following ways.**
    - **Food log where we log everything we eat via apps or writing them down on a food journal**
    - **Step log where we log our step counts take everyday**

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- **Being aware of our stress and keeping a journal about how we feel everyday will help us monitor our stress levels**
- **Keeping a journal of how much time we spend sitting without a break will help us monitor our sitting time and reduce it by taking more breaks**
- **Sleep journal with details about our quality of sleep everyday will help us with becoming aware of our sleep patterns while we work on improving our sleep.**

Activity 4: Ask someone from the group share their experience with self-monitoring. Encourage them to talk about how they feel about food and step count logging since last week.

- **Try to reiterate that self-monitoring is a way to monitor and evaluate their own behavior so they can become self-aware and make changes accordingly.**

Activity 5: Goal setting by setting a SMART Goal 15 minutes

Let us now talk about how you can achieve what is important to you. One way is to set a goal. It is important to set goals and make a plan when it comes to changing our lifestyle because having a plan makes it easier to make daily choices.

What has been difficult for you to change?
What are some things you want to do in this program?
How are you going to do that?
What is one thing you can start doing this week to work toward your goal?

- **Ask for a volunteer to share an example of their goal and go over the different components of SMART goal with them.**

Get them to set a goal that they can achieve. Have them narrow it down to a goal that is easily achievable. It is important to set an achievable goal. Do not mention the work SMART goal to the participants but you should have them narrow down their goal to meet the components of a SMART goal.

Setting a SMART goal

A SMART goal is defined as one that is specific, measurable, achievable, realistic, and timely. Setting small SMART goals that the participant will be able to achieve will help build the participant's self-efficacy. Higher outcome expectations are stronger motivators; however, unrealistic, unattainable outcome expectations may discourage participants to continue. The following questions can be used to help the participants set a SMART goal:

- What is your long-term goal to improve your health?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- What is one thing you can start doing this week to work toward your long-term goal? For example: I will walk 20 minutes three times a week after lunch.
- What would you say your goal is between now and next time we talk?
- How often would you do this to get a good outcome?
- How often would you need to do this?
- How much time do you need to achieve that?
- Will that give you enough time to get started?

If a participant selects a goal that is not realistic, consider asking them if they have tried something similar in the past and how have their experience been with it?

If a participant is having trouble coming up with a SMART goal, ask for permission to give suggestions.

- Your **Harvard Healthy heart score** is __ and the recommendations for you are_____. Would you like to start by working on any of these recommendations?
- I spoke with another participant who also wanted to work on_____. Would you mind if I share with you her ideas on how to accomplish___?

These classes are designed to help you achieve these goals.

Note: Important that participant does not choose a goal that is dependent on others doing something. So therefore, the goal must be within their control.
Questions to Elicit Importance and Confidence for Change:

Starters for Importance (Pick 1 or 2 questions to start a discussion):

Ask 1 participant to share their goal and ask group to help make suggestions.

1. Why would you want to make this change?
2. How important is it for you to make this change?
3. What are the three best reasons for you to make a change?
4. Where does this fit in your priorities of things to do?
5. What are your goals?
6. What concerns you the most?
7. What were you like in the past?
8. How would you like things to be?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Starters for Confidence:

1. How confident are you that you can make this change?
2. How might you go about it to succeed?
3. What do you think you will do?
4. What might be a good first step?
5. How did you handle a change like this in the past?
6. What obstacles do you foresee and how might you deal with them?

Note: Let the class know they can talk to you individually after class if they have any questions or would like some help with goal setting.

Starters for Readiness:

Miller & Rollnick (2013): To ask someone if they are ready to change places pressure for change. It is better to ask about a perceived need or importance.

Activity 6: Group activity. Help Usha and Mohammed

Usha/Mohammed have joined the SAHELI study. On most days last week s/he had 5,000 steps on the Fitbit. She works on the computer all day and is frustrated that she is unable to get more steps and reach her goal of 7000 steps everyday. Let us help Usha/Mohammed.

Possible responses include:

- Self-monitoring of the step count will remind her during the middle of the day to go for a walk or take a break. Some ideas are to incorporate some walking breaks, walk to a coworker, find a walking buddy,
- Set a SMART goal
- How can she achieve the SMART goal

Review todays sessions:

We just learned about different way to self-monitor your diet and exercise. We reviewed how we can use food and step count logs to become more self-aware about your dietary habits and exercise and try to make changes if needed. We also learned about how we can set goals to make a change to our lifestyle. We should try and set small achievable goals.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Next session: Maintain a healthy weight

Also remind that we have another participant to share their testimonial about why they enrolled in these classes and how these classes have been helping them make a change or what they have accomplished so far.

Date and time for exercise classes: _____

Things to prepare for session 8:

Handouts
Food log
Plate
Food models

Frequently asked Questions:

Use resource below when providing feedback on food logs

Suggestions to encourage your participants as they self-monitor their eating and activity behavior.

By Linda Semler, MS, RD, LDN

When reviewing self-monitoring records, such as food and exercise journals of participants taking part in a healthy lifestyle program like the DPP Group Lifestyle Balance program, it is important for the lifestyle coach to provide the participant with feedback. The overarching goal in providing feedback is to increase awareness of personal eating and activity behaviors and to reinforce healthy lifestyle changes.

In this post, we'll provide you with guidance on how to provide the most meaningful feedback to your participants.

#1: Read through the entire journal to understand the big picture.

As you read through each of the entries, take note of overall patterns. Also, be mindful of the color of ink that you use when making comments. We recommend using a green pen, as a red pen may come across as harsh and negative. Think back to your school days – seeing a teacher's

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

corrections in red pen never felt good! Highlight positive changes made, especially those that relate to the previous session's topic. Write comments on the inside of the diary. Catch the participant doing something right and write one short comment/praise per page. A common pitfall is to provide too many "corrective" comments. Always give as much positive reinforcement as possible.

#2: Comment on Self-Monitoring behaviors.

Keeping a detailed record is key to self-monitoring. We recommend that participants write 1 food or drink per line, include a description of the food, portion size, and the number of calories and fat grams. Participants should keep a running subtotal as they carry out their day, and then calculate a final total for each day's calories, fat grams, and minutes of physical activity. These items should also be totaled for the week. Encourage participants to weigh themselves at home at least once each week and to record it.

#3: Comment on eating behaviors.

Provide feedback on eating behaviors by praising the participant for using the ways to eat fewer calories, staying within fat and calorie goals, and dividing calories throughout the day. Here are a few other suggestions that we use when commenting on eating behaviors:

- Replace unhealthy fats with healthy oils
- Include five or more servings of fruits and vegetables each day
- Have low fat protein at each meal
- Include foods high in fiber and calcium
- Drink calorie-free beverages (mostly water) and limit liquid calories

#4: Comment on physical activity.

Physical activity plays an important role in diabetes prevention and weight management. Begin by praising all efforts to be physically active. Then, praise the participant for being active most days of the week and/or meeting their weekly goal. If they have fallen short of these goals provide encouragement and additional tips on how to integrate activity into their day.

When providing feedback, remember that lifestyle change isn't easy! Use positive reinforcement whenever possible. One approach that we've found to be particularly helpful is to use the "sandwich approach," where a positive comment is followed by a suggestion and then another positive comment.

Sandwich approach: positive comment + suggestion + positive comment

Using the participant's self-monitoring records to provide feedback on their eating and activity behaviors is an opportunity to establish a relationship with your participants. Remember to be positive, encouraging, and nonjudgmental. Your participants will appreciate your efforts and look forward to your assistance in helping them to make healthy lifestyle changes!

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Setting SMART Goals

The research shows that specific and challenging goals lead to better performance (Locke, 1968). In this lesson we will be working on designing a plan and creating SMART goals to help us achieve a healthier lifestyle.

You goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? **Where** will it take place?

How will you measure your goal? Measurement will give you **specific feedback** and hold you accountable.

Goals should push you, but it is important that they are **achievable.** Are your goals attainable?

Is your **goal and timeframe realistic** for the goal you have established?

Do you have a **timeframe** listed in your SMART goal? This helps you be **accountable** and helps in **motivation**.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Writing an Effective Goal Statement

Rules for writing goal statements:

1. Use clear, specific language.
2. Start your goal statement with TO + a VERB
3. Write your goal statement using SMART Goal Criteria
4. Avoid using negative language. Think positive!

An example of a goal statement:

- *To run the mini marathon in May and complete the 10 mile race in under 1 hour to beat my personal best time.*

Notice how the above example begins with the word "To", includes the verb "run", and tells what (the marathon), why (to beat personal best time) and when (May).

Activity

Use this worksheet to identify the specific SMART criteria you will use to write your goal statement.

What is your basic goal? _____

1. Is it **specific?** (Who? What? Where? When? Why?)

S

_____

2. Is it **measurable?** How will I measure progress? (How many? How much?)

M _____

3. Is it **attainable?** (Can this really happen? Attainable with enough effort? What steps are involved?)

A _____

4. Is it **realistic?** (What knowledge's, skills, and abilities are necessary to reach this goal?)

R _____

5. Is it **timebound?** (Can I set fixed deadlines? What are the deadlines?)

T _____

STOP! Go for a walk with the group

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 7: SAHELI SMART Goal Worksheet

Writing an Effective Goal Statement

Rules for writing goal statements:

1. Use clear, specific language.
2. Start your goal statement with TO + a VERB
3. Write your goal statement using SMART Goal Criteria
4. Avoid using negative language. Think positive!

An example of a goal statement:

- *To walk at least 30 minutes a day at the track starting in May to help improve my heart health.*

Notice how the above example begins with the word "To", includes the verb "walk", and tells what (the track), why (to improve heart health) and when (May).

Activity

Use this worksheet to identify the specific SMART criteria you will use to write your goal statement.

What is your basic goal?

_____

1. Is it **specific?** (Who? What? Where? When? Why?)

S

_____

2. Is it **measurable?** How will I measure progress? (How many? How much?)

M

_____

3. Is it **achievable?** (Can this really happen? Attainable with enough effort? What steps are involved?)

A

_____

4. Is it **realistic?** (What knowledge's, skills, and abilities are necessary to reach this goal?)

R

_____

5. Is it **time bound?** (Can I set fixed deadlines? What are the deadlines?)

T

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

Session 8: Achieve a Healthy Weight 60 mins

Activity 1: Weigh in for all participants in a private space. Do not discuss weight in the group setting unless participants bring it up. (Have Ipads accessible and the weight to be entered in REDCaP. Do not let the participants know if there is a change in weight from the baseline assessment.

- **Give them the feedback on food and step log.**
- **Collect food logs and ask people to log their step count**

Activity 2: Review previous session

- Self-monitoring
- Goal setting
- Ask them to share experience with food logging and goal setting.

Check-In with Progress

Ask the participants if they tried anything new from the last class. Facilitate a brief discussion on barriers to trying something new and encourage the participants to problem solve and brainstorm other ways they can eat more whole grains, vegetables and fruits and exercise. Encourage the participants to try what they learned in class or to try other ways to eat more whole grains, vegetables and fruits, read nutrition label, reduce fat and salt.

Ask them how their experience with logging their food and steps was.

We are available to talk to you about this report at any time. I will be available for 10 minutes after the class ends and arrive 15 minutes before class starts to discuss any questions you may have. You can also call me at _____ or email me at _____.

Activity 2: Testimonial

Have one person share why they joined SAHELI and what have they accomplished so far

Learning Objectives:

At the end of this session, participants will be able to:

- Explain why it is important to maintain a healthy weight
- Recognize the ideal waist measurement for a man and a woman

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- Recognize the reasons weight loss diet plans that limit foods, promote rapid weight loss and cut out exercise can be unhealthy for our bodies
- Identify ways to maintain a healthy weight
- Demonstrate ways to modify a recipe to include fruits, vegetables and whole grains and less fat
- Practice making a healthy plate
- Identify ways to avoid overeating

Overview of materials:

Media equipment
- Laptop
- Projector
- Speakers

Media
- *Controlling Your Weight* video
- Session 8: Controlling Your Weight PowerPoint

Other Supplies
- Box of pens
- Food models
- Rotis/Chappattis
- 9-inch paper plates
- 3 8-ounce clear plastic cups labeled 'Skim', '2%', and 'Whole'
- Ghee
- Measuring spoons

Handouts for participants:
- Handout: Plate Method
- Weigh in

Introduce New Session

Materials needed:
None

"In this session we are going to talk about the importance of controlling our weight and we will learn about ways that we can control our weight. Everything that we learn today will help improve our health."

"We will start with a video and briefly discuss what we learned. Then we will do some activities that will help us better understand the information from the video. At the end of the class, we will review the session and you will have an opportunity to write down any other questions that you may have about today's session."

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Activity 1: Watch Video

Materials needed:

Media equipment

- Laptop
- Projector
- Speakers

Media

- *Controlling Your Weight* video

Play the Video

After playing the video, ask the participants to summarize the video and if they learned anything new from the video:

"Can someone tell me what the video talked about?"

"What did you learn new that you didn't know before?"

Activity 2: Building a Healthy Plate

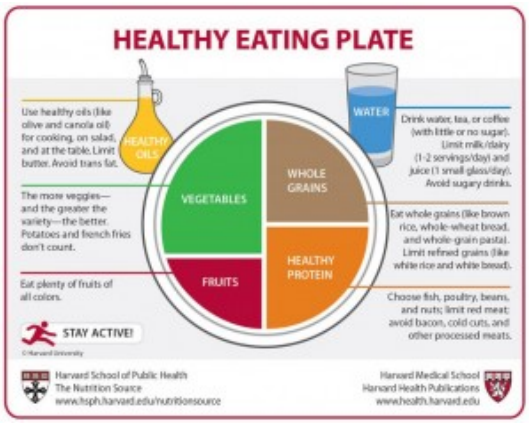
Materials needed:

Other supplies

- Food models
- Rotis/Chappattis
- 9-inch paper plates
- 3 8-ounce clear plastic cups labeled 'Skim', '2%', and 'Whole'
- Ghee
- Measuring spoons

Handouts for participants

- Appendix 5C: Plate Method



This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

"As the video mentioned, the best way to lose weight is to eat a smaller amount of food at each meal. We are going to learn about the right amount of food to eat and we are going to review what we learned about the types of food we should eat by making a plate."

"We want to make sure we have enough of the right foods on our plate so that we are getting all the nutrients we need. This will also help us make sure that we feel satisfied and full without having too much food on our plate."

Have the participants build a healthy plate in groups using the food models and rotis/chappattis:

> *"We would like everyone to get into groups to build a plate based on what you have learned in these classes and seen in the videos. This is the plate we should eat for lunch or dinner."*

Pass out the plates, food models and rotis/chapattis and help the participants identify the food models if needed. Use the food models to make a typical plate.

After about five minutes, ask each group to present their plates. Make sure to summarize their responses:

> Key talking points:
>
> - Make half your plate vegetables
> - Try to incorporate both cooked and raw vegetables
> - Making half your plate vegetables ensures that we get our three servings of vegetables in one day
> - Make ¼ of your plate whole grains (about the amount that fits in one hand)
> - Reduce the amount of rotis/chapattis eaten (if you are used to eating four rotis during one meal, try cutting down to three or two rotis.)
> - Make ¼ your plate protein like dals (about the amount that fits in your hand) or meat (about the size of the palm of your hand)

Emphasize choosing low fat or skim milk or try to limit the amount of dairy

> *"Try to limit the amount of dairy and if you would like, you can use lower fat options. Sometimes we have milk, cheese or yogurt with our meal. It is important to choose milk that is lower in fat. 2% and skim milk also have less total fat and less saturated fat than whole milk."*

Emphasize including fruits in during or in between their meals.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

"If you are still hungry, we encourage you to have more vegetables or to have a fruit after lunch or dinner. Fruit can also be eaten at breakfast. If you do not want to eat fruit during breakfast, fruit can also be eaten in between meals if you feel a little hungry. This will ensure that you get 2 servings of fruits in one day."

Handout Appendix 5C: Plate Method (one for each participant)

STOP! Take a short break for stretching

Activity 3:

Group activity. Have the participants find a partner and work together to create a healthy plate by using the food models. Have one or two pairs report back on their plates.

Pointers to be discussed:

- What do you think about this plate?
- Can you eat like this for the rest of your life?
- How will your family members react to this?

Activity 4: Group activity: How can you limit your calorie intake

"Limiting how much you eat is key to maintaining a healthy weight. With practice, you will learn what foods, drinks, meals, and snacks work best for you. Increasing physical activity will also help with losing weight. Healthy eating involves eating fewer calories, less unhealthy fat, and less sugar. Eating fewer calories. Eating or drinking too many calories from any type of food or drink can cause weight gain.

Eat less sugar and unhealthy fat. Last week we learned about ways to limit sugar and unhealthy fat in your diet."

For groups of 2 people and give them the picture of the plate that they identify with from below and ask them to work in group and discuss the questions below:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

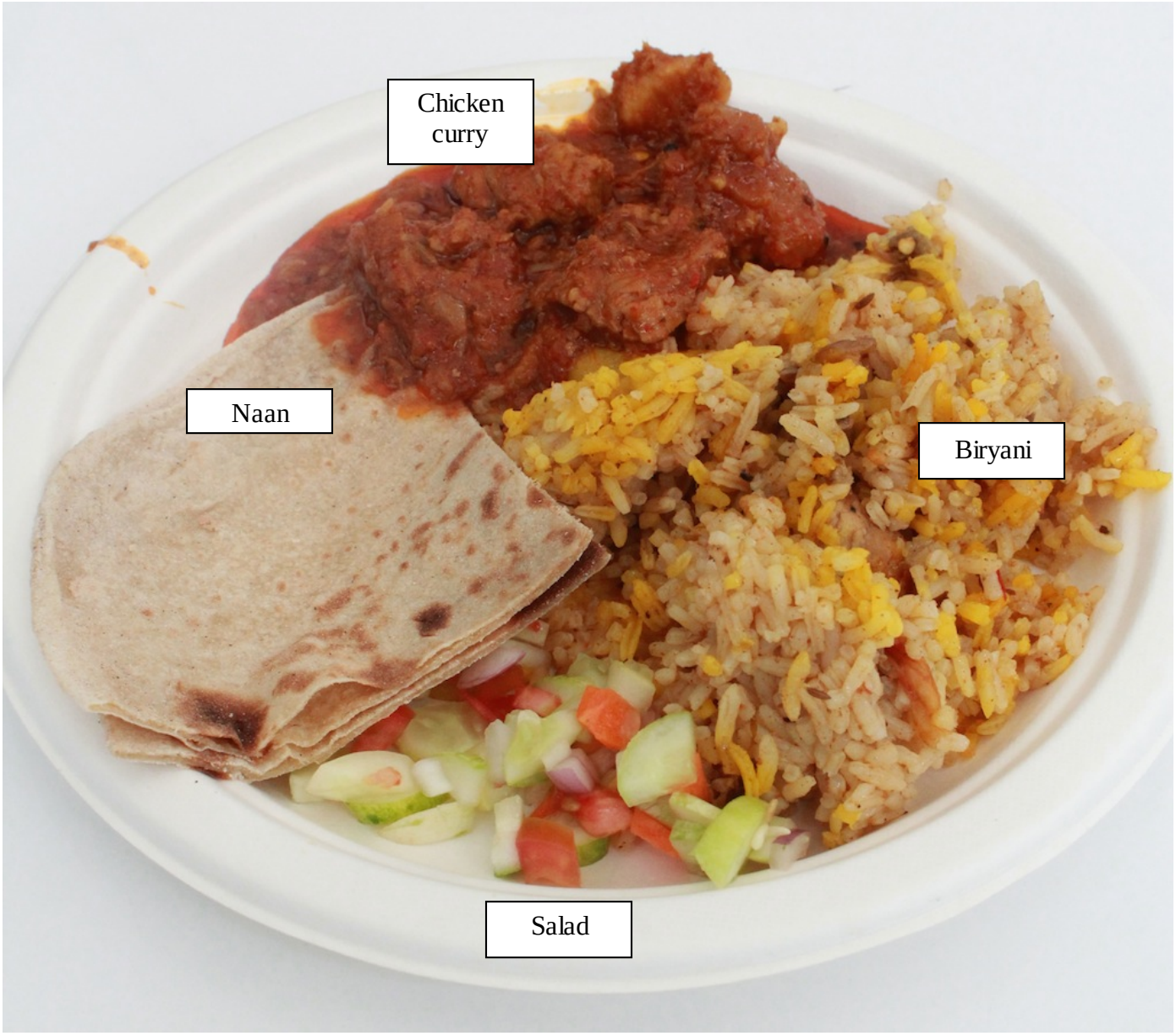
- What do you think of this plate?
- Which of the food item on this plate is high in calories?
- What would you change or replace?

