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| <p>15mins set up<br/>60mins education</p> | <p><u>It's not just what we eat</u><br/>1-hour session<br/>NB! Make sure you download the slide deck prior to delivering the session</p> |  <p><b>Equipment:</b><br/>Laptop/Tablet</p> |
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| <p><b>Preparation</b></p>        | <p><b>General</b></p> <ul style="list-style-type: none"> <li>• Ensure you are familiar with the slides and lesson plan</li> <li>• Arrive at least 5 mins early to the session to welcome and engage with SUs</li> </ul>   |
| <p><b>Session objectives</b></p> | <p><b>The SU will be able to:</b></p> <ul style="list-style-type: none"> <li>• Review previous goals</li> <li>• Understand what stress is and how it can have health risks</li> <li>• Understand the Fight/Flight response</li> <li>• The causes of stress</li> <li>• Overcoming Obstacles</li> <li>• The Problem Solving Wheel</li> <li>• What is Comfort Eating?</li> <li>• SMART goal setting</li> </ul> |

| Slide & Topic   | Timing               | Educator notes & activity   | Equipment/ resources  |
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| <p><b>Slides 1-4</b></p> <p><b>Welcome</b></p> <p><b>Working Together</b></p> <p><b>Today's Session</b></p> | <p><b>2 min</b></p>  | <p><b>EDUCATOR:</b></p> <p>Slide 1</p> <ul style="list-style-type: none"> <li>• Welcome group, complete register, and begin session</li> </ul> <p>Slide 2</p> <ul style="list-style-type: none"> <li>• Introduce self and own professional background/training for role</li> <li>• Explain that the content of the sessions will last for an hour, this includes activities and group interaction.</li> <li>• Explain that measurements will be taken outside of the hour – encourage SUs to have ready before required time.</li> <li>• Request all SU's to bring their handbook and a pen with them to all sessions.</li> </ul> <p>Slide 3</p> <ul style="list-style-type: none"> <li>• Covers working together and allows SUs to suggest own and capture for next time</li> </ul> <p>Slide 4</p> <ul style="list-style-type: none"> <li>• Introduces the objectives for the session</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening and asking questions</li> <li>• Active listening and review of handbook</li> <li>• Questions</li> </ul> | <p>Register</p> <p>Presentation</p> <p>Lesson plan/<br/>own notes</p> |
| <p><b>Slide 5</b></p> <p><b>Progress review</b></p>   | <p><b>2 mins</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Introduce progress review</li> </ul>   | <p>Presentation</p>   |

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|   |                      | <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening and asking questions</li> </ul>  |                      |
| <p><b>Slide 6</b></p> <p><b>Since our las session</b></p>   | <p><b>4 min</b></p>  | <p><b>EDUCATOR:</b><br/>Initiate progress review conversation</p> <ul style="list-style-type: none"> <li>• e.g. How has everybody been? Have you been making progress towards your overall program goal or goals? Would anybody like to share a particular success or difficulty? Take a moment to review your own progress this week, think about your successes, challenges and further actions needed.</li> <li>• Ask the SUs who feel comfortable sharing the changes they have made so far, to please share with the group</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Reflect on progress and success to date</li> <li>• Engage in discussion about problems and barriers they may have encountered</li> <li>• Discuss obstacles and barriers</li> </ul> |                      |
| <p><b>Slide 7</b></p> <p><b>Introductio n to Stress</b></p> | <p><b>2 mins</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Help SU s understand about stress, and how it can relate to health, weight and other long-term conditions.</li> <li>• Today’s topic is stress and how it can impact our health. Click to next slide</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Understand what stress is and that it is a response to our surroundings and a perception of threat in our surroundings</li> <li>• SUs identify what stress means for them</li> </ul>  |                      |

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| Slide 8<br><br>Stress                     | 2 mins | <p><b>Educator:</b></p> <ul style="list-style-type: none"> <li>• Help SUs reflect on what stress is.</li> <li>• Let's answer these questions to explore the topic of stress</li> <li>• So, what do we mean by stress? Encourage answers from the group by asking an SU directly</li> <li>• What type of things in life cause stress? Encourage answers from the group by asking an SU directly</li> <li>• Encourage SUs to think if there are any reasons why stress might be linked to long term health problems?</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening and asking questions</li> </ul>  |                      |
| Slide 9<br><br>What is stress             | 3 mins | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Go through slide</li> <li>• Make sure people understand that stress and the stress response can arise not only from ACTUAL events, but also from the way that things are PERCEIVED. Stress is a response to our surroundings but also to our emotions. Our imagination alone can cause stress. You may for example have experienced an increased heart rate or sweaty palms watching a tense or scary film or reading a book.</li> <li>• The things that cause us stress are known as stressors and in modern day these come in many forms.</li> <li>• It's always a good idea to recognise what is causing you stress. Sometimes it is hard to even know this. Even if it's not something you are dealing with now, being prepared and knowing the signs can help you to minimize the impact stress has on your health.</li> <li>• Does anyone know what the human stress response is called? Encourage answers from the group.</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening and asking questions</li> </ul> |                      |
| Slide 10<br><br>The Fight Flight Response | 1 min  | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• The flight or fight response is the term given to our stress response. This comes from ancient times when we would have had to decide between fleeing from a threat or fighting it off.</li> <li>• It is the body's way of responding to danger in a way that is quick, adaptive and key to survival. Evolutionarily this was very useful because danger in early times usually required responding to physical threat or hunting for food. The stress response is about helping our bodies to respond to this quickly enough.</li> </ul>   |                      |

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|   |               | <ul style="list-style-type: none"> <li>In today's society we don't necessarily need to flee, or to fight when we come across a stressful situation, but the response is still the same.</li> <li>Whilst the stress response in the body causes very real physiological changes, stress itself can be generated by the way we think or feel and our perception of the situations we find ourselves in. Use examples here like have you ever felt stressed or frightened when you have been watching a scary film. This is your body's stress response at work!</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Active listening and asking questions</li> </ul> |                      |
| <b>Slide 11</b><br><br><b>Physical changes</b>    | <b>1 min</b>  | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Talk through physical changes and how these relate to signs and symptoms. Discuss what they do for the body in the face of physical threat - that it is normally about producing energy quickly.</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Active listening and asking questions</li> </ul>   |                      |
| <b>Slide 12</b><br><br><b>Stress &amp; Health</b> | <b>1 min</b>  | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Read through the slide</li> <li>be sure to point out that high levels of stress hormones can also contribute to vulnerability to other health conditions.</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Active listening and asking questions</li> </ul>  |                      |
| <b>Slide 13</b>                                   | <b>2 mins</b> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>High chronic levels of circulating cortisol stimulate the liver to release high levels of glucose into the bloodstream.</li> <li>High levels of blood glucose cause insulin resistance. The cells become more resistant to breaking down the glucose and more insulin is required from the pancreas to do the same job</li> <li>This can result in the body being unable to break down these sugars which results in increased fat, especially around the belly.</li> <li>Stress can also result in an increase in appetite for quick access energy e.g. refined carbohydrates.</li> </ul>                          |                      |

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|  |               | <b>SU:</b> <ul style="list-style-type: none"> <li>Active listening and asking questions</li> </ul>   |                      |
| <b>Slide 14</b><br><br><b>Acute and Chronic stress</b> | <b>3 min</b>  | <b>EDUCATOR:</b> <ul style="list-style-type: none"> <li>Acute stress refers to short term stress which is often essential to keep us safe. It is the instant reaction to a sudden situation, like stopping in time to avoid an accident, this keeps us safe from threats and again these are evolutionary responses to our environment. The physiological responses described a moment ago can give us the energy and the strength to get out of a dangerous situation. The problem is that this is largely about a physical response and these days most responses to stress require quick thinking not suddenly leaping into action.</li> <li>Chronic stress occurs when we are under stress for a prolonged period, when the body does not really have a chance to recover between stressful events, so there are always high levels of stress hormones circulating in the body. These same physiological responses can become damaging to the body.</li> <li>There are effects of chronic stress that can start to make us more at risk from Long term health problems.</li> <li>Type 2 diabetes</li> <li>Heart problems,</li> <li>Stroke</li> <li>Weight problems</li> <li>High blood pressure</li> <li>Some problems like forgetfulness, memory, poor concentration</li> </ul><br><b>SU:</b> <ul style="list-style-type: none"> <li>SUs understands the difference between acute and chronic stress and begins to understand how this might affect them individually and their lifestyle.</li> </ul> |                      |
| <b>Slide 15</b>  | <b>2 mins</b> | <b>EDUCATOR:</b> <ul style="list-style-type: none"> <li>Can anyone give me any examples of symptoms you may experience from being under high stress such as: <ul style="list-style-type: none"> <li>Emotional Symptoms</li> <li>Physical Symptoms</li> </ul> </li> </ul>   |                      |