Ask one group to report on what they discussed.

- What do you think of this plate?
- Which of the food item on this plate is high in calories?
- What would you change or replace?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI



- What do you think of this plate?
- Which of the food item on this plate is high in calories?
- What would you change or replace?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

The best way to maintain a healthy weight is to watch your portion sizes and include at least half of your plate with fruits and veggies and shown in the plate.

Discuss tips on how to make a change and sustain it

- **Change gradually.** One way to begin is by looking at how the change compares with your current eating habits. We recommend that you consume more daily servings of fruits, vegetables, and whole grain foods than you may be used to eating. Because these foods are high in fiber, it can cause bloating and diarrhea in some people. Gradually increase your intake of fruit, vegetables, and whole grains to avoid these problems. Your body will eventually adjust to eating more fiber. Include nuts in your diet as well.
- **Don't worry too much if you slip.** Some days the foods you eat may add up to more than the recommended servings from one food group and less from another. Similarly, you may have too much sodium on a particular day. Don't worry. Just be sure that the average of several days or a week comes close to what is recommended.
- **Write it down.** Use the tracking sheet to keep track of what you eat. You may want to make photocopies of the table so you can track your eating for several weeks in a row. If it helps you, as well as noting what you eat, also record: where you are, what you're doing, and how you feel. Keep track for several days. This will help you find the problem times and then help you come up with a solution.
- **Celebrate success.** Treat yourself to a nonfood treat for your accomplishments.

Review today's session:

We just learned about ways to achieve a healthy weight and build a healthy plate

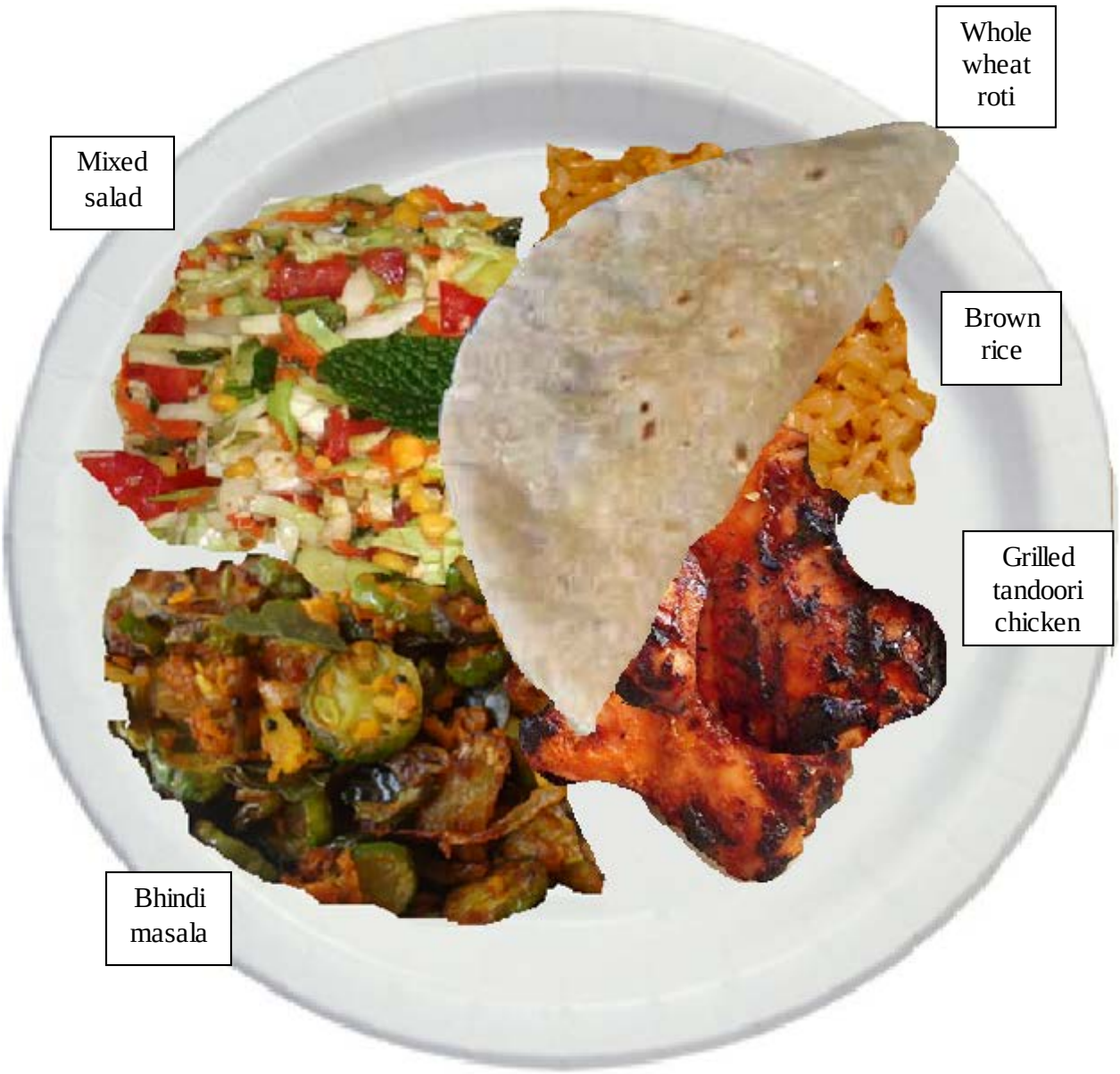
Next session: Resistance exercises

Date and time for exercise classes: _____

Things to prepare for session 9: Resistance exercises worksheet

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.



This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Session 8 Handout
Achieve a Healthy Weight

Keep a food log- Keep Track of the Calories You Eat and Drink Every Day

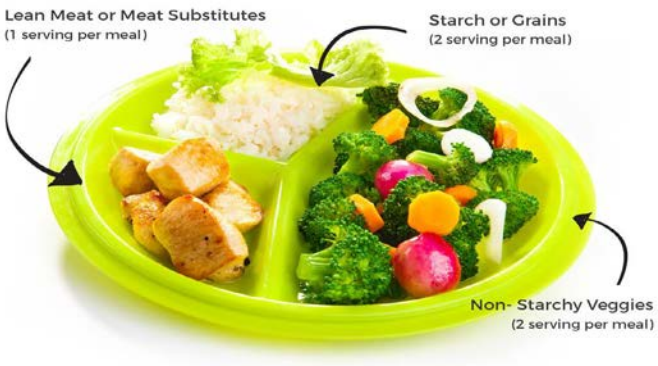
Food Diary

Date: _____

	Food/ drink and amount	Carbs (g)
Time:	**Breakfast**	
Blood Sugar:		
Insulin Dose:		
2 hr Blood Sugar:		
		Total
Time:	**Snack**	
Blood Sugar:		
Insulin Dose:		
		Total
Time:	**Lunch**	
Blood Sugar:		
Insulin Dose:		
2 hr Blood Sugar:		
		Total
Time:	**Snack**	
Blood Sugar:		
Insulin Dose:		
		Total
Time:	**Supper**	
Blood Sugar:		
Insulin Dose:		
2 hr Blood Sugar:		
		Total
Time:	**Snack**	
Blood Sugar:		
Insulin Dose:		
		Total

Keep track of what you eat- Eat less sugar and unhealthy fat. Eat more fruits, vegetables and whole grains.

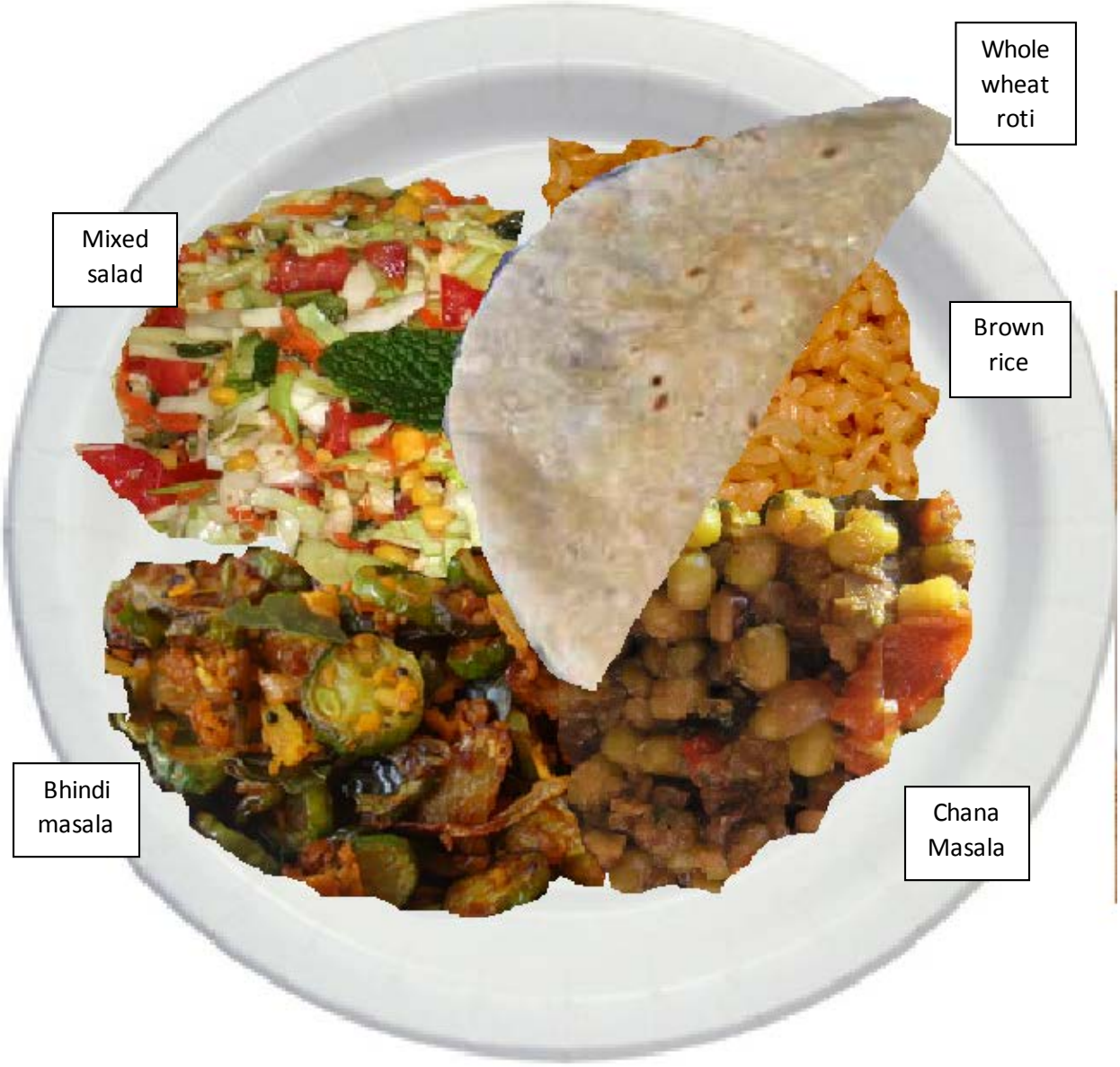
A Healthy Plate



This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 8 Handout
Achieve a Healthy Weight



This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 9: Resistance Training Exercises

60 mins

Activity 1: Review previous session

- We learned ways of achieving a healthy weight
- We learned to build a healthy plate

Today's session will be on resistance training.

PHYSICAL ACTIVITY IS IMPORTANT AT EVERY AGE!

Physical activity is an important part of managing your blood glucose level and staying healthy. Being active has many health benefits.

Physical activity

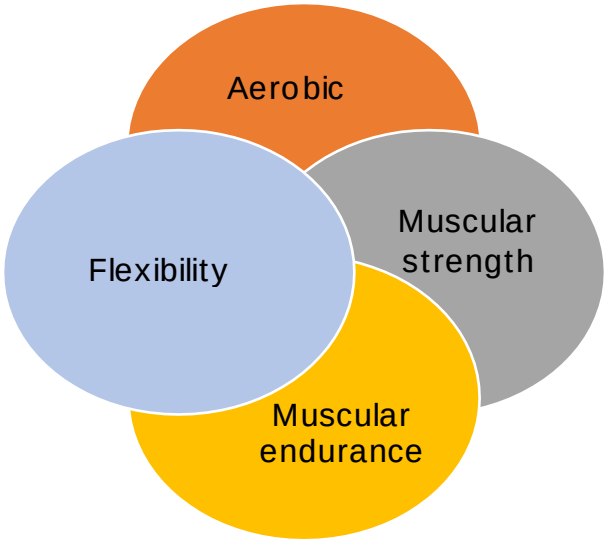
- Strengthens your heart, brain and lungs
- Improves your mood and sleep
- Makes you stronger
- Lowers blood glucose levels
- Lowers blood pressure
- Burns extra calories so you can keep your weight down if needed

Even small amounts of physical activity can help. Experts suggest that you aim to be active most days of the week. You should combine brisk exercise with muscle strengthening. Brisk exercise increases heart rate and breathing that benefits the heart. Muscle strengthening focuses on resistance building and strength.

> Well-rounded physical fitness is made up of four parts: aerobic fitness (cardiovascular), flexibility, muscular strength, and muscular endurance. Each can be achieved by doing different types of activities. Each has its own benefits.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI



Up until now we have focused on moderate intensity physical activity (like brisk walking) and stretching exercises that improve aerobic fitness and flexibility. Improving muscular strength and endurance is also important, particularly as you get older.

Muscular strength is the ability of your muscles to exert force in a short amount of time. Examples are the strength you need to lift a heavy object (a bag of groceries) or to get up off the floor with ease.

Muscular endurance is the ability of your muscles to move repeatedly without getting tired. It is a measure of how much stamina you have to do things like climbing stairs, raking, and shoveling.

Resistance training (also known as strength training) will improve **both** muscular strength and endurance. It is any type of physical activity in which you move your muscles against resistance such as that provided by bands or weights.

Your body is challenged every day to do many tasks that need a certain level of muscular strength and endurance. A safe resistance training program has many benefits and can help you maintain an independent lifestyle as you age.

Helps Prevent Diabetes

- Can improve the body's ability to use insulin and maintain healthy glucose levels.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- Doing **both** resistance training and aerobic activity has been shown to be the most helpful in preventing diabetes.

Prevents Muscle Loss with Aging

We naturally lose muscle mass with age. Resistance training:

- Can help preserve your muscle mass at any age.
- Firms and tones muscles. The GLB resistance training plan will not make muscles bulky or large or cause weight gain.
- Makes it easier to do daily chores such carrying groceries or doing yard work.
- Helps maintain **physical independence.**

Helps Maintain and Build Strong Bones

By using your muscles and applying a moderate amount of stress to your bones, resistance training can:

- Increase bone density.
- Reduces the risk of osteoporosis and bone fractures.

Reduces Your Risk of Injury

- Protects your joints from injury.
- Improves balance, coordination, and posture.
- Provides better mobility and balance, which leads to a lower risk of falling or being injured.

Prevents Loss of Muscle Mass with Weight Loss

When you lose weight, it is normal to also lose some muscle mass.

- Resistance training can help reduce the amount of muscle mass you lose, more than aerobic training alone.
- Muscle burns more calories at rest than fat tissue. Having more muscles may help you lose weight and keep it off.

Improves Your Sense of Well-Being

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- Improves body image, self-confidence, and sleep.
- Reduces the risk of depression.

All these benefits confirm that maintaining muscular strength and endurance are very important. Strength is needed for activities of daily living such as:

✓ Getting in or out of a chair or car
✓ Carrying groceries
✓ Going up and down stairs
✓ Taking care of your personal needs
✓ Getting up off the floor

What are some other activities of daily life that you can think of that need strength and endurance?

_____

_____

The goal is to do resistance training exercises

2 or more times per week.

Please note:** This strength training goal is ***in addition to your goal of 150 minutes of moderate intensity aerobic activity per week. Aerobic activity improves your heart fitness more than strength training.

The 2008 Physical Activity Guidelines for Americans clearly state that, "*in addition to aerobic exercise, adults should perform muscle-strengthening activities that involve all major muscle groups on 2 or more days per week*."

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Keep it Safe:

Guidelines for Resistance Training

Check Your Equipment

- Check the resistance band or tube for nicks, worn spots, or cuts.
- Be secure:
    - Always get a good grip on your band or other equipment.
    - If using resistance bands or tubing in a door, it is important to secure the band with a proper anchor for certain exercises.

Warm Up

- Be sure to get your blood flowing by doing a warm-up for 5-10 minutes. This can be a low intensity activity like going for a short walk or walking in place.

Do Only the Exercises That You Are Able to Do Safely

- Stop any exercise that causes pain or makes existing pain worse.
- If an exercise causes pain, speak to your health care provider or a physical therapist.

Do Not Hold Your Breath

- Breathe throughout the exercise. Holding your breath can cause a dangerous rise in blood pressure.
- Exhale more often during the hardest part of the exercise, with each repetition.

Keep Each Movement Slow and Controlled

- Avoid doing any exercises with fast jerky movements.
- For example, when doing a bicep curl, raise the band for 3 seconds and lower the band for 3 seconds.

Maintain Stable and Proper Posture for Each Exercise

- Keep your back straight. Pull your belly button to your spine.
- Avoid rounding your shoulders. Keep shoulders relaxed.

Cool Down

- Do some gentle stretches. Use the stretches from Session 4 as a

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

guide.
- Or, walk around for a few minutes.

Move it Forward: Guidelines for Progression

Start Slow. Gradual progression is key with resistance training.

- Is this your first time doing resistance training? Or is this your first time back after taking a break?
- Begin with 1 set of 10 repetitions (reps). Gradually work up to doing 3 sets of 10-12 reps. Over time, you can start to increase the number of sets and reps.

Here is a suggested plan for progression:

Rest

- Rest for 30-60 seconds after each set.
- Do not do strength training on the same muscles two days in a row.
- Do NOT skip the **warm up** and **cool down**.

Progression is key

Once your body gets stronger it adapts to the resistance level you have been using. This is the time to move to the next level.

- Increase the intensity of your work-out program. Either increase the number of reps or the amount of resistance (see table above).
- After you have been doing an exercise regularly for at least 2 weeks, check your RPE. On the last rep, you should feel that you are not able to do much more and that you are close to fatigue.

"NO PAIN, NO GAIN" is a MYTH, but slight SORENESS may occur.

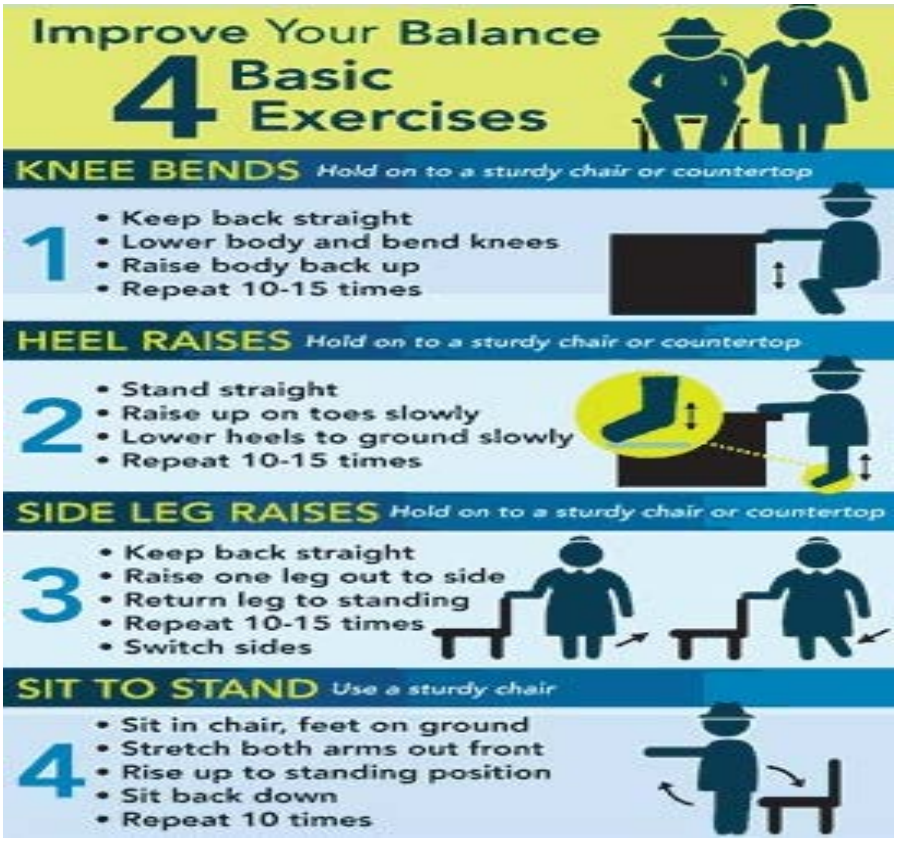
Some soreness is normal especially when you are getting started. If you have pain during strength training, STOP. Speak to your health care provider if you have lasting pain.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

The following exercises focuses on muscle strength and balance:

Exercises for daily use to keep you active and healthy:



Squats:

Benefits:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

- Squats are mostly known as a leg exercise, but they promote muscle building
- Squats are also one of the best functional exercises out there, promoting mobility and balance and helping you complete real-world activities with ease.
- Squats also help you to burn more fat, as one of the most time-efficient ways to burn more calories continually is by developing more muscle.
- Squats have long been criticized for being destructive to your knees, but research shows that when done properly, squats actually improve knee stability and strengthen connective tissue.