| Slide & Topic  | Timing        | Educator notes & activity  | Equipment/ resources |
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| <b>What can cause stress</b>                                 |               | <ul style="list-style-type: none"> <li>○ Cognitive Symptoms</li> <li>○ Behavioural Symptoms</li> <li>● Encourage answers from the group. Move to the next slide to expand on these points.</li> <li>● Perception of events is just as important</li> <li>● Our thoughts, feelings and worries can cause the Fight Flight response, for example watching a scary film can cause you to feel physiological feelings of 'stress' (sweaty hands)</li> <li>● Uncertainty and Unfamiliarity are also known to raise the possibility of experiencing stress (use Covid 19 as an example where these 2 factors are very high).</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>● Active listening and asking questions</li> </ul>  |                      |
| <b>Slide 16</b><br><br><b>The problems stress can create</b> | <b>2 mins</b> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>● Here are some examples of some of the signs and symptoms of chronic stress.</li> <li>● These effects can individually be linked with health problems but particularly coupled with the physiological effects of the stress hormones, that have been discussed previously, can result in diagnosis of diabetes.</li> <li>● As you can see a healthy lifestyle is as much about taking charge of mental health too and ensure this is not contributing negatively to your health. This is one of the main reasons why we talk so much about our mental well-being during this course, as this can be as important as what we eat!</li> <li>● In many ways these situations can cause a viscous circle because the signs and symptoms are the same as the stress response itself.</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>● Active listening and asking questions</li> </ul> |                      |

| Slide & Topic                              | Timing        | Educator notes & activity  | Equipment/ resources |
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| <p>Slide 17-18</p> <p><b>Obstacles</b></p> | <p>2 mins</p> | <p><b>EDUCATOR:</b></p> <p>Slide 17</p> <ul style="list-style-type: none"> <li>Let's start to think about overcoming some of the challenges (or obstacles) to change?</li> </ul> <p>Slide 18</p> <ul style="list-style-type: none"> <li>Obstacles can be internal (such as thoughts or feelings) or external (challenges or things in our environment that can hinder our change).</li> <li>In this session we are going to look at some of the 'obstacles that can get in our way – the external things We will discuss how to manage different obstacles throughout this session.</li> <li>I'm sure there have been times when it has been a struggle to stick to the Programme. Today we are looking at overcoming obstacles, so I'd be grateful if anyone is happy to share any obstacles or challenges, they have faced so far on the Programme?</li> <li>Encourage SU s to answer: Does anyone have anything that they set out to achieve but struggled with?</li> <li>Were these obstacles within your control? I.e: Could you do anything about the situation to make it better.??</li> <li>Whilst some of the obstacles we face are indeed out of our control, there might be aspects we can have influence over.</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Participating in activity and discussion around obstacles</li> <li>Understand that obstacles can be both internal and external obstacles and awareness of what these might look like</li> <li>Think about own barriers and obstacles, and whether these are in their control</li> </ul> |                      |
| <p>Slide 19</p> <p><b>Obstacles</b></p>    | <p>3 mins</p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Here are some common obstacles that can get in the way and impact motivation.</li> <li>Look at the slide:</li> <li>Which of the obstacles in the bubbles above are internal? Ask an SU to share their thoughts.</li> <li>Which of the obstacles in the bubbles above are external? Ask an SU to share their thoughts.</li> <li>Summarise and briefly go through the obstacles and whether they are internal/external.</li> </ul>  |                      |

| Slide & Topic  | Timing              | Educator notes & activity   | Equipment/ resources |
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|  |                     | <ul style="list-style-type: none"> <li>• Can you think of any obstacles that you have come up against so far? Take a moment now to write any obstacles you have faced in your handbook. I'll pause and give you one minute to do this, if you don't have your handbook, you can use a piece of paper or notebook.</li> <li>• Would anyone be happy share an obstacle?</li> <li>• Discuss with SU's</li> <li>• Was it an internal or external obstacle?</li> <li>• How have they solved this so far?</li> <li>• If there is anything else, they might have tried?</li> <li>• Was the obstacle within their control, (could you do something about this problem? ) if not, think about the consequences of trying to change an obstacle that is not within their control</li> <li>• We look at how to cope with Internal Obstacles in Session 10 but today we will look at one way of trying to solve External obstacles. How we cope with a problem?</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Participating in activity and discussion around obstacles</li> <li>• Understand that obstacles can be both internal and external obstacles and awareness of what these might look like</li> </ul> <p>Think about own barriers and obstacles, and whether these are in their control</p> |                      |
| <p><b>Slide 20</b></p> <p><b>The problem solving wheel</b></p> | <p><b>1 min</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Introduce problem solving wheel: So, as we've discussed there are various obstacles we come across when trying to make improvements to our health, as we've discussed. The problem-solving cycle is a quick tool you can use to help you overcome some of these issues as it can help you to think of possible solutions.</li> <li>• At first look, this may seem a little obvious but all too often, and particularly when it comes to our health, we will fall at the first hurdle so it's important to try and think about the various solutions and pick the one that is best for us.</li> <li>• Let's work through the problem-solving cycle with an example</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening and asking questions</li> </ul>   |                      |

| Slide & Topic                                 | Timing        | Educator notes & activity  | Equipment/ resources |
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| <b>Slide 21</b><br><br><b>Problem Solving</b> | <b>1 min</b>  | <b>EDUCATOR:</b> <ul style="list-style-type: none"> <li>Let's work through the problem solving cycle with an example Use an obstacle highlighted from the previous discussion or ask 1 person in the group to volunteer a new obstacle</li> <li>If no response uses your own example e.g.: 'you have a family celebration to attend where there will be lots of food available'</li> </ul>   |                      |
|   |               | <b>SU</b> <ul style="list-style-type: none"> <li>Participates in activity and discussion of examples</li> <li>Engages with the idea that there can be different possible solutions to problems and that you have to give things a try</li> </ul>   |                      |
| <b>Slide 22</b><br><br><b>Problem Solving</b> | <b>2 mins</b> | <b>EDUCATOR:</b> <ul style="list-style-type: none"> <li>Thinking of all possible solutions can help to think laterally and be creative. Encourage creative thinking and unusual solutions – unusual solutions can bring interesting different ideas!! Even the crazy solutions might turn out to be helpful in some way! Sometimes practical solutions can come from the more creative solutions. You can liken it to a funnel/filter – start with the wide end and narrow down, rather than vice versa.</li> <li>Go through possible solutions – ask for suggestions.</li> <li>E.g. preparing food in advance, talking to friend</li> </ul> |                      |
|   |               | <b>SU</b> <ul style="list-style-type: none"> <li>Participates in activity and discussion of examples</li> <li>Engages with the idea that there can be different possible solutions to problems and that you have to give things a try</li> </ul>   |                      |
| <b>Slide 23</b><br><br><b>Problem Solving</b> | <b>1 min</b>  | <b>EDUCATOR:</b> <ul style="list-style-type: none"> <li>Once you have gone through the possible solutions for an obstacle, pick the most appropriate one.</li> <li>Ask a SU to choose a solution from the possible options discussed on the previous slide</li> <li>Emphasise that there is no right or wrong answer here, and that the best option for one person won't necessarily be the same for another – it's important to pick a solution that's right for you as an individual and your circumstances and that's what the problem-solving cycle helps us to do.</li> </ul>   |                      |