Wall Push-Ups:

Benefits:

- Besides being flexible, wall pushups are easy to do and are great for creating upper body strength.
- It also helps in growing and strengthening shoulders and building lower body strength (especially the calves).

Standing Side Crunches:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Benefits:

- This exercise will help you to burn more calories, build up the core strength and improve your balance. Thanks to many other muscles involved in the movement.
- Standing side crunches are more lower back and neck friendly as well. There is no need to pull the neck or lay on the back. Thereof this exercise suits people who avoid abdominal exercises due to the pain and discomfort experienced in their neck and back during an ab workouts.

Standing Oblique Twist:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Benefits:

- Strengthening the obliques improves balance and posture, which is not only visually slimming, but also gives an instant confidence boost.
- An increase in the strength and flexibility of these muscles reduces the pressure on the lower back by distributing the force exerted while you move around and lift objects throughout your day.
- This eases pain and stress on the lower back muscles.

Leg Raises:

Benefits:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

- The Hanging Leg Raise is one of the best exercises for developing abdominal and core strength.
- Raising your legs engages all of your abdominal muscles, including the lower abs—making makes the exercise better than Crunches, which only engage the upper abs.

Acknowledgement:

A Part of this article is extracted from DPP.

Review today's session:

We just learned about resistance exercises and demonstrated some exercises you can try at home as given in your handout.

Next session: Manage your stress

Date and time for exercise classes: _____

_____

Things to prepare for session 10:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

SAHELI

Session 9 Handout
Resistance Exercises

PHYSICAL ACTIVITY IS IMPORTANT AT EVERY AGE!

Physical activity is an important part of managing your blood glucose level and staying healthy. Being active has many health benefits.

Physical activity

- Strengthens your heart, brain and lungs
- Improves your mood and sleep
- Makes you stronger
- Lowers blood glucose levels
- Lowers blood pressure
- Burns extra calories so you can keep your weight down if needed

The goal is to do resistance training exercises 2 or more times per week. *This strength training goal is **in addition** to your goal of 150 minutes of moderate intensity aerobic activity per week. Aerobic activity improves your heart fitness more than strength training.*

The following exercises focuses on muscle strength and balance. Here are some exercises we can try at home!

Squats:

Wall Push-Ups:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

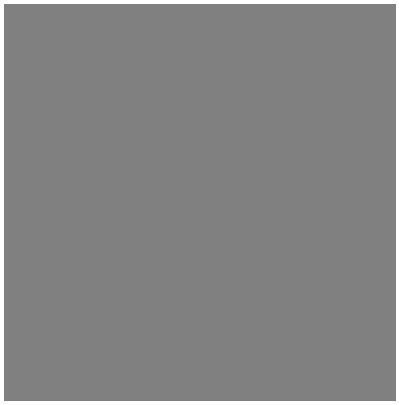
SAHELI

SAHELI

Session 9 Handout
Resistance Exercises

Standing Side Crunches:

Standing Oblique Twist:



Leg Raises:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

SAHELI

Session 9 Handout
Resistance Exercises

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 10: Manage Your Stress 60 mins

Purpose: Participants will identify ways to cope with their own stress.

- *"Before we begin our session on taking care of our stress and tension, we are going to review what we learned last session.*

Review of previous session:

- *"Last session we learned some new resistance exercises and its benefits"*
- *"Did anyone try something that was learned at the last session?"*
- **Demonstrated resistance exercises** – *Knee bends, heel raises, side leg raises, and sit to stand.*

- *"Please take out your food logs. What do you think about the food and step log?"*
- *"We encourage you to wear the pedometer and to keep a log as it is important to help monitor and track your physical activity."*
- *Testimonials*
- *Next week award for best attendance*

Watch video: 'Take Care of Your Stress and Tension'

Video Objectives: After watching the 'Take Care of Your Stress and Tension' video, the participant will be able to identify ways to manage stress and to understand the relationship between stress and heart disease.

"Our video today is going to talk about the relationship between stress and heart disease and talk about ways to manage stress.
"After the video, we will briefly discuss what we learned and then do activities that will help us better understand the information from the video."
After the video

- Ask a participant to summarize the video: *"Think about what the video talked about?"*
- Ask the participants if they learned anything new: *"Did you learn anything new that you didn't know before?"*

Activity 1: Deep breathing and relaxation music

- *"Before we get started on the activities, we want everyone to try a relaxation technique you can use at home.*

1. Now we are going to be doing a relaxation exercise.
   - "*We are going to play some relaxation music. Please close your eyes, take deep breathes and really focus on your breathing for the next few minutes."*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- *Close your eyes and relax.* "Play music: Relaxing Sleep Music: Deep Sleeping Music, Relaxing Music, Stress Relief, Meditation Music" https://www.youtube.com/watch?v=1ZYbU82GVz4&feature=youtu.be

2. After 10 minutes, have the participants
   - *"How did this make you feel?"*
   - *"Do you think you will be able to take out a couple of minutes from your day to relax and meditate with relaxing music?"*

   - *"This is just one way to manage stress. We are going to talk about more ways to manage stress in our next activity."*

Activity 2: Identifying ways to take care of your stress

We will now talk about some effective research proven strategies to manage stress. Below are some ways to manage your stress.

1. First is positive thinking
   "An example of this is receiving feedback from your boss at work. Instead of thinking your boss is being critical of you, think instead of your boss is taking the time to look over your work and providing you positive feedback on it."

2. Planning ahead and breaking big things into smaller tasks
   "An example of this is planning a wedding. Instead of going at it all at once, you can break it up into smaller components such as focusing on the food or then focusing on the guests at the wedding. It is important to take big tasks and break them up into small components and tackle them each one by one."

3. Practicing relaxation or meditation
   "An example of this is what we just did by taking a couple minutes out of your day to focus on your breathing and meditate by listening to relaxing music."

4. Reframing: Taking a stressful situation and turning it into a non-stressful situation by reframing how you look at the stressful situation.
   "For example, if you are hosting a big dinner party and you are stressed out since your cousins from a different state are coming and you want this party to be perfect. In order to turn this from a stressful to a non-stressful situation you can think of this as an opportunity to meet and hang out with your cousins and think of the good time you will have with them. You can also ask other family members to bring a dish and cater some food. You can look at this as an opportunity to try the new recipes that you just learned of."

5. Asking for help
   a. What prevents you from asking for help?
   b. Who are the people you can ask for help?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

6. Share with others
    a. What prevents you from sharing with others?
    b. Who are the people you can share with?

7. Setting limit and Say "No"
    a. What prevents you from setting limit?
    b. What do you think about setting limit?

8. Exercise as a way to manage stress

STOP! Take a short break for stretching

Activity 3: Scenarios of stressful situations

Present the following 2 scenarios and ask participants to form groups based on which scenarios they want to work on.
Ask participants to work in groups and discuss the scenarios and think about different ways to manage the stressful situation.

- *"We would like for everyone to get into groups of two or three. Each group will be given a stressful situation and as a group, we would like for you to work together to come up with some ways that could help these people take care of their stress and tension."*
- *"We also want you to come up with a positive statement they could say to themselves to help them take care of their stress. Then we will share our ideas with each other."*

"The purpose of this activity is for the participant to utilize one of the ways to manage stress and turn negative thoughts into positive thoughts using scenarios that deal with stressful situations."

"Prior research on South Asians has shown that experiences of social stressors may lead to stress leading to increased intake of sweets."
https://static1.squarespace.com/static/56bce7313c44d80c62471a28/t/59bbdd83b1ffb639e4d5064f/1505484205674/28.+Nadimpalli-J+Nutr+Educ+Behav-2017.pdf

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Scenario 1: Usha recently emigrated from India to the U.S. with her husband and two children. Her husband works during the day and her children are in school. She feels sad, lonely, and tense because her family is back in India. She thinks to herself 'I can't do this; I want to go back to India.'

Scenario 2: Muhammed is the only son and his father had a stroke and is now bedridden. He works during the week and is now taking care of his father in the evenings and on the weekends. He also has 3 young kids in elementary and middle school and he is struggling with the expenses. Muhammed has headaches often and is worried about his father's health. He is overwhelmed with his job and responsibilities at home.

Scenario 3: Any example that you want to talk about.

2. Have each group share their responses, open it up to the whole group and then summarize their ideas.
    - Usha is facing a lot of hardships. She is new to this country and feels lonely because she doesn't have her family nearby. Some things she can do to help take care of her tension is to get to know other people. She can take an English class or other classes at community organizations like Indo-American Center to help her meet other people who are facing a similar situation, to help her relieve her stress and to learn something new. She can volunteer or get a job, too. She can go on walks, meditate, or do yoga to help take care of her stress. Instead of thinking 'I can't do this; I want to go back to India', she can think 'I will do the best that I can' or 'I will try but I can get help if I need it.'

    - Muhammed is also facing a lot of difficulties. It is important that if he is feeling worried and stressed that he gets help and support from friends and family. Most importantly, he needs to take care of himself so he is able to care of his father. Things he can do every day are eating healthy and eating his meals on time, making sure he gets enough sleep, doing his daily prayers and meditating. Instead of thinking 'I am so busy and feel overwhelmed; everything is going wrong', he can think 'I can handle things if I take one step at a time.' He can also look into finding help for the care of his elderly father at an adult day care.

Activity 4: Exercise as a way to manage stress

Objectives: The purpose of this activity is for the participant to go a short walk outside and to recognize that exercised can be helpful in managing stress.

1. Briefly introduce the importance of exercise as a way to manage stress and complete a short walk around the block.

    - *"Any type of exercise and physical activity can also help some people manage their stress. We are going to go for a short walk outside to show how exercise can reduce stress and lead to a more relaxed state of mind. Please get your coats and leaving everything else in the classroom. As you walk, think about how it makes you feel and think about making your walk a brisk walk."*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Objectives: The purpose of this activity is for the participant to categorize the ways to take care of stress so the participants understand the many different ways to take care of stress, no matter the situation.

"What are some other things that you can do every day to help you relax?"

- Breath-Do breathing exercises to remain centered and calm
- Do daily prayers
- Try practicing mindfulness or meditation
- Enlist Support-Ask friends, family and co-workers to support your efforts
- Read a favorite book, magazine or newspaper
- Start an art project (paint, sketch, create a scrap book)
- Play golf, tennis, ping-pong or go bowling
- Sew, knit or crochet
- Listen to music
- Take a class to learn something new
- Spend time with family and friends playing cards, board games or going on walks (but also take time for yourself to do things that you enjoy)

Review today's sessions:

Closing:

This is the end of the session, so let's review what we have learned today."

- *"Today, we practiced one relaxation technique, by listening to relaxation music to help us manage our stress."*
- *"We then learned that there are many other ways to take care of our stress."*
- *"Then we got into groups and practiced identifying ways to manage stress and practiced changing negative thoughts into positive thoughts as we discussed different stressful situations."*
- *"Finally we went on a walk as exercise is another way to help take care of stress."*

Next session: Problem solving and revisiting goal setting and announcement of best attendance award

Date and time for exercise classes: _____

Things to prepare for session 11:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 10: Take Care of Your Stress and Tension

What is stress?

Stress is a feeling of emotional or physical **tension**. It can come from any event or thought that makes you feel frustrated, angry, or nervous.

Ways to take care of your stress:

- Think positive
- Breath - Do breathing exercises to remain centered and calm
- Do daily prayers
- Try practicing mindfulness or meditation
- Enlist Support- Ask friends, family and co-workers to support your efforts
- Read a favorite book, magazine or newspaper
- Start an art project (paint, sketch, create a scrap book)
- Play golf, tennis, cricket, ping-pong or go bowling
- Sew, knit or crochet
- Listen to music
- Take a class to learn something new
- Spend time with family and friends playing cards, board games or going on walks (but also take time for yourself to do things that you enjoy)
- Exercise or do yoga

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

Session 11: Problem Solving and Revisit Goal Setting

Testimonial to be shared
Go over food logging and Fitbit logging
Announce best attendance competition (1st, 2nd and 3rd place)

Review of last session: In last week's session, we learned on how to manage stress and learned that there are many other ways to take care of your stress.

Activity 1: Go over a step by step process of problem solving.

We all have intentions to make changes for a healthy lifestyle but sometimes things may not work. Many things can get in the way of being more active and achieving your healthy eating, physical activity and weight goals. Most important thing is that we should not give up and recognize that problems can be solved.

We will now talk about how you can problem solve by using effective ways that have been proven by research.

We will now work together to go through a systematic way to problem solve. There are five steps in problem solving and the first step is to spend some time thinking and describing the problem.

The five steps to problem solving:

Step One: Describe the problem *in detail,* as a chain of actions.

Give a specific example of one time you have had that problem.

Try to find "the action chain" — a series of actions that led up to the problem. Look for:

- Things that made you want to eat or be inactive.
- People who didn't support you.
- Thoughts or feelings that got in your way.

- Let us work together on an example together.
    - Usha has been trying to cut down on fried foods in her diet, but she has been eating potato chips most afternoons and says, "I feel bad. I seem to end up eating fried foods everyday. And then I don't care about my food choices the rest of the day."
    - A specific example: Last Saturday afternoon she ate half a bag of

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

potato chips.

After we describe the problem here are the events that led to Usha' problem. We describe this as Usha's action chain:

- Skipped lunch while running errands. Traffic was bad.
- Said to herself, "I have no energy to go for a walk today". Came home tired, stressed, grumpy and hungry.
- Went right to the kitchen.
- Got into an argument with her husband
- Saw a big bag of potato chips on counter.
- Ate half a bag of potato chips.

Step two: Now the next step is to think through and brainstorm possible options to problem solve each connection in the action chain. Now we will work together in identifying some options for Usha.

Educator will recreate the chart below on a flipchart and work with the group on identifying some possible options for Usha.

Brainstorm your options for each connection in the chain.

Connections in Usha's action chain	Brainstorm your options. Options
Skipped lunch while running errands. Traffic was bad.	
Skipped her walk. Came home tired, stressed, grumpy and hungry.	
Had an argument with her husband	
Went into the kitchen. Saw potato chips on the counter.	

Below is an example of how this can be completed. If participants are struggling with ideas the educator can start with the first row but encourage the group to come up with ideas and options.

You can use the flipchart to write some ideas from the participants.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Connections in Usha's Action Chain	Some of Usha's Options
Skipped lunch while running errands. Traffic was bad.	• Never run errands again. (This is impossible for a human being) • Pack a healthy snack.
Skipped her walk. Came home tired, stressed, grumpy and hungry.	• Go for a walk to unwind.
Had an argument with her husband	• Take a few deep breaths. • Remind herself not to take what he said personally. • Try to avoid difficult conversations when she's tired, stressed, grumpy or hungry.
Went into the kitchen. Saw potato chips on the counter.	• Avoid the kitchen. Go out in the yard or sit in a favorite chair for a few minutes to calm down. • Don't buy potato chips. • Keep potato chips out of sight. • Keep fruit in sight.

Discuss facilitators and barriers for each option:

Emphasize that there can be multiple ways to solve a problem and we just saw different options. Let us discuss some pros and cons of using the options that we came up with as a group.

Educator to go over facilitators and barriers of each option discussed and add to the flipchart so participants can reflect on them and understand that each option had a pro and a con.

Step 3: Pick one option to try

Now the third step in problem solving is to pick one option out of the entire list to try.

Educator to take vote from the participants and decide which option they would like to discuss about trying as a group.

After you decide which option the group wants to try lead a discussion to discuss the following.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- Discuss the pros and cons of making the change
- Discuss the facilitators and barriers of making the change
- Choose one that is very likely to work and that they can do.
- Try to identify any roadblocks or barriers and have a plan for how to handle the roadblocks.

Educator will work on an example that the group decides but we have an example below.

Let's say Usha chose to pack a healthy snack.

Step 4: Make a positive action plan by setting a SMART goal.

Example for Usha if she picks to pack a healthy snack:

SMART goal will be to create a specific, measurable, achievable, realistic and timely goal. In the above example Usha's goal could be to pack a healthy snack every time she is running errands.

She will: (Specific goal)	• Pack a healthy snack.
When? (Measurable and Timely)	• The next time she runs errands.
She will do this first (Achievable and Realistic)	• Shop for the healthy snack foods. • Put one in her purse.
Roadblocks that might come up:	• Might forget to pack her snack.
How she'll handle them:	• Will go to a healthy quick-serve place. • Will buy a light and healthy meal or snack.
She will do this to make her success more likely	• Talk to her friends or other group members in the class about different options she can try for a healthy snack that may work better for her.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Step 5. Try it. See how it goes.

You try the option and see how it goes for some time. You should revisit this and see if it worked. If it did not work you can assess what went wrong.
As a part of the assessment if you think that the option you selected will not work, then remember that you have a lot of other options and you can go back to step 2 and look at other options that you have recognized and select another option to try. You can then go through steps 3 to 5 and continue until you find a solution that works for you and is sustainable.

> Sometimes we all have set backs but it is important to remember that problem solving is a process. Don't give up!
>
> Also remember that this process can be used to solve any personal problem and does not need to be limited to lifestyle related.

Activity 2: Group activity

We will now split into groups and use the worksheets that we used for the problem solving in the previous example. Groups can be formed on which type of problem they want to solve e.g. Diet related problem, exercise related problem or stress related problem.

Please work as a group and identify a problem you want to work on and use the step by step process to problem solve.
We will be describing the problem and also coming up with a positive problem plan for each scenario.

One person from the group will report on why they selected the option they want to try and the pros and cons as well as the facilitators and barriers of making the change. They should reflect on the positive action plan and report back to the group.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Identify the problem

Describe the problem in detail. Be specific.

Find the action chain. Links	Brainstorm your options. Options

Pick one option. Is it very likely to work? Can you do it?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 11: Problem Solving

Make a Positive Action Plan

I will:

_____

When?

_____

I will do this first:

_____

Roadblocks that might come up: I will handle them by:

_____ _____

_____ _____

_____ _____

I will do this to make my success more likely:

_____

_____

How can I get the support I need?

_____

_____

Review the SMART goals:
Ask a few volunteers to share how their SMART goals and how it has been working for them.

Review today's session: Today, we learned the five steps to problem solving. We also learned about goal setting.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 11: Problem Solving

Next session: Tip the calorie balance/mindfulness/ Added sugar

Date and time for exercise classes: _____

Things to prepare for session 12:

STOP! Take a walk with the group

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

SAHELI

Session 11 Handout
Problem Solving

The Five Steps

Five steps to problem solving:

1. Describe the problem.

   - Be specific.
   - Look at what led to the problem.
   - Find the action (or behavior) chain.

2. List all your options.

3. Pick what seems to be the best option, and try it.

   - Weigh the pros and cons of each option.

4. Make a plan for putting the option into effect.

5. Follow the plan.

   Try your plan. Afterwards ask yourself these questions:

   - Did it work?
   - If not, what went wrong?
   - What can I do next time to make this plan work better?
   - What other plan can I try if this one will not work?
   -

If your plan does not work, then try each step again. Look closely at the events that led to the problem, and try to find other options that will solve your problem.

Remember: Do not give up!

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

SAHELI

Identify the problem

Describe the problem in detail. Be specific.

_____

_____

_____

Find the action chain. Links	Brainstorm your options. Options

Pick one option. Is it very likely to work? Can you do it?

_____

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

SAHELI

Make a Positive Action Plan

I will:

_____

When?

_____

I will do this first:

_____

Roadblocks that might come up: I will handle them by:

_____ _____

_____ _____

_____ _____

I will do this to make my success more likely:

_____

_____

How can I get the support I need?