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|   |              | <b>SU:</b> <ul style="list-style-type: none"> <li>• Participates in activity and discussion of examples</li> <li>• Engages with the idea that there can be different possible solutions to problems and that you have to give things a try</li> </ul>   |                      |
| <b>Slide 24</b><br><br><b>Problem Solving</b> | <b>1 min</b> | <b>EDUCATOR:</b> <ul style="list-style-type: none"> <li>• The next step is to implement the solution you've chosen.</li> <li>• Ask SUs how the chosen solution could be implemented – encourage discussion</li> <li>• You will find this either works really well for you and you can use this solution going forward, or you will find that for some reason it doesn't work for you. If that's the case, you can go back and try a different solution which is covered in the next stage.</li> </ul><br><b>SU:</b> <ul style="list-style-type: none"> <li>• Participates in activity and discussion of examples</li> <li>• Engages with the idea that there can be different possible solutions to problems and that you have to give things a try</li> </ul>  |                      |
| <b>Slide 25</b><br><br><b>Problem Solving</b> | <b>1 min</b> | <b>EDUCATOR:</b> <ul style="list-style-type: none"> <li>• Once you've implemented the solution you can review how helpful it has been at supporting you to overcome the obstacle. By reviewing the results and acknowledging what went well and what didn't go as well as you'd hoped can be helpful for future problem solving.</li> <li>• Using chosen example, ask SUs what kind of things would be helpful to think about when reflecting on how helpful/successful the chosen solution has been.</li> <li>• The problem-solving cycle is shown in your handbook. Perhaps take some time after today's session to work through this for one of your own obstacles.</li> </ul><br><b>SU:</b> <ul style="list-style-type: none"> <li>• Participates in activity and discussion of examples</li> </ul> |                      |

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|   |               | <ul style="list-style-type: none"> <li>Engages with the idea that there can be different possible solutions to problems and that you have to give things a try</li> </ul>   |                      |
| <b>Slide 26</b><br><br><b>Managing internal obstacles</b> | <b>1 min</b>  | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Internal obstacles (those that we really can't do anything about) are not as easily managed with problem solving and require other strategies to avoid them having too much of an effect on our health. Such obstacles may require us to think outside the box a little for a solution and perhaps try some new ways of managing our thoughts.</li> <li>READ THROUGH SLIDE</li> <li>Can anyone think of any example of thoughts or feelings that can get in the way? Encourage interaction from the group and respond accordingly.</li> <li>Explain that we will be exploring thoughts, stress and management strategies in future sessions</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Think about internal barriers and how these have an impact on meeting goals and overall health</li> <li>Understand different ways internal barriers can be managed</li> </ul>  |                      |
| <b>Slide 27</b><br><br><b>What about other people</b>     | <b>3 mins</b> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>What about other people? Can we do anything about other people and their support of what we are trying to do?</li> <li>One thing you cannot generally control is other people's actions, but you can control how you respond to others.</li> <li>Our family and friends can be our biggest motivators, but they can also sometimes sway us off track, particularly if they do not understand what we are trying to do?</li> <li>Has anyone got any examples of how they have benefitted from social support since starting the programme?</li> <li>Or times when those around you have made it more difficult to meet goals?</li> <li>It's important that your friends and family understand why you are undertaking the programme and the associated health benefits of doing so. In this way they will be more likely to support you and help you when times are tricky. We might also need them to get onboard with new ways of socializing as often our social events are structured around food and drink.</li> </ul> |                      |

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|   |              | <ul style="list-style-type: none"> <li>For example, if you normally catch up with a friend down the pub or at a café, could you suggest that they come to yours instead or that you go for a walk?</li> <li>(NB – we know that family and friend support – social support - is one of the key ways that help SU s through the journey. So, think with your SU s what they can do to enhance their experience and success on the programme. At this really early stage in the programme encourage gathering support together. It is not a sign of weakness) .</li> <li>We will look at ‘being assertive’ in session 10.</li> </ul> <p>SU:</p> <ul style="list-style-type: none"> <li>Think about fact that sometimes it is other people that can help or hinder us changing</li> <li>Participate in discussion around enlisting and engaging other people as a support</li> </ul> |                      |
| <b>Slide 28</b><br><br><b>What is emotional / comfort eating?</b> | <b>1 min</b> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Encourage participation by asking 1-2 service users what they think emotional eating is</li> <li>Emotional eating, or ‘comfort eating’ is one of those factors and means you’re eating according to how you feel rather than due to physical hunger. Research has shown that most of us override our body’s signal of fullness on a regular basis and more often than not we eat to comfort ourselves, especially when we experience difficult emotions or situations such as stress, boredom, and negative emotions</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Active listening and asking questions</li> </ul>   |                      |
| <b>Slide 29</b><br><br><b>Food &amp; Emotions</b>                 | <b>1 min</b> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Go through slide making the following points</li> <li>The connection between emotions and food have been set down since birth – food is an essential source of comfort and soothing as a baby. This can continue through to adulthood, especially if we are sad or unhappy.</li> <li>Food is also a very important part of all celebrations in all cultures and play a huge role in traditions</li> <li>We no longer eat ONLY to satisfy physical hunger and nutritional requirements. Research has shown that most of us override our bodies signals of fullness on a regular basis, and the common reasons were stress, boredom and negative emotions where food was in easy reach to ‘solve or overcome’ these situations.</li> </ul>  |                      |