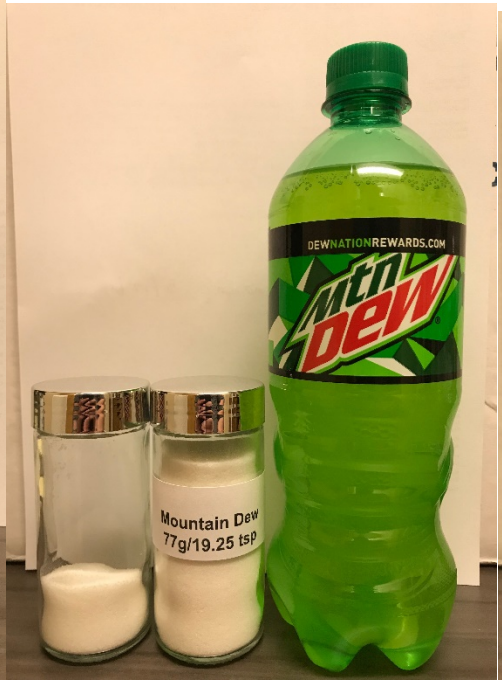
_____

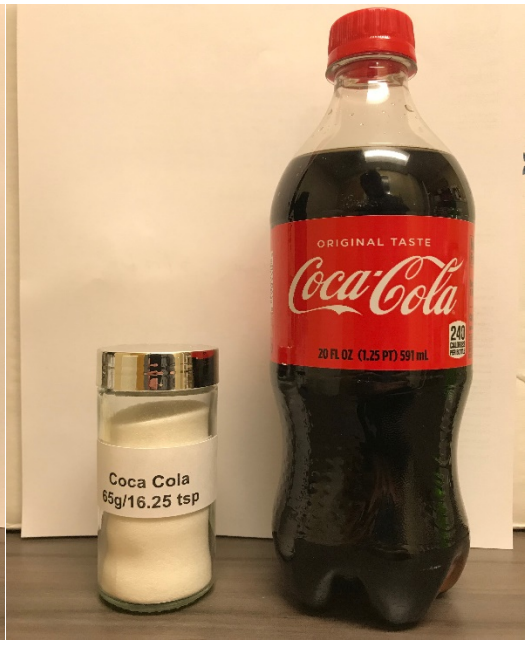
_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Rethink Your Drink Examples





This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Rethink Your Drink Examples

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 12: Tip the Calorie Balance/Mindfulness/Added Sugar
60 mins

Review of last session: Last week, we learned about problem solving and revisited goal setting. We also discussed a step by step process of problem solving.

Activity 1:

- Testimonials
  - Why they joined SAHELI
  - What have they accomplished so far
- Ask participants if they tried anything new from the last class.

Activity 2:

Everything we've covered so far fits together. It fits together because of what's called the "calorie balance." That's what we'll talk about today.
We've said many times that maintaining a healthy weight involves two lifestyle changes: 1. Healthy eating and 2. Being physically active. Both of these changes are important.

They may prevent diabetes and lower our risk of other diseases. They are also important because they're both related to weight loss due to what is called "calorie balance."
Calorie balance is the balance between the calories (or energy) we take in by eating and drinking and the calories (or energy) we use by being physically active.

First, let's talk about "**calories in**".

- Calories are a unit of measure. We use pounds as the unit of measure for body weight, feet and inches as the unit of measure for height, and miles as the unit of measure to determine the distance between places. Calories are used to measure the energy value of foods and drinks.

Calories in food come from fat, carbohydrates (starches, sugar), protein, or alcohol. Other ingredients in food like vitamins, minerals, water and fiber don't have calories. For example, green leafy vegetables are mostly water, vitamins, minerals and fiber so they have very few calories.
The number of calories in any food we eat depends on what's in that food.

Fat is the most concentrated in calories, with 9 calories per gram.
That's more than twice the number of calories in starches, sugars, or proteins, and even more than alcohol. So foods that are high in fat are also high in calories.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

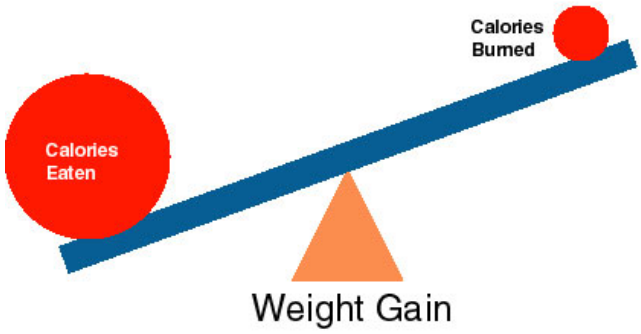
Eating less fat is one way to eat fewer calories.

Now let's talk about "**calories out**".

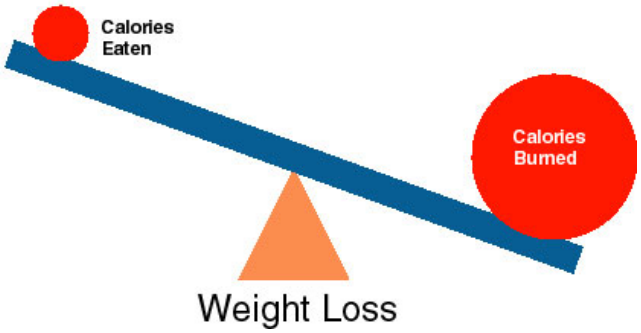
Our body burns calories even while at rest for just staying alive. We also burn calories during physical activity.
Calorie balance is important for weight management. So be aware of what you eat and drink (calories in) and how active you are (calories out). Your weight is determined by the balance of calories in from what you eat and drink and calories out from moving more (both planned and spontaneous activity)

Let's look at three ways the calorie balance can work:

Balanced Weight



Weight Gain



Weight Loss

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Use your hand for balance, give an example of gulab jamun and how they can keep the balance. Show comparison between different vegetables for calories and how they can use internet to find the calories in food.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Be Aware of Liquid Calories (Rethink Your Drink)

Share the Rethink Your Drink demo with the class, allow them a few minutes to look at the models and ask questions.

- Replace sugar-sweetened beverages (soft drinks, sweetened coffee drinks, sweet tea, etc.) with water or ones that are calorie-free.

    - Do not add extra sugar to tea or coffee. Limit liquid calories from coffee drinks, like Milk Chocolate Latte (Rethink Your Drink).
    - Limit liquid calories from alcohol. Alcohol increases appetite and lowers self-control.
    - Calories in alcohol are called "empty calories" because they don't have healthy nutrients.
    - Health experts recommend no more than two drinks per day for men and no more than one drink per day for women. If you don't consume alcohol, don't start.
    - Limit liquid calories from coffee drinks.
    - Be aware of added sugars and/or fat.
    - Health experts say that moderate coffee intake is not associated with an increased risk of disease. This is defined as no more than 3 to 5 cups (8-ounce each) per day (or up to 400 mg/day of caffeine). If you don't consume caffeine, don't start.
- **Drink more water**

Even though there are hundreds of diet books, infomercials, and ads on the internet, there is no "magic bullet" to weight loss. Research shows that all the weight loss programs recommend a way to eat fewer calories.

- For losing weight and improving health, the best way to tip the balance is to change both eating and activity.
- Be consistent. Aim to get close to your calorie goal each day.
- Eat at least 1200 calories per day to have a healthy, well balanced diet. It is very hard to get all the healthful nutrients you need each day if you're eating less than 1200 calories. Also, a very low calorie level is difficult to maintain. It can also cause you to be overly hungry which can lead to overeating.

Discussion:

- What did you learn from the food log about the calories you were eating?
- Can you share your target calories based on your input in MyFitnessPal?
- What do you think about your target calories and your current diet?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

STOP! Take a short break for stretching

Activity 4: Ways to Avoid Overeating

Group activity:
Break the class into small groups. Each group will be given the same scenario. Choose one from below:

Scenario 1:
Usha has to attend a lot of social events and occasions this summer. What can she do to enjoy the weddings but also not gain extra weight and stay healthy?

Scenario 2:
Mohammad is fasting during the holy month of Ramadan with his family. How can he observe his fast and breakfast with healthy meals?

OR

Usha is fasting during the holy month of Shravan with her family. How can she observe her fast and breakfast with healthy meals?

Make sure to summarize the participants' responses:

Key talking points are below. Use a flip chart and add all the pointers that participants discuss. *Only add from below if someone did not mention these.*

- Eat only one sweet or only one fried food (Control your portion sizes)
- Eat something small like a fruit before leaving the house so that way you don't arrive hungry
- Drink water
- Eat more salad or more vegetables
- Be careful with foods that are cooked in cream or butter- a small amount of this has a lot of calories. You may need to eat less than you would if it were home cooked.
- Practice saying no
- At a party, dance or socialize to avoid eating more food
- Discuss eating meals throughout the day as a way to avoid overeating:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Discussion questions (if time permits):

"Eating our meals throughout the day is another way to help control our weight. Why do you think this is?"

"Right, if we skip a meal or wait to eat one meal at the end of the day, we can become hungry and can overeat."

"Spreading out our meals throughout the day will also help us get the energy and nutrients that we need during the entire day."

- Discuss healthy eating while fasting:

"Sometimes when people fast they lose weight, stay the same or even gain weight. What are some things you can do to avoid gaining weight while you are fasting?"

Summarize the participants' responses:

"Right, we can watch the amount of food that we eat and focus on having vegetables, fruits and whole grains. We can still have sweets and fried foods but we want to make sure we are not eating too many of them because eating too much can lead to weight gain."

- **Paying attention to what you eat (Mindfulness)**

When it comes to overeating, why does mindlessness sabotage our resolutions and what can be done about it?

"Most of us don't overeat because we're hungry," said Brian Wansink, Ph.D., author of the best-selling book Mindless Eating: Why We Eat More Than We Think. "*We overeat because of family and friends, packages and plates, names and numbers, labels and lights, colors and candles, shapes and smells, distractions and distances, cupboards and containers*."

He attributes rising overweight and obesity rates in America to the availability of food, the affordability of food and the attractiveness of food.

The solution, however, is not to make food less available, affordable or attractive, he says. "The solution is to change your personal environment," Wansink said. "It's the one thing you can do tonight."

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Wansink's suggestions:

1. **Smaller plates.** Using a 9.5 inch plate vs.12 inch plate means smaller portions and feeling fuller after eating an entire plate of food. Studies have shown food consumption is 22 percent lower when eating from a smaller plate.

2. **Smaller serving utensils.** "Mini-sizing" utensils can reduce the amount of food consumed.

3. **Out of sight, out of mind.** Leaving serving bowls and entrees away from the dinner table can prevent second and third servings.

4. **Easy access.** Making healthy foods more accessible in cabinets, cupboards and even the refrigerator encourage healthy choices.

Other steps that can gradually shift mindless eating patterns, with long term health benefits:

- **Control portions.** Wansink found that people eat much more food when given unlimited quantities. He advises people to eat smaller portion sizes in smaller packages.

- **Eat when you're hungry.** Let actual hunger cues, not emotions, guide your eating. Substitute a quick walk for a snack until actual hunger sets in. But don't wait until you're famished and binge on unhealthy foods. Learn more why people eat when they're not hungry.

- **Plan.** Prepare healthy snacks ahead of time to eat throughout the day. A 200-calorie, whole grain, high-fiber snack can satisfy hunger between meals. Fiber keeps people feeling full longer. Learn how a little planning helps the heart and the budget.

- **Keep a food diary.** Write down everything you eat and what was happening at the time to identify food triggers – hunger, stress, excitement or boredom. Be careful not to obsess over every calorie. The new American Heart Association diet and lifestyle guidelines acknowledge that overall eating patterns, not occasional indulgences, are what are most important to maintaining a healthy weight and lifestyle. Ready to get started? Keep track of what you eat with our food diary.

- **Slow down.** Here's where mindfulness can really come into play. During each meal, chew slowly, savoring each bite; put your fork down between bites; and stop eating to take a drink of water (not a sugary soda). This gives the body enough time to signal to the brain that it's satisfied, not stuffed.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- **Pay attention.** Don't eat in front of the TV or computer, while standing at the kitchen counter or talking on the phone. This can lead to losing track of how much you've consumed.

- **Use technology.** "We can actually use our smartphones and other electronic devices to help us," said Riska Platt, M.S., a registered dietitian and certified nutritionist for the Cardiac Rehabilitation Center at Mt. Sinai Medical Center in New York and a volunteer with the American Heart Association. "There are now apps that manage food records, count calories, help you track what you eat and even provide guidance on healthy food choices at the grocery store and restaurants."

- Recipe modification

  Key talking points:
  - Find ways to add fruits and vegetables to your dishes
  - Choose whole grains as ingredients
  - Choose ingredients with less fat like chicken with no skin
  - Use leaner meat
  - Cook foods with less oil and salt
  - Focus on portion control
  - Choose food preparation methods that use no fat like pressure cooking, steaming, broiling, grilling or microwaving

Tips on new ways to Tip the Balance

Keep track

- Record everything. Watch portion sizes
- Try a new way to spread your calories throughout the day.
- Try using the app and food log to keep track of your diet and activity.

Be Active

- Move throughout the day
- Join a group exercise class
- Find an exercise buddy
- Find ways to be active during sedentary activities e.g. avoid using remote when watching television.

Let us now discuss different ways to control your hunger. What are some things you can do to control your hunger?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

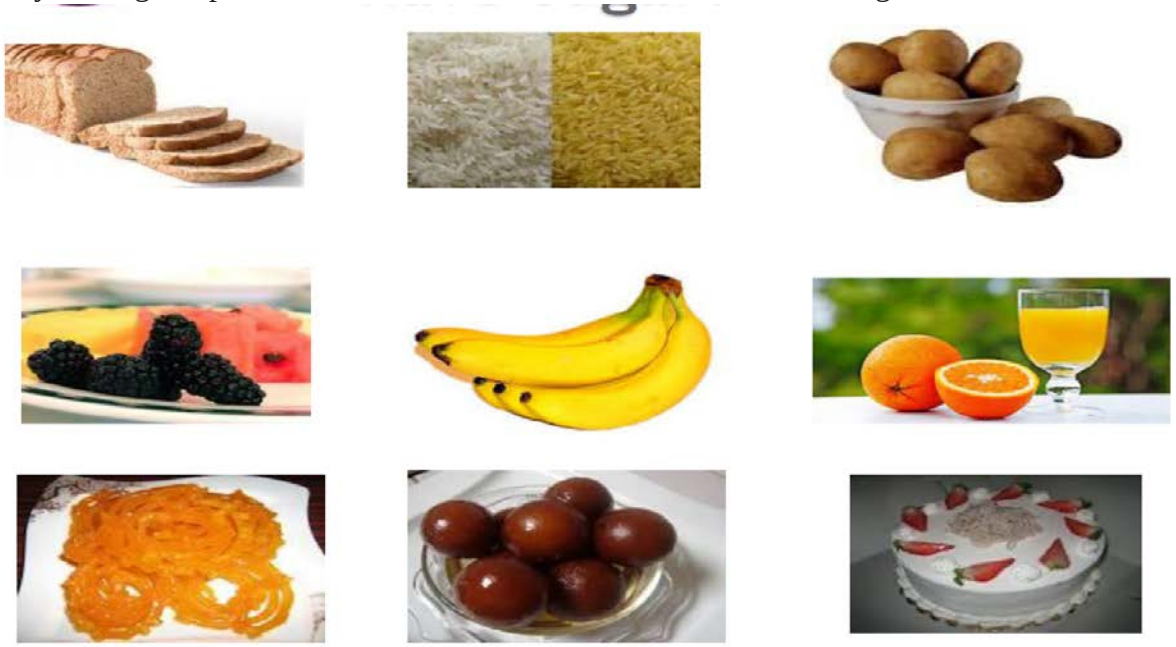
Activity 3: Be a sugar detective

Research:

- According to the most recent data from the National health and Nutrition Examination Survey, Americans eat about 17 teaspoons (73 grams) of added sugars per day on average (recommended is 25 grams or 6 teaspoons) or less.
- **South Asians are one of the highest consumers of sugar in the world.**
  - Nutrients. 2014 Dec 22;6(12):5955-74. doi: 10.3390/nu6125955.Sugar intake, obesity, and diabetes in India. Gulati S[1], Misra A[2].

What are added sugars? (Use the food model to demonstrate added sugar in food and drinks)

Start by sharing the picture below and ask, which of these foods have sugar in them?



Points to make:

- Sugars in your diet can be naturally occurring or added
- All foods have some sugar in them including fruits and vegetables.
- Fruits and vegetables have natural sugars and also have other nutrients e.g. fiber, vitamins and minerals which are essential.
- Foods that taste very sweet will increase your blood sugar very fast, so try to avoid very sweet foods.
- Added sugars are sugars and syrups put in foods during preparation or processing, or added at the table.
- Try to stay away from added sugars.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Follow up discussion:

- **What are the common sources of sugar in your diet**
- **Why do we use sugar in our food? Acknowledge taste and have people discuss how they may be adding more sugar for taste and emphasize that they can acquire the taste for low sugar in about a month.**
- **Where does the sugar in your diet come from?**
- **Out of the examples above, which ones are commonly used ones?**
- **Why do we eat these?**
- **Are there other kinds of sugar that people use which is not on the list?**
- **Discuss barriers to reducing sugar in diet.**
- **Discuss facilitators for reducing sugar in the diet**
- **Sweets play an important role in the South Asian culture. Does eating more sugar have a cultural meaning?**

Take away point:

- **On nutrition label avoid products with more than 8 grams of sugar per serving**
- **Avoid extra sugar in your diet and if you need to use them limit them to less than 25 grams (6 teaspoons) of added sugar.**
- **Do not force other people to eat more food or eat sweets**
- **You do not need to completely stop eating sugar**

Review the link below to read more about the AHA added sugar recommendations.

http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/Added-Sugars_UCM_305858_Article.jsp#.WfuLhnZrxaQ

Spend some time going over the drink models and make the point that if they drink one can of soda or store bought juice, it contains XX grams of sugar and they should not use any other added sugar to their diet.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

- Emphasize that they can read nutrition labels which will make it easier for them to identify the sugar content. **On nutrition label avoid products with more than 8 grams of sugar per serving**

Follow up discussion:

- **Has anyone tried to cut down on sugar? How has this experience been? Please share with the group.**
- **Can someone share any ideas on how to reduce added sugars in their diet?**

Pass the tip sheet and review all pointers on the sheet.

Tips on how to reduce added sugars:

- **Toss the table sugar** (white and brown), syrup, honey and molasses. Cut back on the amount of sugar added to things you eat or drink regularly like cereal, pancakes, coffee or tea. Try cutting the usual amount of sugar you add by half and wean down from there.

- **Swap out the soda.** Buy sugar-free or low-calorie beverages. Water is always the best choice!

- **Eat fresh, frozen, dried or canned fruits.** Choose fruit canned in water or natural juice. Avoid fruit canned in syrup, especially heavy syrup. Drain and rinse in a colander to remove excess syrup or juice.

- **Compare food labels and choose products with the lowest amounts of *added* sugars**. Dairy and fruit products will contain some natural sugars. Added sugars can be identified in the ingredients list.

- **Add fruit.** Instead of adding sugar to cereal or oatmeal, try fresh fruit (bananas, cherries or strawberries) or dried fruit (raisins, cranberries or apricots).

- **Cut the serving back.** When baking cookies, brownies or cakes, cut the sugar called for in your recipe by one-third to one-half. Often you won't notice the difference.

- **Try extracts.** Instead of adding sugar in recipes, use extracts like almond, vanilla, orange or lemon.

- **Replace it completely.** Enhance foods with spices instead of sugar. Try ginger, allspice, cinnamon or nutmeg.

- **Substitute**. Switch out sugar with unsweetened applesauce in recipes (use equal amounts).

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- **Try [non-nutritive sweeteners]** such as aspartame, sucralose or saccharin in moderation. Non-nutritive sweeteners may be a way to satisfy your sweet tooth without adding more calories to your diet. The FDA has determined that non-nutritive sweeteners are safe but you should limit using them.

DIETARY GUIDELINES FOR AMERICANS 2015-2020 EIGHTH EDITION

Cut Down on Added Sugars

Learn how to limit calories from added sugars—and still enjoy the foods and drinks that you love. Choosing a healthy eating pattern low in added sugars can have important health benefits.

The *2015-2020 Dietary Guidelines for Americans* recommends limiting calories from added sugars to no more than 10% each day. That's 200 calories, or about 12 teaspoons, for a 2,000 calorie diet.

What Are Added Sugars?

Just like it sounds, added sugars aren't in foods naturally—they're added. They include:

- Sugars and syrups that food manufacturers add to products like sodas, yogurt, candies, cereals, and cookies
- Sugar you add yourself—like the teaspoon of sugar in your coffee

Some foods have sugar naturally—like fruits, vegetables, and milk. The sugars in these foods are not added sugars.

The average American gets 270 calories of added sugars each day. **That's about 17 teaspoons of sugar!**

What's the Problem with Added Sugars?

Eating and drinking too many foods and beverages with added sugars makes it difficult to achieve a healthy eating pattern without taking in too many calories. **Added sugars contribute calories, but no essential nutrients.**

Almost half of the added sugars in our diets come from drinks—like sodas, fruit drinks, and other sweetened beverages.

What Foods Have Added Sugars?

Lots of them. Some include:

- Regular sodas, energy drinks, and sports drinks
- Candy
- Fruit drinks, such as fruitades and fruit punch
- Cakes, cookies, and brownies
- Pies and cobblers
- Sweet rolls, pastries, and doughnuts
- Dairy desserts, such as ice cream

How Can I Cut Down on Added Sugars?

You don't have to give up the foods you love completely. Instead, you can limit added sugars by making some smart, small changes to how you eat. Here are 3 things you can do:

1. **Find Out How Many Calories You're Getting from Added Sugars Now.**
   You can use the USDA's Supertracker.usda.gov/ to get an idea. Once you know, you can make changes.

2015-2020 Dietary Guidelines for Americans — Cut Down on Added Sugars — Page 1

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

A Mindfulness Eating Exercise: Simple Instructions

If you've heard about mindful eating but aren't sure where or how to start, here are instructions for a brief mindfulness eating exercise.

The following exercise is simple and will only take a few minutes.

Find a small piece of food, such as one raisin or nut, or a small cookie. You can use any food that you like. Eating with mindfulness is not about deprivation or rules.

Begin by exploring this little piece of food, using as many of your senses as possible.

First, look at the food. Notice its texture. Notice its color.

Now, close your eyes, and explore the food with your sense of touch. What does this food feel like? Is it hard or soft? Grainy or sticky? Moist or dry?

Notice that you're not being asked to think, but just to notice different aspects of your experience, using one sense at a time. This is what it means to eat mindfully.

Before you eat, explore this food with your sense of smell. What do you notice?

Now, begin eating. No matter how small the bite of food you have, take at least two bites to finish it.

Take your first bite. Please chew *very* slowly, noticing the actual sensory experience of chewing and tasting. Remember, you don't need to think about your food to experience it. You might want to close your eyes for a moment to focus on the sensations of chewing and tasting, before continuing.

Notice the texture of the food; the way it feels in your mouth.

Notice if the intensity of its flavor changes, moment to moment.

Take about 20 more seconds to *very slowly* finish this first bite of food, being aware of the simple sensations of chewing and tasting.

It isn't always necessary to eat slowly in order to eat with mindfulness. But it's helpful at first to slow down, in order to be as mindful as you can.

Now, please take your second and last bite.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

As before, chew very slowly, while paying close attention to the actual *sensory* experience of eating: the sensations and movements of chewing, the flavor of the food as it changes, and the sensations of swallowing.

Just pay attention, moment by moment.

Using a mindfulness eating exercise on a regular basis is *only one part* of a mindfulness approach to your diet. The liberating power of mindfulness takes deeper effect when you begin to pay mindful attention to your thoughts, emotions, and bodily sensations, all of which lead us to eat. Mindfulness (awareness) is the foundation that many people have been missing for overcoming food cravings, addictive eating, binge eating, emotional eating, and stress eating.

End

Think about what they would like to change and what we can talk about at the next session.

Review today's session: Tip the Calorie Balance/Mindfulness/Added Sugar

Next session: Being active every day and revisit resistance exercises (Most steps competition- Average of the steps for the week)

Date and time for exercise classes: _____

Things to prepare for session 13:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

SAHELI

Session 12 Handout
Tip the Calorie Balance

Calorie Balance: Calories In and Calories Out

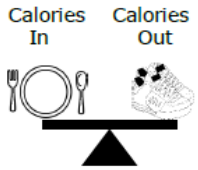
Your weight is a result of the **balance** between:

- **Calories in** from what you eat and drink
- **Calories out** from moving more (planned and spontaneous activity during your day)

If you want to change your weight, you need to "tip the balance".

The best way to "tip the balance" is to **both eat and drink less and be more physically active.**

"Tipping the balance" will help you lose weight and improve your health.

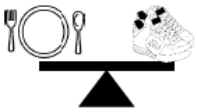


1. Your weight **stays about the same.**

2. Tipping towards **weight gain.**

3. Tipping towards **weight loss.**

4. You can reach a **new balance** at a lower weight.



DPP-Group Lifestyle Balance™ - Session 5
Copyright 2017 University of Pittsburgh **Page 2**

Be Aware of Liquid Calories

- **Drink more <u>water</u>**
- Replace sugar-sweetened beverages (soft drinks, sweetened coffee drinks, sweet tea, etc.) with water or ones that are calorie-free.
    - Do not add extra sugar to chai, tea or coffee. Limit liquid calories from coffee drinks such as Frappuccinos.
    - Limit liquid calories from alcohol. Alcohol increases appetite and lowers self-control.
    - Health experts recommend no more than two drinks per day for men and no more than one drink per day for women. If you don't consume alcohol, don't start.
    - Be aware of added sugars and/or fat.
    - Health experts say that moderate coffee intake is not associated with an increased risk of disease. This is defined as no more than 3 to 5 cups (8-ounce each). If you don't consume caffeine, don't start.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 13: Being Active Everyday

1. Weekly progress and review-- Brief review of previous session. Discuss participant's success, challenges and questions since last week

   Review of last session: *"Last week we learned about tipping the calorie balance (calories in from what you eat/drink and calories out from moving more), ways to avoid overeating, and we learned about added sugars and ways to reduce them."*

2. Review of goals and accomplishments- Ask participants to reflect on their accomplishments since the first sessions and review the progress towards each goal and help those who have not met their goals using MI (How do we do this so everyone gets a chance to talk about their accomplishments)

We would like to reiterate the benefits of exercise as discussed in session 4

Multiple research studies have shown that regular exercise has the following benefits

- Control your weight
- Reduce your risk of heart disease.
- Reduce your risk for type 2 diabetes and metabolic syndrome
- Reduce your risk of some cancers
- Strengthen your bones and muscles
- Improve your mental health and mood
- Improve your ability to do daily activities and prevent falls, if you're an older adult
- Increase your chances of living longer
- Helps manage stress

Be Active Everyday

In this session we would like to discuss different ways to increase your physical activity and stay active every day as part of your lifestyle. We all have busy lives and it is hard to make a change but we can take small simple steps to meet our goal.

Finding the time

Time is something we never seem to have enough of. This session will help you find time to be more physically active. If you struggle with finding the time, you may be surprised at the simple ways that you can include physical activity in your day

We all have busy lives. It seems we have little time for physical activity. But we can find the time.

Here are tips on how to make time to be active.

- Every day set aside one block of time to be active.
- Decide on a good time to set aside 20 to 30 minutes to do an activity you enjoy

1. If one block of time will not work, think about trying smaller blocks of time:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- 10 minutes three times a day
- 15 minutes twice a day
- 10 minutes in the morning, 10 minutes in the afternoon, and another 10 minutes in the evening

2. Replace less active blocks of time with active ones.

- Walk for half an hour instead of watching an extra half hour of TV.
- Instead of reading a book seated, read while on an exercise bike.

Health educator to pose the following questions:

- There are many ways to find time to increase physical activity in our daily lives.
- Think of some things you may have tried in the past.
  - How did it go ?
  - What could you have done differently?

Choosing an active lifestyle

Having an active lifestyle means making choices to move instead of to sit. For example, an active choice is to take the stairs instead of the elevator. An example of a not-so-active choice is to park your car as close to the entrance as you can. An active choice would be to park far away and walk to the entrance. These choices only take an extra minute or two, but they all make a difference and add up to a more active you.

This session is about making active lifestyle choices. All through your day, choose active options instead of less active ones.

Every minute adds up to a "**more active you**."

Group activity 1: Ways to stay active everyday

Let us now work as a group and create a list of how we can incorporate physical activity in our daily lives.

Use the worksheet below to write down some ideas to increase physical activity and share with the group.

Ways to stay active everyday

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Here are some ideas for being more active in you daily life:

- Take the stairs instead of the elevator.
- Walk around the outside of a store before going in.
- Get off the bus a stop or two early and walk the rest of the way.
- Walk to the mailbox or a neighbor's house instead of driving.
- Do some activity while watching TV. For example, ride an exercise bike or lift weights

Keeping it safe

Being active is usually safe, but sometimes problems can come up. The best way to avoid problems is to prevent them. Here are some ways to prevent common minor injuries.

- Prevent sore muscles or cramps
  - Increase only **a little at a time** how often, how intensely, and how long you are active.
  - Drink plenty of fluids (especially water) before, during, and after being active.
  - Warm-up before every activity, and cool-down afterwards.

Warming up and cooling down should take only 5 to 10 minutes.

- ✓ Do your planned activity, but more slowly or at a lower intensity, for 5 to 10 minutes.

- If you do get a muscle cramp, treat it this way:
  - Stretch the muscle, and then massage it. Repeat until the cramp goes away.
  - If you still have pain, put **ice** on the pain for a few minutes.
  - Then repeat the stretching and massaging.

REMEMBER: Stretch those muscles!

- Stretching is one of the best ways to keep muscles from becoming sore, cramped, or injured.
- Stretching also helps you be more flexible and feel relaxed.

How to Stretch

1. Do a short warm-up *before* stretching

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

2. Move slowly until you feel the muscle stretch. A safe stretch is gentle and relaxing.
3. Hold the stretch steady for 15 to 30 seconds. Do ***not*** bounce.
4. Relax. Then repeat 3 to 5 times.
5. Stretch within your own limits. Do not push yourself.

R.I.C.E.	What to do
Rest	□ Stop doing the activity. □ Rest for a few days. This will stop some bruising and help with healing. □ Apply splints, tapes, or bandages if they are needed.
Ice	□ Wrap ice or cold compresses in an absorbent towel or cloth, and apply to the injured area. Ice reduces pain, bruising, and swelling. □ Hold the ice in place for 10 minutes. Then take it off for 10 minutes. □ Repeat the ice-on and ice-off schedule as often as you can during the first 24 to 36 hours after you're injured. **IMPORTANT:** Make sure to wrap the ice or cold compresses in an absorbent towel or cloth before you apply them to the injured area. Unwrapped ice or ice wrapped only in plastic can cause frostbite and more injury.
Compression (Pressure)	✓ Apply pressure by wrapping the injury with an elastic bandage. The bandage helps to reduce swelling and blood flow to the injured area. □ The bandage should be tight enough to reduce blood flow but not cut it off completely. Loosen the bandage if your toes or fingers begin to feel numb or lose their color.
Elevation	□ Lift the injured area above your heart. Keep it elevated whenever possible, not just when it has ice on it. □ This technique helps reduce internal bleeding and stop pain and throbbing in the injured area.

6. Never stretch if you have pain before you begin. If a stretch causes pain, stop doing it. *Listen to your body!*

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Treating an Injury

With proper stretching, and the right amount and type of activity for you, injuries should not be a problem.

If you get a sprain, strain, "pull" or bruise, remember

R.I.C.E. (rest, ice, compression, elevation)

Call your doctor:

- If the injury is serious.
- If you're not sure whether the injury is serious.
- If you cannot move the injured area, or there is sudden, severe swelling. These may be signs of a broken bone.

Make it Work for You!

Being active doesn't have to mean trips to the gym or walking for a long time on a treadmill. You can be active anywhere. The place is not important. What is important is finding the time to be active and being active regularly throughout the day.
You'll be surprised at how easy it can be!

F.I.T.T. is an acronym used to describe the components of a solid aerobic activity program and was presented to you in session 8. It can also be modified for use with resistance training to guide you in how to improve muscular strength and endurance in a safe manner.

- Frequency: refers to the frequency of exercise undertaken or how often you exercise.
- Intensity: refers to the intensity of exercise undertaken or how hard you exercise.
- Time: refers to the time you spend exercising or how long you exercise for.
- Type: refers to the type of exercise undertaken or what kind of exercise you do.

Here are some key definitions:

- **Range of motion:** the extent of movement around a specific joint
- **Repetition (or "rep"):** taking one exercise through its

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

complete range of motion one time

- **Set:** a group of repetitions performed before resting. For example, Sadie does a wall push-up. She repeats it 10 times. This is one set.

Review today's session: Today we learned about being active everyday and revisited resistance exercises

Next session: We will learn about managing slips and how to get social support from family and friends. We will also give an award to the person who has the most steps from Fitbit next week!

Date and time for exercise classes: _____

Things to prepare for session 14:

STOP! Take a walk with the group

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

SAHELI

Session 13
Being Active Everyday

Use the worksheet below to write down some ideas to increase physical activity and share with the group.

Ways to stay active everyday

How to Stretch

1. Do a short warm-up *before* stretching
2. Move slowly until you feel the muscle stretch. A safe stretch is gentle and relaxing.
3. Hold the stretch steady for 15 to 30 seconds. Do ***not*** bounce.
4. Relax. Then repeat 3 to 5 times.
5. Stretch within your own limits. Do not push yourself.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

SAHELI

Session 13
Being Active Everyday

R.I.C.E.	What to do
Rest	☐ Stop doing the activity. ☐ Rest for a few days. This will stop some bruising and help with healing. ☐ Apply splints, tapes, or bandages if they are needed.
Ice	☐ Wrap ice or cold compresses in an absorbent towel or cloth, and apply to the injured area. Ice reduces pain, bruising, and swelling. ☐ Hold the ice in place for 10 minutes. Then take it off for 10 minutes. ☐ Repeat the ice-on and ice-off schedule as often as you can during the first 24 to 36 hours after you're injured. **IMPORTANT:** Make sure to wrap the ice or cold compresses in an absorbent towel or cloth before you apply them to the injured area. Unwrapped ice or ice wrapped only in plastic can cause frostbite and more injury.
Compression (Pressure)	✓ Apply pressure by wrapping the injury with an elastic bandage. The bandage helps to reduce swelling and blood flow to the injured area. ☐ The bandage should be tight enough to reduce blood flow but not cut it off completely. Loosen the bandage if your toes or fingers begin to feel numb or lose their color.
Elevation	☐ Lift the injured area above your heart. Keep it elevated whenever possible, not just when it has ice on it. ☐ This technique helps reduce internal bleeding and stop pain and throbbing in the injured area.

With proper stretching, and the right amount and type of activity for you, injuries should not be a problem.

If you get a sprain, strain, "pull" or bruise, remember

R.I.C.E. **(rest, ice, compression, elevation)**

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 14: Managing Slips

60 mins

- **Testimonials**
  - **Why did they join SAHELI**
  - **What have they accomplished so far**
- **Food log and step count**
  - **Reflection on food logging and step count**
- **Review goal setting. Progress**

Review of previous session: Last week we discussed being active every day and revisited resistance exercises

Activity 1: Progress review and Slips

Ask participants to share the progress they have made so far and what are their accomplishments. Ask one person to share how they will continue to make the progress. What are the eating and physical activity changes they plan to focus on at this time?

Discuss "Slips"(Phisalna)

Unable to keep up with the goal of lifestyle change and slipping into the old habit is normal and expected. These are time when you do not follow your plans for healthy eating or being physically active. This is a normal part of lifestyle change.

Remember it is normal to slip when you are making a lifestyle change but how you react to the slip will determine your success.

Let us talk about some things that may cause us to slip from eating healthy_____
_____

Let us talk about some things that may cause us to slip from staying physically active
_____
_____

- Remember it takes between 21 and 66 days to form and sustain a new habit.
- Review the list of things they mentioned may cause a slip and reiterate that these are habits.
- We slip because we go back to our old ways which is a habit.
- It takes about 1 month to form a new habit.
- So how we react to a slip will be a new habit that you form and practice.
- You can learn new ways and form a new habit to react to slips and get back on your feet again.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Two important things to remember

1. Slips are normal and to be expected

   Ask people to raise hand if they have slipped into their old habit atleast once while making a lifestyle change. Raise your hand as well.

   (State that 99.99% of all people on their way to a lifestyle change have slips)

2. No one time of eating too much or being inactive, no matter how extreme, will ruin everything

   Ask someone to share about his or her experience with slipping.

   (State that slipping is not the problem but the problem is how we react to the slips and get back on our feet)

   Activity 2: Group activity:

   What are some ways to manage your slips?

   Brainstorm: Ask participants to share

   If no one shares, then use the example below.

   Usha has enrolled into the SAHELI study. She like pancakes with syrup but has been trying to stay awake from it. One time at an office pancake party all the team members forced Usha to try some pancakes and she gave in and ate 2 pancakes. Usha realized that she had slipped and could not forgive herself. She was feeling very bad but after sometime she forgave herself and instead made a plan instead. She decided that the next time her team members force her she will say that she is fasting and go for a walk when the pancake party takes place.

   Review the pointers below if they do not bring them up

   - Talk back to self-defeating thoughts with positive thoughts
     - Do not let self-defeating thoughts like "You cannot do it", "I am a failure" stop you. State positive thoughts like, " I know I can do it" and "I am not a failure because _____, I know I will stand back on my feet."
   - Ask yourself what happened
     - Use problem solving. Learn from the slip and think about why it happened. Next time the situation arises, be prepared and try not to slip.
   - Regain control the very next time you can
     - Do not give up. If you notice you slipped, move on and get back to your healthy lifestyle routine the next time. E.g. If you were at a wedding and

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

indulged in the treats, do not feel bad about it but just move on and get back to your routine the next morning.

- Talk to someone supportive
    - Get support from your friend/family member or even your health coach. Brainstorm and discuss your strategies for managing the slip.
- Focus on all the positive changes
    - Remember a few slips will not take you down. Focus on all the positive changes and your progress so far and how you can continue this forward.

Activity 3: Group activity: Ask some other team member to share their example of no one shares, then use the example below.

Help Usha/Mohammed with their slips

1. Usha/Mohammed have joined the SAHELI study and their goal was to lose some weight and manage their blood sugar levels that are not under control with the current medication. They have been coming to class regularly and made lifestyle change and S/he has lost 4 pounds in the last 2 months and his/her blood sugars are under control with the current medication. S/he are happy with their progress. S/he is going to her sister's house for a week.

2. Usha/Mohammed have worked very hard for 2 months and s/he felt that they deserved to lose control for the trip and enjoy the trip with his/her sibling. S/he did not take their food logging journal or Fitbit and decided to eat and drink whatever they wanted and slack on exercise.

3. After reaching home Usha/Mohammed noticed that s/he had gained 2 pounds and his/her blood sugar was not in control. S/he realized that they had slipped and all the hard work for last 2 months had gone to waste.

4. S/he were very upset that all the hard work for the last 2 months was wiped out in a week. S/he think this lifestyle change is not worth it and say to themselves, "I can never do this and keep up with my goals". "I cannot even enjoy for a few days and this is not worth it", " I am such a loser". S/he thinks they cannot stick to lifestyle changes for long term

5. Usha/Mohammed have now stopped food logging and tracking their step count and slipped into his/her old habits and now gained another pound. S/he was feeling ashamed and stopped coming to SAHELI class.

6. Usha/Moahmmed have now gained more weight and her blood sugar control is very poor. She is not feeling well. She now says to herself, "I am not letting this experience ruin my long term goals, "I can do it". She pushes herself to attend the next SAHELI class. At the class she meets her friends and is very happy to stay on track with his/her long term goal.

Discussion points:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- **What was the situation that caused the slip?_____**
- **What did Usha/Mohammed do well? Not so well?_____**
- **Which part of this story can you relate to? _____**
- **How could they have managed the slip better? _____**

STOP! Take a short break for stretching

Activity 4:

Use the log below to write down about your slips and how you will respond to them

Describe one thing that caused you to slip from healthy eating:

How can you avoid this in the future?

What are some situations that make you slip?

How will you handle the slip?

Who will you ask for support when you slip?

Describe one thing that caused you to slip from being physically active:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

How can you avoid this in the future?

What are some situations that make you slip?

How will you handle the slip?

Who will you ask for support when you slip?

Self-defeating thoughts

Activity 5: Discuss

Self-defeating thoughts can hinder with your progress and can lead to a cycle of slipping into your old habits. Always think of replacing a self-defeating thought with a positive thought. Example below

Self-defeating thought: Usha/ Mohammed say "I do not think I can do this for the rest of my life. Lifestyle change is very hard."

Result: Usha/ Mohammed get back into your old habit of eating unhealthy and their blood sugar gets out of control and they need to start taking another medicine.