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|   |                     | <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening and asking questions</li> </ul>   |                      |
| <p><b>Slide 30</b></p> <p><b>Emotional eating</b></p>             | <p><b>1 min</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Have a look at this vicious cycle:</li> <li>• Food is often a welcome distraction from challenging and stressful situations and when we're stressed, we tend to crave food higher in fat and sugar as stress is associated with a hormone called cortisol which increases appetite and can increase cravings for sugary and fatty foods. Using food to regulate our emotions (emotional eating) is usually an attempt to make ourselves feel better but can lead to a vicious cycle.</li> <li>• Here is an example of how our emotions can lead to comfort eating, and lead to a vicious cycle. .</li> <li>• <b>Read through cycle on slide</b></li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Gain understanding of the link between emotions and food</li> <li>• Participate in discussion</li> </ul> |                      |
| <p><b>Slide 31</b></p> <p><b>Physical vs emotional hunger</b></p> | <p><b>1 min</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• We talked about Mindful Eating in Session 4 – do you remember that we talked about how Mindful Eating can help how we eat.</li> <li>• To be able to break the cycle of comfort eating we can go further than this - we need to be able to tell the difference between when we're physically hungry and when we want food in response to our feelings or certain situations.</li> <li>• How might we know the difference between emotional and physical hunger?</li> <li>• Are there any signs?</li> <li>• Encourage participation from service users (how do you know you're hungry? Are there times you eat when you're not hungry?)</li> </ul>   |                      |

| Slide & Topic   | Timing               | Educator notes & activity   | Equipment/ resources |
|---|----------------------|---|----------------------|
|   |                      | <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Understand difference between emotional and physical hunger, and signs of each</li> <li>• Engage in discussion around physical vs emotional hunger</li> </ul>  |                      |
| <p><b>Slide 32</b></p> <p><b>Physical vs emotional hunger</b></p> | <p><b>1 min</b></p>  | <p><b>Educator:</b></p> <ul style="list-style-type: none"> <li>• Go through slide:</li> <li>• As we've discussed, eating is a common response to our emotions, and it can be difficult to tell the difference between emotional and physical hunger - you might not know when you're really hungry.</li> <li>• This table has some examples of the differences between emotional and physical hunger, and things to look out for to distinguish between the two.</li> <li>• Read through slide/examples in table</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Understand difference between emotional and physical hunger, and signs of each</li> <li>• Engage in discussion around physical vs emotional hunger</li> </ul>  |                      |
| <p><b>Slide 33</b></p> <p><b>Your environment</b></p>             | <p><b>2 mins</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Understanding the situations where you might comfort eat:</li> <li>• Recognising triggers</li> <li>• Usually there are certain situations that make us more likely to comfort eat</li> <li>• Prompt SU's for answers either asking 1-2 service users to share their thoughts.</li> <li>• Examples: watching TV, when driving, when overwhelmed, when anxious, bored</li> <li>• The first step to reducing comfort eating is to build our awareness about the situations it tends to happen.</li> <li>• Situations will be different for everyone. Think about the situations that apply to you – being aware of these situations is half of the battle and will help you to think about ways to reduce comfort eating.</li> <li>• What can you do? talk to someone, writing it down, relaxation, find something else to do</li> <li>• Once you've identified situations you are more likely to eat for comfort and in response to your emotions, you can start to think about changes you can make to your environment.</li> </ul> |                      |