Common kinds of self-defeating thoughts and how you replace them with a positive thought

- **Good or Bad**
  - Divide everything into a good or bad category
  - Success and failure
    - Examples: "I ate a gulab jamun so I failed in my program"
      - Positive thought: (Ask the group to share) "There are no good or bad foods and I will make sure I eat my fruits and vegetables"

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- **Excuses**
  - Blame something or someone else for the problem
    - Examples: "I have to keep the sweets or fried snacks in my house in case I have guests", "It is too cold and I cannot go for my walk"
      - Positive thought: (Ask the group to share) "I will offer my guests fruits and some healthy snacks I made and have they try. I think they may like it" "I can try and walk in my house to get my exercise"
- **Should**
  - Stating that they should have done something differently
    - Examples: "I should have eaten a fruit instead of the potato chips"
      - Positive thought: (Ask the group to share) "Next time I will make sure I get a fruit in place of the fried snacks"
- **Not as good as**
  - Stating that they are failing because they are not doing as good as the other person
    - Examples: "Asha started the class at the same time as me and she lost more weight. I don't think this is for me"
      - Positive thought: (Ask the group to share) "Asha is different from me and we both can lose weight in a different way. My blood sugar control is doing good and I am feeling better"
- **Give up**
  - Wanting to give up and not try more
    - Examples: "This is too hard for me"
      - Positive thought: (Ask the group to share) "Now I know what is difficult for me, I will try a different approach"

Activity 6: Group exercise: Let us help Usha/Mohammed from the previous example to get over their self-defeating thoughts and replace them with a positive thought.

Work in small groups. Also discuss how you can use this for yourself at home.

1. **Thought:** "I am going to enjoy this week with my sister and not worry about my healthy eating and exercise"

Positive thought:

2. **Thought:** "I will stop going to the class. I cannot face my health coach"

Positive thought:

3. **Thought:** "I cannot even enjoy for a few days. This program is not for me"

Positive thought:

Review today's sessions:
We just learned about how to manage slips and get social support from family and friends

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Next session: Social cues and eating out

Date and time for exercise classes: _____

_____

Things to prepare for session 15:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 14 Handout
Managing Slips

Remember it is normal to slip when you are making a lifestyle change but how you react to the slip will determine your success.

- It takes between 21 and 66 days to form and sustain a new habit.
- We slip because we go back to our old ways which is a habit.
- It takes about 1 month to form a new habit.
- You can learn new ways and form a new habit to react to slips and get back on your feet again.

Activity 4

Use the log below to write down about your slips and how you will respond to them

Describe one thing that caused you to slip from healthy eating or being physically active:

How can you avoid this in the future?

What are some situations that make you slip?

How will you handle the slip?

Who will you ask for support when you slip?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

Session 15: Social Cues and Eating out

60 mins

Review of last session: In last week's session, we learned about managing slips and getting social support from family and friends.

In today's session, we will learn about social cues and eating out.

What other people say or do may have a big impact on your eating and physical activity. **These are called social cues.**

Problem Social Cues:	**Examples:**
The sight of other people eating problem foods or being inactive.	
Being offered (or pressured to eat) problem foods or invited to do something that involves sitting for a long time.	
Being with peers who are rarely active.	
Being nagged.	
Hearing complaints.	

Helpful Social Cues:	**Examples:**
The sight of other people eating healthy foods or being active.	
Being offered healthy foods or invited to do something active.	
Being praised.	
Hearing compliments.	

When you respond to a social cue in the same way, you build a habit.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

The other person has *also* learned a habit. This makes social cues even harder to change than other cues.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

To Change Problem Social Cues:

1. **Stay away from the cue, if you can.**
    - Example: Move to a different room.
2. **Change the cue, if you can.**
    - Discuss the problem with the other person.
    - Brainstorm options.
    - Tell the other person about GLB and your efforts to eat a healthier diet and be more active to lose weight and improve health.

Ask others to:

- Praise you for your efforts and
- Ignore your slips.

This is KEY to your success.

3. **Practice responding in a healthier way.**
    - Say "No" to food offers.
    - Show others you know they mean well.
    - Suggest something they can do to help you.
    - *Example:* "No, thanks. But I'd love a glass of ice water."

Remember, it takes time to change habits.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

To Add Helpful Social Cues:

- Spend time with people who are active and make healthy food choices.
- Put yourself in places where people are active.
- Set up a regular "date" with others to be active.
- Ask your friends to call you to remind you to be active or to set up dates to be active.
- Bring a low-calorie food to share when you go to a party.
- When it's appropriate, be the first to order when you eat out at a restaurant.
- Be social by doing something active. Take a walk and talk.
- What are some other social cues you might find helpful?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

What Social Support Do You Need?

Research shows that people are better able to reach their eating and activity goals if they have some type of social support in place. What support do you need?

For healthy eating: _____

For being more active: _____

What could others do to help you? Here are some ideas. Check the ones that are important to you. You may need to teach your family and friends how to support your efforts.

Ways to help me eat healthy:	**Ways to help me be more active**
☐ Serve low-calorie foods for meals.	☐ Go for a walk with me. Or do other physical activities with me.
☐ Eat low-calorie foods when I'm nearby.	☐ Plan social events around being active.
☐ Don't tempt me with problem foods as a reward or gift.	☐ Compromise when my being active conflicts with your schedule.
☐ Clear the table and put food away as soon as the meal is over.	☐ Praise me when I do my scheduled activity. Don't remind me when I don't.
☐ Help with cooking, shopping, or cleaning up after meals.	☐ Do one extra household chore to allow time for me to take a walk.
☐ Don't offer me second helpings	☐ Set up a regular date with me to be active.
☐ Encourage me to cook or try new foods.	☐ Encourage me to go out for a walk when I'm debating whether or not to go.
☐ Praise my efforts to eat healthier foods.	☐ Try to achieve and maintain the GLB goals with me.
☐ Other:	☐ Other:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Social Cues are Powerful at Social Events

Social events:

- Upset our routine.
- Challenge us with unique food and social cues.
- May involve habits that have developed over many years and so can be very powerful.

To handle social events, problem solve. Brainstorm your options.

Options:	Examples:
Plan Ahead.	■ Eat something before an event. ■ Plan your meal in advance. Budget your calories for the day. ■ Plan to eat the best (in small portions) and leave the rest. ■ Bring a tasty, low-calorie dish to share.
Stay Away from Problem Cues.	■ Stand as far away as you can from the table with the food. Keep your hands busy with a glass of water, coffee, tea, or calorie-free beverage. ■ Watch the alcohol. It lowers your willpower and increases appetite. ■ Clear the table as soon as possible. Put the food away.
Change Problem Cues.	■ Discuss your goals with your family, friends, guests, host or hostess. ■ Ask others to praise your efforts and ignore your slips.
Respond to Problem Cues in a Healthier Way.	■ Practice a polite, but firm, "No, thank you." ■ Suggest something else they can do to help you.
Add Helpful Cues.	■ Serve healthy foods or bring some to share. ■ Use low-calorie ingredients or cooking methods to lower the calories in favorite recipes. ■ Try some new, low-calorie recipes. ■ Ask a friend or family member for support (split dessert with you, take a walk together, offer you healthy food choices). ■ Plan things to do that are active and don't involve food.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

STOP! Take a short break for stretching

Think about a social cue which is a problem for you

Pick one idea from this session for changing that social cue. Choose one that is likely to work and that you can do.

Make a positive action plan.

I will: _____

I will do this first: _____

Roadblocks that might	I will handle them
_____	_____
_____	_____
_____	_____

I will do this to make my success more likely:

_____

_____

How can I get the support I need?

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Positive Social Cues You Would Like to Add

Pick one idea from this session for adding that social cue. Choose one that is likely to work and that you can do.

Make a positive action plan.

I will: _____

When? _____

I will do this first: _____

Roadblocks that might come up: I will handle them by:

_____ _____

_____ _____

_____ _____

I will do this to make my success more likely:

_____

_____

_____

How can I get the support I need?

_____

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Getting Ready for the Holidays

Planning ahead is the key to staying active and eating healthy during the holidays.

1. Take time to think about potential problems in advance.
2. Write down the problem. List some possible solutions.
3. Choose the best strategy. Write it down.
4. Plan to reward yourself. Write down what you will do to earn the reward. Plan a non-food reward.

Ten Ways to Get Ready for the Holidays

1. Plan pleasures other than food or drink.
2. Hold a family conference well before the holidays.
   - Are we going to have tempting high-calorie foods in the house?
   - Get the family to agree not to nag you about what you eat or your activity plan.
   - Are there positive ways they can help?
   - What changes can be made to the holiday menus?
3. When you decide to eat a special high calorie food, choose quality, not quantity.
4. Plan ahead to be assertive with hosts. Let hosts know, in a clear and direct way, what you are planning to eat and not eat.
5. Eat something before you go to a party.
6. Decide what you want to do about alcohol. Alcohol increases appetite. It also lowers self-control. If you drink, are you aware of the calories involved?
7. Beware of fatigue, rushing, and tension. Look for early warning signals. Plan nonfood ways to cope, including exercise. Also, make plans to simplify.
8. Prepare for old friends or relatives you see only at holidays.
9. Plan for other pleasures *after* the holidays.
10. Make *reasonable* New Year's resolutions.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Staying Active on Holidays

For most of us, staying active on holidays isn't easy. Holidays upset our routine. They also challenge us with unique social cues. What's more, holidays may involve inactive habits that have developed over many years.

The key to staying active on holidays is planning.
Take a minute to think ahead about your next holiday.

- Where will you be?
- What might the weather be like?
- What days and times of the day will you have available for exercise?
- Are there nearby places to exercise?
- Who will you be with? Are they supportive of your being active?
- What kind of "holiday mind" thoughts might get in the way of staying active (e.g., I'm off from work now)?
- If you are traveling, what gear or clothing will you need to pack?
- How can you make staying active extra fun and festive?

I will: _____

When? _____

I will do this first: _____

Roadblocks that might come up:	I will handle them by:
_____	_____
_____	_____
_____	_____

I will do this to make my success more likely: _____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Lifestyle Balance on Vacation

Ways to Handle Vacations

1. Plan pleasures other than food or drink.

- Plan the kind of vacation *you* want.
- Think about what you like to do for physical activity. Can you make that a part of your vacation?

2. Hold a family meeting ahead of time.

- What did we like or dislike about our last vacation? What will we do this time? How will we handle food and eating out?
- Can we find a fun way to all be physically active this vacation? Get the family to agree not to nag you about your eating or activity. Talk about ways your family can help.

3. Have reasonable expectations for your vacation.

- Keep track of your eating and physical activity.
- Weigh yourself often. But remember, scales differ. Plan to *maintain* your weight.
- Let go a little. Eat something special. (Choose the best. Have a small portion.) Get extra activity.

4. If you tend to be tense on vacation:

- Avoid long periods when you're doing what others want and not what you want.
- Plan daily times to relax.
- Plan regular breaks while driving.

5. Decide what you want to do about alcohol.

- Alcohol may lower self-control. If you drink, be aware of the calories.

6. Balance rest with physical activity.

- Look for ways to be active that you enjoy.

7. Prepare **for friends or relatives you haven't seen in a while.**

8. Plan for pleasures *after* your vacation.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Review today's session: Today we learned about social cues and how to make healthier choices when eating out.

Next session: We will learn on how to stay motivated.

Date and time for exercise classes: _____

Things to prepare for session 16:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

SAHELI

Session 15
Social Cues and Eating Out

Pick one idea from this session for adding that social cue. Choose one that is likely to work and that you can do.

Make a positive action plan.

I will: _____

When? _____

Roadblocks that might come up:	I will handle them by:
_____	_____
_____	_____
_____	_____

I will do this to make my success more likely:

_____

_____

_____

How can I get the support I need?

_____

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 16: Staying Motivated

60 mins

Review of last session: Last week, we discussed social cues, social support and how to make healthier choices when eating out.

This week, we will discuss on ways to stay motivated.

- Weekly progress and review-- Brief review of previous session. Discuss participant's success, challenges and questions since last week
- Review of goals and accomplishments- Ask participants to reflect on their accomplishments since the first sessions and review the progress towards each goal and help those who have not met their goals using MI

Today we are going to talk about how to stay motivated for the long term and how to make your commitment to healthy eating and physical activity last for a lifetime.

Use the handout below to write down your progress so far

1. **What are some of the major changes you made to be more active?**
   - Take a minute to write down these changes on the handout. Include both what you do to reach your daily step count and what you do to be more active in general (the lifestyle activity, such as taking the stairs instead of an elevator).
2. **What are some of the major changes you made to eat healthier?**
   - Take a minute to write down these changes on the handout. Include any goals you have made
3. **What are any other lifestyle changes you've made?**
4. If you have not met your weight and activity goals, take a couple of minutes to think about, and write down, what you can do to improve your progress. If you have met your SMART goals, use choose new SMART goal. For example, do you want to continue losing weight, or do you want to maintain your present weight? Do you want to increase your activity level? Or do you just want to manage your stress?

Progress Review		
Changes you made to be more active:		
Change you made to eat healthier:		
Any other changes you want to make to your lifestyle:		
Have you reached your diet goal	Yes	No
Have you reached your activity goal	Yes	No
Have you reached any other goal	Yes	No
If you have not met one or all of these goals, what will you do to move closer to them?		

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Discussion:

- Praise participants for the changes and encourage them to keep it up
- Have some participants share their accomplishments and how they achieved them
- Whether or not participants met their goal for diet and physical activity, praise the progress they made.

Importance of staying motivated:

- Motivation is crucial to maintaining healthy eating and physical activity for the long term, but staying motivated is one of the biggest problems people face.

- Sometimes staying motivated is difficult just because we are doing well. This is ironic—our progress itself makes it hard to *maintain* that progress. But think back to when you first joined the program.

Educator to tailor the following examples to the individual participant's experience in the program so far.

- You may have felt tired when you went upstairs, motivating you to become more active. Now that you are more active, you can climb stairs without difficulty. This means that your source of motivation — feeling tired when you climbed stairs— is gone.

- It is the same for weight. When you first came to the program, your clothes may have been tight, motivating you to lose weight. If your clothes are looser now, you no longer have tight-fitting clothes as a source of motivation.

Ways to stay motivated:

However, it *is* possible to stay motivated for the long term, and as we discussed, staying motivated is important to maintaining healthy eating and regular activity.

Here are some ideas that other people found helpful for staying motivated.

1. Recognize your successes.

2. Look to family or friends for help in staying motivated.

3. Add variety to your routine.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

4. Create some friendly competition.
5. Remember, slips are normal.
6. Identify additional strategies.
7. Stay aware of the goals you've already reached and the goals you plan to reach.

Use the handout below

1. Recognize your successes.

- ☐ What changes in your eating and activity do you feel proudest of?
- ☐ What was easier than you thought it would be? What was harder?

2. Look to family and friends for help in staying motivated.

- ☐ Call your health educator, fellow group member, or friend for encouragement and support.
- ☐ Ask for help from your family members
- ☐ Talk to your family and friends about any stressors.

3. Add variety to your routine.

- ☐ How have you varied your activity?
- ☐ How do you vary meals and snacks to avoid becoming bored?
- ☐ What new ways can you try to vary your food choices?

4. Create some friendly competition.

- ☐ Set up a friendly contest with your family/friends or fellow group members

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

- What ideas do you have for a contest?

5. Remember, slips are normal.

- If you do slip, focus on how to get back in the game. Stay motivated.

6. Identify new ways to challenge and reward yourself.

- Develop ways to reward yourself when you meet new challenges.

Challenges: Should be specific, short-term, and realistic.

Rewards: Something you will do or buy if, and *only if*, you succeed in your challenge.

- What are some non-food ways you can reward yourself for meeting a challenge?

7. Stay aware of goals you've already reached and the goals you plan to reach.

- What did you hope to achieve when you first joined this program?
- Have you reached these goals?
- Were there any benefits to being in the program that you did not expect?
- What would you like to achieve during the next 6 months of the program?

Let's look at each idea in detail.

Idea #1: **Recognize your successes.**

Remember your testimonials and how you have accomplished your goals.

Ask these questions:

- What changes in your eating and activity habits do you feel proudest of?
- What was easier to change than you thought it would be?
- What was harder to change than you thought it would be?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

When your motivation is running low, think about all these positive changes, and give yourself credit for them. Try not to lose momentum

***Idea #2*: Look to family and friends for help in staying motivated.**

If you notice that your motivation is dropping, call me, or call a friend or another group member.

- Look up to a role model and see how they stay motivated

Everyone has trouble staying motivated sometimes, so we all understand. And we can help each other through the tough times.

Different ways to ask for support are:

- Asking for help with other household chores so you can make time for exercise
- Ask your family members to hold you accountable or go for walks with them
- Share how you feel with your family and friends
- It is ok to set limits and say "No"

***Tactic #3:* Add variety to your routine.**

We talked before about jump starting your activity plan. How did you add variety to keep yourself from becoming bored with staying active? What differences did you notice in how you feel about physical activity?

The same thing is true with eating. You need not use the same low-fat salad dressing every night. Experiment with different low-fat products. Try new recipes, and visit new restaurants. Do not approach healthy eating as a chore, but as an art.

Ask: What meals, snacks, or particular foods have become boring? What ways can you vary your eating? What are suggestions about healthy foods or meals that you enjoyed?

Present: Here are some suggestions for varying your meals:

- Use seasonings to add flavor to dishes. If needed, you can review the handout on adding flavor without adding fat and salt.
- Try a wide range of fruits, vegetables, and grains.
- Have a variety of colors, textures, and tastes on your plate.
- Make one night a week an ethnic night, a soup night, or a vegetarian night. Experiment with preparing various recipes for these foods.
- If you eat out often, plan more meals at home.
- If you eat at home often, plan more meals out. Why have you stopped eating out; How does this make you feel? Has this left you feeling restricted and deprived? Have you stopped inviting friends over to eat or accepting invitations to eat at their homes?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- Do not deny yourself the pleasure of social eating. Instead, make a plan for how to handle these times, and then try your plan and see how it works. You may make a few mistakes at first, but it's important to know that you can eat out and still eat healthfully.

- Share food preparation and dining with others as a way to relax. Invite people over to prepare a healthy dinner together. Cook with your children and spouse.

- Plan potluck dinners around a certain theme and share the best recipes you discover as a group.
- Subscribe to a magazine that has healthy recipes and food ideas. There are also cookbooks, websites, and cooking shows that offer fresh ideas.

- Take a cooking class that teaches healthy cooking.

Present: Take a moment to write your ideas on the handout.

My ideas to add variety to my routine

Idea #4: **Create some friendly competition.**

Have a friendly competition with a friend or relative. The prize should be something you both win.

Discussion:

- Healthy salad, whole grain dish, healthy plate etc competition
- Fitbit challenges
- How did you like the competitions we held as part of the class? Can you continue these as a group?
- Please share ideas for competitions?

Suggestions for friendly competitions:

- Join the Fitbit competition
- If you and your friend are both active every day for a month, at the end of the month you will both do _____?
- If you are active every day for a month and your daughter does her homework every day for a month, you will both treat yourselves to_?
- See how many days in a row you can be active for at least 30 minutes. Try to beat yourself. For example, if last month you were active 7 days in a row, see if you can do 8 or 10 this month.

***Idea #5*: Remember, slips are normal.**

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

-
- If you do slip, immediately begin focusing on how you can get back on track. Remembering that slips are a normal part of the process will help you to look forward rather than back.

Idea #6: **Identify new ways to challenge and reward yourself.**

The new challenges should be specific and short- term ("I will not use butter or margarine on my vegetables this week"). It should also be something that is not too easy or too hard. It should be realistic but also be hard enough that you will feel you accomplished something if you succeed.

The reward should be something you will do or buy if, *and only if,* you reach your goal. The reward need not be fancy or cost a lot. It can be something you enjoy (e.g., reading the paper or taking a bubble bath after you walk) with the difference being that you will take the reward *only if* you succeed in the challenge.

For example, "After I walk ten additional minutes, I will call my friend and chat." Then, if you need a boost to keep you going during your walk, you can think about what you will talk about with your friend.

Discussion: What are some non-food ways you can reward yourself?

Offer these ideas:

- Buy fresh flowers.
- Treat yourself to a manicure.
- Go to a movie.
- Go to a game.
- Set money aside for something you want to buy or do.
- Take a bubble bath.
- Buy a favorite magazine.
- Take time for yourself to__(be specific).

Ask participants to write their reward ideas on the handout.

Idea #7: **Stay aware of the goals you've already reached and the goals you plan to reach.**

Again, think back to when you first joined the program. What did you hope to achieve?

- Refer participants to their values and the purpose of why they joined the program from session 1.
- Take a moment to look at the values and purpose. Think back to when you first started the program. Now, think about where you are now. You came a long way. And, as you move on, continue to practice the three important principles of this program: 1) recognize success, 2) self-monitor, and 3) seek support.
- How do you think these three principles contributed to your progress?
- Now, let's go back to the "Ways to Stay Motivated" handout.
    - Did you achieve your goals?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

- Did you receive any benefits that you did not expect?
- **Write** those benefits on your "Ways to Stay Motivated" handout.
- **Ask:** What would you like to achieve during the next 6 months of the program?
- **Write** your list of goals on the handout, and look at them later when you need motivation.
- **Ask** for volunteers to share what they want to achieve.

Review today's session: Staying Motivated

Next session: We will have a booster session in 4 weeks and will play a fun game of Who Wants to be a Millionaire (Kaun Baneja Karore Pathi)

***Give out certificate of SAHELI program completion to participants**

Date and time for exercise classes: _____

Things to prepare for session 17:

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

STOP! Take a walk with the group

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

SAHELI

Session 16
Staying Motivated

Use the handout below to write down your progress so far

1. What are some of the major changes you made to be more active?
   - Take a minute to write down these changes on the handout. Include both what you do to reach your daily step count and what you do to be more active in general (the lifestyle activity, such as taking the stairs instead of an elevator).

2. What are some of the major changes you made to eat healthier?
   - Take a minute to write down these changes on the handout. Include any goals you have made.
3. What are any other lifestyle changes you made?

Progress Review		
Changes you made to be more active:		
Change you made to eat healthier:		
Any other changes you want to make to your lifestyle:		
Have you reached your diet goal	Yes	No
Have you reached your activity goal	Yes	No
Have you reached any other goal	Yes	No
If you have not met one or all of these goals, what will you do to move closer to them?		

Present: Take a moment to write your ideas on the handout.

My ideas to add variety to my routine

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 17: Highlight achievement and Game show

60 mins

Activity 1: Review of goals and accomplishments- Ask participants to reflect on their accomplishments and review the progress towards each goal and help those who have not met their goals using MI

- **Check in on the Fitbit battery. Have the batteries ready to be replaced and show them how to replace them.**

Ask them how they are keeping up with their healthy lifestyle

1. What are some of the major changes you made to be more active?
   - Take a minute to write down these changes on the handout. Include both what you do to reach your daily step count and what you do to be more active in general (the lifestyle activity, such as taking the stairs instead of an elevator).
2. What are some of the major changes you made to eat healthier?
   - Take a minute to write down these changes on the handout. Include any goals you have made
3. What are any other lifestyle changes you made?
4. If you have not met your weight and activity goals, take a couple of minutes to think about, and write down, what you can do to improve your progress. If you have met your SMART goals, use choose new SMART goal. For example, do you want to continue losing weight, or do you want to maintain your present weight? Do you want to increase your activity level? Or do you just want to manage your stress?

Progress Review		
Changes you made to be more active:		
Change you made to eat healthier:		
Any other changes you want to make to your lifestyle:		
Have you reached your diet goal	Yes	No
Have you reached your activity goal	Yes	No
Have you reached any other goal	Yes	No
If you have not met one or all of these goals, what will you do to move closer to them?		

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Discussion:

- Praise participants for the changes and encourage them to keep it up
- Have some participants share their accomplishments and how they achieved them
- Whether or not participants met their goal for diet and physical activity, praise the progress they made.

Activity 2:

- Use the PowerPoint and go over the game show of Kaun Banega Crorepati
- Translate the question to Hindi/Urdu/Gujrati if needed
- Give one person a chance to respond to the question.
- We have 14 questions so if we have a group of seven people then each person has a chance to respond to 2 questions. If we have a group with 5 people then we can give each person to respond to 2 questions and for the rest of the questions ask people to raise hands and the first person to raise their hand gets a chance to respond. Remember that people proficient in English will have an advantage and try to give everyone an equal chance.
- Have another team member keep a tally and give prizes from the dollar store.
- Prizes from dollar tree include measuring cups, spoons etc.

STOP! Take a walk with the group if time permits.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Follow Up

Notes and Homework

While the session is still fresh in your mind, write some notes here. Consider what worked, what you need to do differently, whom you need to follow up with, information or ideas you need to research, and general concerns or issues that need to be addressed and how you will address them.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI


KAUN BANEGA
CROREPATI
KAUN BANEGA

Question 1:

You can always tell if you have high blood pressure.

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. True

B. False

Question 1:

You can always tell if you have high blood pressure.

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. True

False

Question 1:

You can always tell if you have high blood pres

High blood pressure usually does not cause any symptoms. Only way to know if you have high blood pressure is to get checked.

LLARS

9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. True

False

Question 2:

More fat around the waist means that you have a greater chance of having diabetes, high blood pressure or high cholesterol.

A. True

B. False

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 2:

More fat around the waist means that you have a greater chance of having diabetes, high blood pressure or high cholesterol.

A. True

B. False

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 2:

More fat around the waist means that you ha
diabet
choles

If you have too much fat — especially around your waist — you're at higher risk for health problems, including high blood pressure, high blood cholesterol, diabetes, heart disease and stroke.

LLARS

5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. True

B. False

Question 3:

Major risk factors for heart disease and stroke include:

A. High cholesterol

B. Chewing or smoking tobacco (e.g. cigarettes, gutkha, bidi)

C. Family history of heart disease

D. All of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 3:

Major risk factors for heart disease and stroke include:

A. High cholesterol

B. Chewing or smoking tobacco (e.g. cigarettes, gutkha, bidi)

C. Family history of heart disease

D. All of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 3:

Major r
stroke

Risk factors are behaviors or conditions that can increase your chances for developing a disease. Most can be modified, though some cannot. The more risk factors you have, the greater your chances of developing disease. So it is important to take steps to prevent or control these risk factors.

RS

A. High cholesterol

(e.g. cigarettes, gutkha, bidi)

C. Family history of heart disease

D. All of the above

3. $500
2. $200
1. $100

Question 4:

Which of these foods help you lower your chance of developing heart disease?

A. Whole grains, fruits and vegetables

B. Red wine, coffee and grains

C. Starches, vegetables and proteins

D. None of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 4:

Which of these foods help you lower your chance of developing heart disease?

A. Whole grains, fruits and vegetables

B. Red wine, coffee and grains

C. Starches, vegetables and proteins

D. None of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 4:

Which
your
diseas

Whole grains, fruits and vegetables are emphasized because they provide vitamins, minerals, fiber, and other substances that are important for good health. They are also generally low in fat, depending on how they are prepared and what is added to them at the table.

A. Whole grains, vegetables

C. Starches, vegetables and proteins

D. None of the above

3. $500
2. $200
1. $100

Question 5:

The best way to lose weight is to:

A. Eat less food and exercise

B. Skip one meal a day

C. Juice diet

D. Exercise 60 minutes every day

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 5:

The best way to lose weight is to:

A. Eat less food and exercise

B. Skip one meal a day

C. Juice diet

D. Exercise 60 minutes every day

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 5:

The b

Weight loss can be achieved either by eating fewer calories or by burning more calories with physical activity, preferably both.

RS

10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. Eat less food and exercise

B. Skip one meal a day

C. Juice diet

D. Exercise 60 minutes every day

Question 6:

A person with high blood pressure:

A. Has high cholesterol

B. Has a higher risk of stroke and heart attack

C. Has a nervous condition

D. Has a fast heart beat

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 6:

A person with high blood pressure:

A. Has high cholesterol

B. Has a higher risk of stroke and heart attack

C. Has a nervous condition

D. Has a fast heart beat

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 6:

A pers

Blood pressure is the force of blood pushing against the walls of the arteries as the heart pumps blood. If this pressure rises and stays high over time, it can damage the body in many ways and increases the chances of stroke and heart attack.

A. Has high cholesterol

B. Has a higher risk of stroke and heart attack

C. Has a nervous condition

D. Has a fast heart beat

RS

4. $1,000
3. $500
2. $200
1. $100

Question 7:

Medium or fast exercise keeps your heart strong and prevents a heart attack.

A. True

B. False

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 7:

Medium or fast exercise keeps your heart strong and prevents a heart attack.

A. True

B. False

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 7:

Mediu

heart

attack

LARS

3. $500
2. $200
1. $100

Along with gaining strength and stamina, exercising regularly can lower blood pressure, keep body weight under control and increase your HDL or good cholesterol. Exercise also better regulates blood sugar. You'll help prevent bone loss, sleep better and reduce your risk of cancer.

A. True

Question 8:

Which of these people should exercise regularly?

A. 

B. 

C. 

D. All of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 8:

Which of these people should exercise regularly?

A. 

B. 

C. 

D. All of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 8:

Whic
regula

No matter what your age, everyone can benefit from adequate physical activity.

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. 

B. 

C. 

D. All of the above

Question 9:

Which blood pressure level is high?

A. 135/85

B. 140/90

C. 150/85

D. All of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 9:

Which blood pressure level is high?

A. 135/85

B. 140/90

C. 150/85

D. All of the above

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 9:

Whic

High blood pressure is defined as 130/80 and higher.

13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. 135/85

B. 140/90

C. 150/85

D. All of the above

Question 10:

How much exercise is recommended to keep your heart healthy?

A. 20 minutes every day

B. 90 minutes a week once you are in shape

C. At least 30 minutes on most days a week

D. It depends on your age

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 10:

How much exercise is recommended to keep your heart healthy?

A. 20 minutes every day

B. 90 minutes a day once you are in shape

C. At least 30 minutes on most days a week

D. It depends on your age

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 10:

How m
keep

It is recommended at least 150 minutes per week of medium to fast exercise. That is about 30 minutes a day, five times a week is an easy goal to remember, however you will also experience benefits even if you divide your time into two or three sections of 10 -15 minutes per day.

LARS

3. $500
2. $200
1. $100

A. 20 minutes ev

are in shape

C. At least 30 minutes on most days a week

D. It depends on your age

Question 11:

Everyone’s body makes cholesterol.

A. True

B. False

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 11:

Everyone’s body makes cholesterol.

A. True

B. False

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 11:

Everyo

Cholesterol comes from two sources: **your body** and **food.** Your liver and other cells in your body make about 75 percent of blood cholesterol. The other 25 percent comes from the foods you eat. Cholesterol is only found in animal products.

LARS

5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. True

B. False

Question 12:

Most of the salt we eat comes from:

A. Salt we add to our food

B. Salt in processed and packaged foods

C. Salt that occurs naturally in foods

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 12:

Most of the salt we eat comes from:

A. Salt we add to our food

B. Salt in processed and packaged foods

C. Salt that occurs naturally in foods

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 12:

Most

People living in the US on average get most of the salt they eat from processed and packaged foods and restaurant foods.

LARS

10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. Salt we add to our food

B. Salt in processed and packaged foods

C. Salt that occurs naturally in foods

Question 13:

Can stress contribute to heart disease?

A. True

B. False

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 13:

Can stress contribute to heart disease?

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. True

B. False

Question 13:

Can st

attack

Managing stress is important since it can affect your heart health in different ways. Stress can contribute to the risk factors for heart disease e.g. high blood pressure, diabetes, weight and high cholesterol.

LARS

6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. True

B. False

Question 14:

How many servings of fruits and vegetables are recommended in one day?

A. 3 to 4 servings

B. 7 servings

C. 1 to 2 servings

D. 4 to 5 servings

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 14:

How many servings of fruits and vegetables are recommended in one day?

A. 3 to 4 servings

B. 7 servings

C. 1 to 2 servings

D. 4 to 5 servings

14. $1 MILLION DOLLARS
13. $500,000
12. $250,000
11. $100,000
10. $50,000
9. $25,000
8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

Question 14:

How m
veget
day?

It is recommended that we eat about seven servings of fruits and vegetables every day. That is about four servings of vegetables and three servings of fruits every day.

LARS

8. $16,000
7. $8,000
6. $4,000
5. $2,000
4. $1,000
3. $500
2. $200
1. $100

A. 3 to 4 servings

B. 7 servings

C. 1 to 2 servings

D. 4 to 5 servings

Session 18: Revisit dealing with slips and problem solving

Review progress and where they are at

- **How is your progress so far?**
- **What are some changes you have made in the last 4 weeks?**
- **Review Fitbit use and replacement of battery**
- **Review food logging**

Discuss "Slips"(Phisalna)

Unable to keep up with the goal of lifestyle change and slipping into the old habit is normal and expected. These are time when you do not follow your plans for healthy eating or being physically active. This is a normal part of lifestyle change.

Remember we had discussed that it is normal to slip when you are making a lifestyle change but how you react to the slip will determine your success.

Group activity: Have participants work in groups.

Group 1: Have each participant write down any slips that they have encountered so far by using the handout below. After they complete using the handout each person shares atleast one slip with the group. Each group then presents the slips and how they dealt with them.

> **Use the example below if people do not have personal experiences.**
>
> **Usha has enrolled into the SAHELI study. She likes pancakes with syrup but has been trying to stay away from it. One time at an office pancake party all the team members forced Usha to try some pancakes and she gave in and ate 2 pancakes. Usha realized that she had slipped and could not forgive herself. She was feeling very bad but after some time she forgave herself and instead made a plan instead. She decided that the next time her team members force her she will say that she is fasting and go for a walk when the pancake party takes place.**

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 18: Revisit dealing with slips and problem solving

Handout:

I slipped and was unable to sticking to my health eating habit or staying physically active. Please describe the situation below

_____

_____

How did I deal with the slip?

_____

_____

What I did well while dealing with the slip?

_____

_____

How can I plan to avoid a similar slip in the future?

_____

_____

Have the group brainstorm some pointers below:

- Can others relate to the slips shared the team members?
- What was relatable?
- Any ideas/suggestions on how we can handle slips like these.
- How can you avoid this in the future?
- Who can we ask for support when we slip?

Review the pointers below if they do not bring them up as part of the brainstorming above

- Remember it takes between 21 and 66 days to form and sustain a new habit.
  Review the list of things they mentioned may cause a slip and reiterate that these are habits.
  We slip because we go back to our old ways, which is a habit. It takes about 1 month to form a new habit. So how we react to a slip will be a new habit that you form and practice.
  You can learn new ways and form a new habit to react to slips and get back on your feet again.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

- Talk back to self-defeating thoughts with positive thoughts
  - Do not let self-defeating thoughts like "You cannot do it", "I am a failure" stop you. State positive thoughts like, "I know I can do it" and "I am not a failure because _____, I know I will stand back on my feet."
- Ask yourself what happened
  - Use problem solving. Learn from the slip and think about why it happened. Next time the situation arises, be prepared and try not to slip.
- Regain control the very next time you can
  - Do not give up. If you notice you slipped, move on and get back to your healthy lifestyle routine the next time. E.g. If you were at a wedding and indulged in the treats, do not feel bad about it but just move on and get back to your routine the next morning.
- Talk to someone supportive
  - Get support from your friend/family member or even your health coach. Brainstorm and discuss your strategies for managing the slip.
- Focus on all the positive changes
  - Remember a few slips will not take you down. Focus on all the positive changes and your progress so far and how you can continue this forward.

Two important things to remember

1. Slips are normal and to be expected

   Ask people to raise hand if they have slipped into their old habit atleast once while making a lifestyle change. Raise your hand as well.

   (State that 99.99% of all people on their way to a lifestyle change have slips)

2. No one time of eating too much or being inactive, no matter how extreme, will ruin everything

   Ask someone to share about his or her experience with slipping.

   (State that slipping is not the problem but the problem is how we react to the slips and get back on our feet)

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 18: Revisit dealing with slips and problem solving

STOP! Take a short break for stretching

Go for a walk if possible with the group or do some muscle strengthening exercises together.

Self-defeating thoughts

We will now go over self defeating or negative thoughts and how we can replace them with a positive thought.

Self-defeating thoughts can hinder with your progress and can lead to a cycle of slipping into your old habits. Always think of replacing a self-defeating thought with a positive thought. Remember that negative thinking is also a habit.

Example below

Self-defeating thought: Usha/ Mohammed say "It is too cold/hot/wet outside and I cannot go for my walk."

Result: Usha/ Mohammed get back into their old habit of not exercising which can lead to negative health effects.

Replace negative thought with a positive thought: Usha/Mohammed say "I know weather is not good today but as a part of SAHELI we have learned how we can exercise inside the house. I can either try and walk in my house to get my exercise or put on some music and dance for exercise"

Group activity:

After we share the example above, ask people to think about their own experience with negative thoughts. Ask one person to state their negative thought and ask the person next to them or a volunteer to replace their negative thought with a positive thought. Go around the table and give each person a chance to share and receive response.

Use some of the examples below if needed but the emphasis of this activity is to have a group discussion.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 18: Revisit dealing with slips and problem solving

Common kinds of self-defeating thoughts and how you replace them with a positive thought

- **Good or Bad**
  - Divide everything into a good or bad category
  - Success and failure
    - Examples: "I ate a gulab jamun so I failed in my program"
      - Positive thought: (Ask the group to share) "There are no good or bad foods and I will make sure I eat my fruits and vegetables"
- **Excuses**
  - Blame something or someone else for the problem
    - Examples: "I have to keep the sweets or fried snacks in my house in case I have guests", "It is too cold and I cannot go for my walk"
      - Positive thought: (Ask the group to share) "I will offer my guests fruits and some healthy snacks I made and have they try. I think they may like it" "I can try and walk in my house to get my exercise"
- **Should**
  - Stating that they should have done something differently
    - Examples: "I should have eaten a fruit instead of the potato chips"
      - Positive thought: (Ask the group to share) "Next time I will make sure I get a fruit in place of the fried snacks"
- **Not as good as**
  - Stating that they are failing because they are not doing as good as the other person
    - Examples: "Asha started the class at the same time as me and she lost more weight. I don't think this is for me"
      - Positive thought: (Ask the group to share) "Asha is different from me and we both can lose weight in a different way. My blood sugar control is doing good and I am feeling better"
- **Give up**
  - Wanting to give up and not try more
    - Examples: "This is too hard for me"
- Positive thought: (Ask the group to share) "Now I know what is difficult for me, I will try a different approach"

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 18 Handout
Revisit dealing with slips and problem solving

I slipped and was unable to sticking to my healthy eating habit or staying physically active. Please describe the situation below

_____

_____

_____

_____

How did I deal with the slip?

_____

_____

_____

_____

What I did well while dealing with the slip?

_____

_____

_____

_____

How can I plan to avoid a similar slip in the future?

_____

_____

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Session 19: Balance Your Thoughts
60 mins

Changing your old lifestyle habits is hard. However, you have already learned that it is possible. In addition, many of you comment on all the positive things that have come from simply learning about yourself as you change eating and activity behaviors.

Let's take some time to reflect on what you have learned about yourself so far in SAHELI.

Eating behaviors

- I am most proud of these changes in my eating behavior:

  _____

- Here are the positive things I have noticed:

  _____

Physical activity behaviors

- I am most proud of these changes in my activity behavior:

  _____

- Here are the positive things I have noticed:

  _____

What impact has making these healthy lifestyle changes had on your life, family, friends or community?

_____

_____

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

My Reasons for Behavior Change

When you first enrolled in the program, we asked you about the top 3 Values that are important for you and why you want to be healthy. Now let us talk more specifically about why we want to keep working on your health habits.

What are the top 5 reasons for making healthy changes that are most important to you right now.

Why I want to keep working on my healthy lifestyle behavior changes	
I want to get off from my medications	
I want to control my diabetes/BP/Cholesterol	
I want to look in the mirror and feel OK.	
I want to look better to others.	
I want to be able to wear a smaller size.	
I want to be able to shop for clothes with ease.	
I want to hear compliments on my appearance.	
I want to prevent physical illness and disease.	
I want to be comfortably active.	
I want to live longer.	
I want to have more energy.	
I want to be fit.	
I want to like myself more.	
I want to feel more in charge of my life.	
I want to feel as if I've accomplished something important.	
I want to feel self-confident.	
I want to stop saying negative things to myself.	
I want to feel happier	
I want to do more and different kinds of activities.	
I want my family to be proud of me.	
I want to be a role model for others.	
I want to eat with others and feel comfortable.	
I want to stop being nagged about my health.	
Other reasons:	

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Do Your Thinking Patterns Help or Hurt Your Lifestyle Progress?

Note: Ask each participant to pick one of the options from below and write down and then ask them to share with the group.

Earlier in SAHELI we asked you to "listen" to the kinds of things you say to yourself as you work on building healthier habits and replace any self-defeating or negative thoughts with positive statements.

What are some positive statements you make about your:

Eating behaviors

_____

Activity behaviors

_____

Weight

_____

Group discussion:

1. Overall, have you noticed any changes in your thinking about healthy eating, physical activity, and weight management?

_____

_____

2. Self-defeating or negative thoughts are also a normal part of lifestyle change, but they get in the way of your lifestyle progress. Do you struggle with self-defeating thoughts? What are they?

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Here are some common self-defeating thoughts with helpful ways you can respond to them and move toward lifestyle balance:

Note: Give participants the entire list below but just discuss the three highlighted ones.