| Slide & Topic                                 | Timing               | Educator notes & activity  | Equipment/ resources |
|---|----------------------|--|----------------------|
|   |                      | <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Reflect on own eating habits</li> <li>• Identify 'high risk' situations where comfort eating is more likely to occur</li> <li>• Discuss and identify alternative ways to respond to negative emotions or high-risk situations</li> </ul>  |                      |
| <p><b>Slide 34</b></p> <p><b>Activity</b></p> | <p><b>2 mins</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Mindful eating teaches us to understand and respond to our bodies cues. its about using our senses, sight, smell, touch, sound, taste to experience the food we are eating.</li> <li>• Mindful Eating activity:</li> <li>• To understand MINDFUL EATING let's have a go....</li> <li>• Ask a service user to think of a food and describe it using: smell, texture, taste, sound and visual appearance ONLY. Ask another service user to guess the food.</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Participate with activity</li> </ul>   |                      |
| <p><b>Slide 35</b></p> <p><b>Activity</b></p> | <p><b>2 mins</b></p> | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>• Look at the situations on the slide – which of these are mindful eating and which are mindless eating? Which might be Comfort Eating?</li> <li>• Go through all of the examples and discuss whether they are examples of Mindless eating and/or arise from Comfort Eating.</li> <li>• Eating popcorn – probably mindless – is there anything you could snack instead</li> <li>• A takeaway late at night - probably driven by who you're with – can you try ordering something else instead?</li> <li>• Eating lunch in front of computer – probably mindless. What else can you do??</li> <li>• Snacking in front of TV – probably mindless. Could be comfort eating too</li> <li>• Before or after an event you're worried about – probably comfort eating</li> <li>• Eating while driving – probably mindless and possible comfort eating too</li> </ul> |                      |

| Slide & Topic   | Timing              | Educator notes & activity  | Equipment/ resources                   |
|---|---------------------|--|--|
|   |                     | <ul style="list-style-type: none"> <li>Eating late at night – a common time for comfort eating. What could you try instead?</li> </ul>   |  |
| <p><b>Slides 36-37</b></p> <p><b>Goal without a plan is just a wish</b></p> <p><b>SMART</b></p> | <p><b>1 min</b></p> | <p><b>EDUCATOR:</b></p> <p>Slide 36</p> <ul style="list-style-type: none"> <li>Introduce section</li> <li>Reminds of the importance of committing to action by setting SMART goals for achieving a healthier lifestyle and the features of a clear and well-planned goal</li> </ul> <p>Slide 37</p> <ul style="list-style-type: none"> <li>Tap screen to reveal letters and their meanings and importance (x4) - Run through SMART acronym, time permitting ask users to recall what SMART represents before revealing.</li> <li>Explain that in order to turn long term goals into a reality, we need to break them down into manageable chunks and have a plan. This is the purpose of SMART goals.</li> <li>Work through example of SMART goal (offer to use group example, request input from group)</li> <li>Pause: before group do their own examples, recap the session so can make a SMART goal using info from this session</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Review long term goal in SU handbook</li> <li>Offer suggestions for formulating example SMART goal</li> </ul> | <p>Presentation</p> <p>SU handbook</p> |
| <p><b>Slides 38-39</b></p>  | <p><b>1 min</b></p> | <p><b>EDUCATOR:</b></p> <p>Slide 38</p>  | <p>Presentation</p>                    |

| Slide & Topic                                   | Timing | Educator notes & activity   | Equipment/ resources        |
|---|--------|---|-----------------------------|
| <p>Let's recap</p> <p>What have we learned?</p> |        | <ul style="list-style-type: none"> <li>Introduces final section to summarise Slide 39</li> <li>Reads out bullet points and invites SUs to expand and recall what they remember by asking open and probing questions</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Active listening and answering questions</li> </ul>   |                             |
| <p>Slide 40</p> <p>Now it's your turn</p>       | 3 mins | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Prompts SUs consider their own goals.</li> <li>These can be recorded in their handbook or on paper</li> <li>Request permission for SMART goal and sharing with group – reflect with group and ensure SMART</li> </ul> <p><b>SU:</b></p> <ul style="list-style-type: none"> <li>Discuss and record SMART goals</li> </ul> | Presentation<br>SU handbook |
| <p>Slide 51</p> <p>Well done!</p>               | 1 min  | <p><b>EDUCATOR:</b></p> <ul style="list-style-type: none"> <li>Thanks SUs</li> <li>Reminds SUs of next session topics and date/time</li> </ul>  |                             |