Self-Defeating Thoughts	Example	Helpful Response
All-or-nothing thinking	***Either I'm perfect on my eating and activity plan or I've completely***	**Making a mistake is definitely not the same as failure**
Jumping to conclusions	*Since I ate chocolate today, reaching my healthy eating goal is impossible.*	I don't have to be perfect. I make healthy food choices most of the time.
Negative fortune-telling	*I won't be able to resist the desserts at the party.*	No one will force me to eat. I need to prepare myself in advance.
Discounting the positive	***I only walked for 100 minutes this week. I deserve credit only if I reach***	**I deserve credit for every positive action that I take.**
Emotional reasoning	*Since I feel so hopeless about reaching my goals, it really must be hopeless.*	Everyone gets discouraged from time to time. My goals are unreachable only if I decide to give up.
Labeling	*I'm a failure for overeating or skipping my walk today.*	Of course I'm not a failure. I reach my goals most weeks.
Mythologizing	*If I eat standing up, it doesn't count.*	A calorie is a calorie, no matter how I consume it.
Excuses & Rationalizations	*It's okay to sit and stare at the TV all night because I'm so stressed out.*	I need to find healthier ways to cope with my problems.
Exaggeration	*I'm totally out of control with my eating and lack of activity.*	I may have strayed from my plan, but I can start following my program again right away.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Excuses and Rationalizations

Some thoughts give you permission to steer away from your healthy lifestyle goals and plans. These thoughts often have a kernel of truth to them at the time. They also give you permission to stray.

Have you heard yourself saying any of these things?

It's okay to stray because…

_ It's just one little piece.
_ It's not *that* fattening.
_ I'll just eat less later today.
_ It won't matter in the long run.
_ It'll go to waste if I don't eat it.
_ I'll disappoint someone if I don't eat it.
____ Everyone else is eating it too.
____ I worked out today.
_ I'm tired and deserve to rest.
____ No one will see me eating it.
_ It's free.
_ It's a special occasion.
_ I'm upset, and I just don't care.
_ I'm craving it.
_ I'll probably just eat it eventually.
_ I want to get my money's worth.
_ I'll exercise tomorrow.
____ People are depending on me right now.

Your own excuses:

A healthier response: _____

_____

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Do You Give Yourself Credit?

It is easy to get discouraged and feel stressed out or sad when things go wrong but please remember to give yourself credit for everything you did right.

Do you tend to think mostly about the things you have done wrong with your lifestyle program rather than everything you did well?

Do you ever pat yourself on the back for the healthy lifestyle behaviors you did well? Focusing only on your mistakes, without paying attention to your successes, may cause you to feel weak or hopeless when you "slip".

To counter feeling discouraged or defeated, it is important to **give yourself credit for everything you do right.**

Activity: Ask each participant to say something positive about himself or herself.
Say" Think about the first day and now we are at session 19. What changes have you made? What have you accomplished? Make it a habit to remember the positive things and give yourself credit.

Give Yourself Credit:

Starting today, record 1 or 2 healthy behaviors you do ***right*** each day.

List your credit-worthy behaviors and write down positive words or phrases to give yourself a pat on the back.

For example:

I didn't take a second helping at the party. I'm in control. I walked for 30 minutes today. I feel terrific.
I weighed myself today.

When you begin to give yourself credit every time you do something right, you get better at seeing that slips are just today's mistakes. They are not the end of your healthy lifestyle goals and plans.

By giving yourself credit, you will reinforce your self-confidence and begin to realize that you are strong and in control.

The more you practice healthy restraint, the easier it becomes.

Today's class: We just learned about balancing your thoughts and discussed eating and activity behaviors.

Next class: Last booster session (session 20) in one month.
We will talk about the South Asian community and resilience.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

SAHELI

Session 19 Handout
Balance Your Thoughts

Changing your old lifestyle habits is hard. However, you have already learned that it is possible. In addition, many of you comment on all the positive things that have come from simply learning about yourself as you change eating and activity behaviors.

Let's take some time to reflect on what you have learned about yourself so far in SAHELI.

Eating behaviors

- I am most proud of these changes in my eating behavior:

  _____

- Here are the positive things I have noticed:

  _____

Physical activity behaviors

- I am most proud of these changes in my activity behavior:

  _____

- Here are the positive things I have noticed:

  _____

What impact has making these healthy lifestyle changes had on your life, family, friends or community?

_____

_____

_____

_____

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Session 20: South Asian community and resilience

Review progress and where they are at

- How is your progress so far?
- What are some changes you have made in the last 4 weeks?
- Review Fitbit use
- Inform them how they can replace the battery for Fitbit
- Review food logging
- Remind participants about the 12 month assessment

Resilience and protective factors in the SA community

Resilience is the positive capacity of people to cope with stress and life problems.

Some Assets and resources to promote resilience:

- ❖ Strong bonds and connectedness with parents and caring adults
- ❖ Positive experiences in the community (school, church, neighborhood)
- ❖ Positive cultural identity
- ❖ Personal qualities, coping resources, courage, leadership

Review research in the South Asian community done the MASALA study:

- o South Asians had large social networks with a high proportion of close family members in their network including spouse, parents, children and siblings which was different from what has been seen in the American community.
- o Most network members knew each other and communicated regularly with each other.
- o Have strong relationships with faith based organizations like temples, mosques, gurudwaras.
- o Emotional closeness with network members was positively associated with participants' self-rated health
- o Networks with higher density and more kin were significantly associated with health-related discussions.

Share some positive quotes from Social Network Qualitative analysis study:

Below are some quotes from some of our study participants about the positive things in their life that help them cope with stress and life problems.

- "I was very sick. So we called my sister in Iowa. I'm like "I got a problem. I'm going to the emergency room." She left immediately and started driving from Iowa to here and met us straight at the hospital."
- "I love my grandchildren and I want to learn from them. And they love to be with me and what grandad does."
- Mohammed was an overweight teenager and was at high school. He grew up eating rice and meat at home and his family thought he looked fine and did not need to lose

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

weight. After taking health class at school he learned more about healthy lifestyle and started exercising regularly. After graduating from high school and became a personal trainer and has been training his family members about healthy lifestyle. His parents and sisters followed his footsteps and now they go hiking as a family. His mom looks up to him as a role model and takes his advice when they cook meals for the family.

Group activity 1:

Have people work in groups.

Below are two real life examples about individuals who have made lifestyle changes. Review them with your group and use discussion points below

- What are some factors that might have helped Mann Kaur overcome stress and life problems?
- What can we learn from the stories below?

Play the NPR audio
https://www.npr.org/sections/goatsandsoda/2018/09/14/647823600/at-102-man-kaur-is-still-running-and-winning-gold-medals

Scenario: Secrets Of Success From A 102-Year-Old Runner

Man Kaur of India celebrates after competing in the 100-meter sprint in the 100+ age category at the World Masters Games in Auckland, New Zealand, in April 2017.
Michael Bradley/AFP/Getty Images

Editor's note: *This story was originally published in January and has been republished with updates on Man Kaur's running achievements.*
At 102, Man Kaur is still running — and winning gold medals.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Session 20: South Asian community and resilience

The phenomenon from India just nailed the gold medal in the 200-meter race for the 100-to-104 age group at the World Masters Athletics Championships in Malaga, Spain. She finished in 3 minutes and 14 seconds.

View image on Twitter

102 years young and she runs like the wind. Such remarkable spirit and discipline is what makes Man Kaur a #Superwoman

Then again, she was the only competitor in that age bracket.

She also picked up a gold medal in the javelin competition.

Kaur has a message for younger folks: Keep away from junk food and stick to an exercise regimen!

Her own routine is impressive for any age.

She wakes up at 4 a.m., bathes, washes clothes, makes tea, recites prayers until about 7 a.m. Sometimes she goes to the Gurdwara, the place of worship for Sikhs, other times she prays at home.

And then she goes to the track for an hour of sprinting practice.

"She's an inspiration and I'm so happy to have met her," says 40-year-old runner Raksha Muni.

Now you may be thinking ... is she really 102? Kaur doesn't have proof of her age but her oldest child does. When her baby's birth certificate was issued 81 years ago, Kaur was 20, so you do the math.

A Very, Very Late Start

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

The diminutive Kaur hasn't been a lifetime runner. Far from it. She started running in 2009, when her son, Gurdev Singh, who's now 80, urged her to take up track and field.

Singh, the second of her three children, is her coach as well as cheerleader. He also a long-time track competitor: "I was on my college track team and in school, I ran track and I played on the [soccer] team. I have been running in the master level for the last 25 years." Singh has amassed more than 80 racing medals since 1992.

What made him take his then 93-year-old mother to the track? It was mainly a whim, he explains — but also a desire to keep her fit. "She was very well, with no health problems, and she moved fast. So I took her to the university track with me and asked her to run 400 meters. She did it, slowly, and I thought 'Yes, She can do it.' "

Kaur enjoyed it enough to want to return. She liked running, she said. And quickly she started to improve. Two years later, given how well she was doing, her son registered her for international events he was participating in. Kaur agreed with no hesitation. And she hasn't stopped.

Last year, the great-grandmother was selected for the American Master Games in Canada, where won gold for her 81-second 100-meter dash. "After that she was very excited because so many people wanted to have a photo with her," says Singh. Her competition, most in their 70s and 80s, cheered wildly for her. She was a sensation!

Not A Fan Of School

Singh and his two siblings were natural athletes, but Kaur never had the chance to find out if she was good at sports. She was born in pre-partition India in 1916. Her mother died in childbirth; Kaur was raised by her paternal grandparents in Patiala, an erstwhile kingdom that was disbanded by the British after India gained independence.

Her grandparents tried to send her to school when she was little, she recalls with a big grin, but she just wasn't interested in studying. "I would play truant. I preferred to run around, and then work a little to earn some money." In her childhood, she recalls earning coins for weaving drawstrings for pajamas as well as collecting twigs from the *neem* tree to sell as natural toothbrushes. In between, she milled wheat by hand and spun thread.
In the early 1930s, she found employment as a nanny and maid to one of the 360 queens of the maharaja of Patiala. She worked in the palace, serving one of the queens and minding the prince. Kaur married in 1934 and went on to have three children. Later, she became a cook, working for families in many homes across the city.

She's Won ... How Many Gold Medals?!

Since starting her competitive career, Kaur has run in meets in Canada, Malaysia, New Zealand, Singapore and Taiwan. And she's nailed 32 gold medals.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

In Auckland, New Zealand this April, she won gold for the 100-meter and 200-meter runs as well as two new sports: javelin and shot put. In those two events, she's sometimes the only contestant in her age bracket, so winning gold is a sure thing.
But she doesn't just show up. In Auckland, Kaur broke the master category world record in javelin with her 16-foot throw.

With her son's help, she works hard to become better and faster. Her 100-meter run took 74 seconds in New Zealand in 2017; now it is down to 70. "You know, it's difficult to shave off even one second!" Singh says with a laugh. "She has improved by four!"

(But she does have a bit of way to go to beat the world record for women in the 100-meter event, which stands at 10.49 seconds.)
To improve her speed, Kaur tries to go to the track every day. Three days a week, she does shot put and javelin practice; the rest of the week, Singh puts her through her paces on the track. On sprint days she does runs of 30 meters, 40 meters and 50 meters. These are alternated with days when she does 100-meter and 200-meter runs.

"And if the weather is inclement, I go to the gym and lift weights," she says.

Plus there's a strict diet. She drinks kefir, soy milk and fresh juice in the mornings. At 11 a.m. she has a meal of lentils, vegetables and *chapati* — flat bread — made from sprouted wheat. At 4 p.m. it's time for wheatgrass juice plus nuts and seeds. And in the evening, it's again *chapati* with lentils, vegetables and a glass of soy milk.

The Cost Of Competition
The whole exercise is a labor of love, says Singh. "There is no prize money, in fact we have to pay for participation."

He fuels his passion for running with his life savings. He sold his business when his wife died; "My son and daughter live abroad so I felt free to do this."

He and his mother stick with it because they both love it. "It is for our health and at this age, we are winning medals, so people also get inspired."

In January 2017, the government finally acknowledged their efforts in putting India on the map for senior sports, giving them an apartment close to the university stadium in Patiala.

Singh does the cooking, Kaur does the housework, including laundry, and cleaning. It's a simple life, but Singh says, when his savings run out, they will have to stop.

"We are not greedy persons," he says. "It would be nice if the government supported just our actual expenses."

Traveling is hard on them; living out of hotels and going to publicity events is not all that fun, Kaur says. "And abroad, they don't even offer you a cup of tea most times," she says, sadly.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

New Year's Resolutions

But the grandmother of nine (and great-grandmother of 14) keeps at it. She's reportedly looking forward to the 2020 Masters games in Japan.

Life really comes full circle, Singh observes. So many years ago, his mother worked at the Patiala palace as a maid, getting a monthly salary of 10 rupees (equivalent to 15 cents today). "After winning the Canadian competition in 2016, she was called to participate in a 5-kilometer run in Patiala [of which she ran the first few hundred meters]-- and invited to spend the night at the palace. Ironically, she was given the bedroom of the queen she'd worked for!"

Kaur shakes her head and smiles, quoting a Punjabi saying: "What you ask for, you never get. It's better to accept your blessings as they come."

Chhavi Sachdev is a journalist based in Mumbai. Contact her @chhavi

STOP! Take a short break for stretching

Go for a walk if possible with the group or do some muscle strengthening exercises together.

Group activity 2: Let us talk about some positive protective factors in our communities and families that help us cope with stress and life problems. “Can you share some positive things that help is cope with stress and life problems?”

Below are some examples to get started if needed

- Family values
- Friendship/Companionship
- Culture
- Language
- Religion/Faith
- Spirituality
- Joint family
- Food

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

Session 20: South Asian community and resilience

Follow up discussion question: Use any of questions

- You have learned a lot of information and made a lot of changes. How did you do it?
- What are some things you learned from the SAHELI health educator or SAHELI classes that you would like to discuss?
- How has SAHELI positively impacted your life?
- What is the highlight of SAHELI?

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

SAHELI

Scenario: Secrets Of Success From A 102-Year-Old Runner

Man Kaur of India celebrates after competing in the 100-meter sprint in the 100+ age category at the World Masters Games in Auckland, New Zealand, in April 2017.
Michael Bradley/AFP/Getty Images

Editor's note: *This story was originally published in January and has been republished with updates on Man Kaur's running achievements.*
At 102, Man Kaur is still running — and winning gold medals.

The phenomenon from India just nailed the gold medal in the 200-meter race for the 100-to-104 age group at the World Masters Athletics Championships in Malaga, Spain. She finished in 3 minutes and 14 seconds.

View image on Twitter

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897. The South Asian Healthy Lifestyle Intervention (SAHELI) Curriculum is licensed under CC BY-NC-ND 4.0 https://creativecommons.org/licenses/by-nc-nd/4.0/?ref=chooser-v1

SAHELI

102 years young and she runs like the wind. Such remarkable spirit and discipline is what makes Man Kaur a #Superwoman

Then again, she was the only competitor in that age bracket.

She also picked up a gold medal in the javelin competition.

Kaur has a message for younger folks: Keep away from junk food and stick to an exercise regimen!

Her own routine is impressive for any age.

She wakes up at 4 a.m., bathes, washes clothes, makes tea, recites prayers until about 7 a.m. Sometimes she goes to the Gurdwara, the place of worship for Sikhs, other times she prays at home.

And then she goes to the track for an hour of sprinting practice.

"She's an inspiration and I'm so happy to have met her," says 40-year-old runner Raksha Muni.

Now you may be thinking ... is she really 102? Kaur doesn't have proof of her age but her oldest child does. When her baby's birth certificate was issued 81 years ago, Kaur was 20, so you do the math.

A Very, Very Late Start

The diminutive Kaur hasn't been a lifetime runner. Far from it. She started running in 2009, when her son, Gurdev Singh, who's now 80, urged her to take up track and field.

Singh, the second of her three children, is her coach as well as cheerleader. He also a long-time track competitor: "I was on my college track team and in school, I ran track and I played on the [soccer] team. I have been running in the master level for the last 25 years." Singh has amassed more than 80 racing medals since 1992.

What made him take his then 93-year-old mother to the track? It was mainly a whim, he explains — but also a desire to keep her fit. "She was very well, with no health problems, and she moved fast. So I took her to the university track with me and asked her to run 400 meters. She did it, slowly, and I thought 'Yes, She can do it.' "

Kaur enjoyed it enough to want to return. She liked running, she said. And quickly she started to improve. Two years later, given how well she was doing, her son registered her for international events he was participating in. Kaur agreed with no hesitation. And she hasn't stopped.

Last year, the great-grandmother was selected for the American Master Games in Canada, where won gold for her 81-second 100-meter dash. "After that she was very excited because so many

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

people wanted to have a photo with her," says Singh. Her competition, most in their 70s and 80s, cheered wildly for her. She was a sensation!

Not A Fan Of School

Singh and his two siblings were natural athletes, but Kaur never had the chance to find out if she was good at sports. She was born in pre-partition India in 1916. Her mother died in childbirth; Kaur was raised by her paternal grandparents in Patiala, an erstwhile kingdom that was disbanded by the British after India gained independence.

Her grandparents tried to send her to school when she was little, she recalls with a big grin, but she just wasn't interested in studying. "I would play truant. I preferred to run around, and then work a little to earn some money." In her childhood, she recalls earning coins for weaving drawstrings for pajamas as well as collecting twigs from the *neem* tree to sell as natural toothbrushes. In between, she milled wheat by hand and spun thread.
In the early 1930s, she found employment as a nanny and maid to one of the 360 queens of the maharaja of Patiala. She worked in the palace, serving one of the queens and minding the prince. Kaur married in 1934 and went on to have three children. Later, she became a cook, working for families in many homes across the city.

She's Won ... How Many Gold Medals?!

Since starting her competitive career, Kaur has run in meets in Canada, Malaysia, New Zealand, Singapore and Taiwan. And she's nailed 32 gold medals.

In Auckland, New Zealand this April, she won gold for the 100-meter and 200-meter runs as well as two new sports: javelin and shot put. In those two events, she's sometimes the only contestant in her age bracket, so winning gold is a sure thing.
But she doesn't just show up. In Auckland, Kaur broke the master category world record in javelin with her 16-foot throw.

With her son's help, she works hard to become better and faster. Her 100-meter run took 74 seconds in New Zealand in 2017; now it is down to 70. "You know, it's difficult to shave off even one second!" Singh says with a laugh. "She has improved by four!"

(But she does have a bit of way to go to beat the world record for women in the 100-meter event, which stands at 10.49 seconds.)
To improve her speed, Kaur tries to go to the track every day. Three days a week, she does shot put and javelin practice; the rest of the week, Singh puts her through her paces on the track. On sprint days she does runs of 30 meters, 40 meters and 50 meters. These are alternated with days when she does 100-meter and 200-meter runs.

"And if the weather is inclement, I go to the gym and lift weights," she says.

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.

Plus there's a strict diet. She drinks kefir, soy milk and fresh juice in the mornings. At 11 a.m. she has a meal of lentils, vegetables and *chapati* — flat bread — made from sprouted wheat. At 4 p.m. it's time for wheatgrass juice plus nuts and seeds. And in the evening, it's again *chapati* with lentils, vegetables and a glass of soy milk.

The Cost Of Competition

The whole exercise is a labor of love, says Singh. "There is no prize money, in fact we have to pay for participation."

He fuels his passion for running with his life savings. He sold his business when his wife died; "My son and daughter live abroad so I felt free to do this."

He and his mother stick with it because they both love it. "It is for our health and at this age, we are winning medals, so people also get inspired."

In January 2017, the government finally acknowledged their efforts in putting India on the map for senior sports, giving them an apartment close to the university stadium in Patiala.

Singh does the cooking, Kaur does the housework, including laundry, and cleaning. It's a simple life, but Singh says, when his savings run out, they will have to stop.

"We are not greedy persons," he says. "It would be nice if the government supported just our actual expenses."

Traveling is hard on them; living out of hotels and going to publicity events is not all that fun, Kaur says. "And abroad, they don't even offer you a cup of tea most times," she says, sadly.

New Year's Resolutions

But the grandmother of nine (and great-grandmother of 14) keeps at it. She's reportedly looking forward to the 2020 Masters games in Japan.

Life really comes full circle, Singh observes. So many years ago, his mother worked at the Patiala palace as a maid, getting a monthly salary of 10 rupees (equivalent to 15 cents today). "After winning the Canadian competition in 2016, she was called to participate in a 5-kilometer run in Patiala [of which she ran the first few hundred meters]-- and invited to spend the night at the palace. Ironically, she was given the bedroom of the queen she'd worked for!"

Kaur shakes her head and smiles, quoting a Punjabi saying: "What you ask for, you never get. It's better to accept your blessings as they come."

Chhavi Sachdev is a journalist based in Mumbai. Contact her @chhavi

This study was funded by the National Institutes of Health: 1R01HL132978 & 1K24HL155897.