

15mins set up 60mins education	<p><u>Planning your future</u></p> <p>1-hour session</p> <p>NB! Make sure you download the slide deck prior to delivering the session</p>	 <p>Part of Acacium Group</p> <p>Equipment: Laptop/Tablet</p>
-----------------------------------	---	---

Preparation	General <ul style="list-style-type: none"> • Ensure you are familiar with the slides and lesson plan • Arrive at least 5 mins early to the session to welcome and engage with SUs
Session objectives	The SU will be able to: <ul style="list-style-type: none"> • Progress review • Self – monitor • 10 steps to maintaining change • Planning for your new journey • Your peer support sessions

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
Slides 1-4	5 min	EDUCATOR: Slide 1 <ul style="list-style-type: none"> • Welcome group • Complete register • Begin session 	Register Presentation

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

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
Self-monitoring tools		<ul style="list-style-type: none"> • Once you have a method of self-monitoring in place that works well for you, it will allow you to plan, make a strategy and pay attention to the details of your behaviour. • It is so important to understand your behaviours and actions as part of changing them. This ability to analyse your actions will provide you with greater clarity to understand what motivates you to act in certain ways, and what things have a strong influence over your choices. This will help you keep on top of the great changes you have made and keep things going if there are challenges. <p>Slide 9 Ways of self-monitoring:</p> <ul style="list-style-type: none"> • Keeping a journal and writing down the details of your behaviour. For example, you could keep a food diary of what you ate, how you were feeling when you ate the meals (e.g. bored, hungry or happy) and how you felt in general at the end of the day. This would allow you to keep an eye on why you eat certain foods and could be helpful for someone who struggles with comfort eating. • You could keep a chart on the fridge and tick off each day you manage to achieve the step target you set yourself. This is a quick and easy way to track and might highlight to you days of the week where you struggle with this. • You could arrange a weekly call with a friend to discuss your progress with maintaining your healthy lifestyle. This could include a general account of the things you've eaten and the activity you've undertaken in a week. Sometimes, just knowing that you will be recalling this type of information to someone is sufficient to keep you on track. • You could use an app, for example, a food tracking app or the drinkaware app to track how much alcohol you consume in the week. This will provide you with detailed information on the number of calories consumed, which can be helpful to keep you on track and make you think twice about some of the choices you make. <ul style="list-style-type: none"> • Measurements: You might also want to consider keeping track of your measurements. There is good evidence that those who self-monitor their weight / waist / body measurements are more likely to succeed with losing weight and keeping it off in the longer term. When you make lifestyle changes to improve your health, it can take a while for the body to adapt and respond. This means it can be helpful to track a number of health measures to aid your understanding of the positive impact these changes are having. • What three health measurements could you take to help you keep on track? 	

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
		<ul style="list-style-type: none"> • Weight - you will be continuing to track this in your handbook, and it's one of the simplest ways to become aware of changes. • Waist - measuring waist circumference can help to assess obesity-related health risks. Excess fat carried around the waist can increase your risk of high blood pressure, heart disease and Type 2 diabetes. • Body Mass Index (BMI) is a measure that tells you if you are a healthy weight for someone of your height. The BMI calculation divides an adult's weight in kilograms by their height in metres squared. You can calculate this on a calculator or use the online calculator provided by the NHS here. 	
Slide 10-20	16 mins	<p>EDUCATOR:</p> <p>Slide 10</p> <ul style="list-style-type: none"> • Explain that this is a summary of 10 different ways to maintain the changes SU have made throughout the programme <p>Slide 11</p> <ul style="list-style-type: none"> • Identifying your SMART goals is a really important part of maintaining any changes you've made. Reflect on the goals you've already set and consider whether you are still working towards them, or if it is time to set some new goals. • Do you remember what SMART stands for? Ask SUs <p>Slide 12</p> <ul style="list-style-type: none"> • Visualisation is a technique we've discussed before and is extremely effective for helping you to identify with the changes you have made or are working to maintain. We looked at it specifically with activity but you can use it in lots of different ways. • Take some time each day to visualize what you want to achieve with your goals. This might be eating and enjoying healthy meals, what you'd like to be doing. • Visualisation is important to help you move towards your goals rather than moving away from them. Start each day being clear on what you want to achieve you are much more likely to make great choices throughout the day that are in line with your health goals. <p>Slide 13</p>	

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
		<ul style="list-style-type: none"> • Thinking about your end goal can be a great motivator but its also important to think about the small steps you will take to get you there. You may need to have smaller goals to help you on your way and keep you motivated. • If you have been visualizing the end result achieving your weight loss goals, for example have you also thought about the things you are doing every day to take control of this? It might be cutting out sugar from your tea or taking the stairs rather than the lift. These small things you can check off one day at a time are the powerful changes that amount to great things over time. • Always try and have a longer time scale I mind – and remember change does take time. Try and be reaisitic with you time frames. <p>Slide 14</p> <ul style="list-style-type: none"> • The thoughts that we have guide us in our actions every day and strongly influence how we feel. These thoughts also influence the way in which you approach things, including the types of goals you set, so it’s important to check in with the tone of your thoughts. You could keep a diary, either on paper or on your phone. • It’s important to frame your goals using language that is positive and highlights what you want to achieve; for example, you could say ‘I will eat freshly made foods for dinner this week’ rather than ‘I might try not to eat processed foods for dinner this week <p>Slide 15</p> <ul style="list-style-type: none"> • No one is perfect and we all make unhelpful decisions from time to time. How you respond to yourself when you’ve fallen off track is important. • Responding with compassion takes strength of character and can be tricky for people to do but it is often the difference between you feeling motivated to continue with your healthy lifestyle and giving in to old habits. • How might you be kinder to yourself going forward? Encourage participation from SU's • If you are struggling with this, take some time to write down the thoughts you have and see if this sounds like the sort of thing you would say to a close friend or loved one that had struggled with making healthy changes. If its not something you would say to them its not something you should be saying to yourself. So take some time to reword this into more encouraging feedback. <p>Slide 16</p>	

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
		<ul style="list-style-type: none"> • We discussed previously how your environment can affect your behavior. What can you remember about this and how has your environment changed to help encourage your healthy habits? • What can you remember about this? Do you have any examples of how your environment has changed to help you encourage your healthy habits? • Have a think about anything else you could try – very often making small changes can be an easy win! • For example: putting food away in cupboards rather than out on the side, exercise equipment visible to remind you to stay active, clear and tidy bedroom to encourage restful sleep) <p>Slide 17</p> <ul style="list-style-type: none"> • We've already talked about how discussing and sharing things with others can be hugely helpful in helping you achieve your goals. Have you found any help from any unexpected sources? • Think about how others might be able to support you, or perhaps there are local groups or organisations that can help you further. • Encourage support from su's: How have you reached out for support so far, does anybody have any examples of this? Is there anything you might do going forward to ask for support from others? • Mention peer support sessions. <p>Slide 18</p> <ul style="list-style-type: none"> • You've worked really hard and making changes are hard, it's important to reward and congratulate yourself on your achievements. • The rewards you will get from maintaining your lifestyle changes include improved health and a greater quality of life, but it is good to include extra rewards along the way to keep you motivated in the short term – these don't have to be big things it might be something like having a bath when you get back from a walk, or buying a new cookbook to reward yourself for cooking fresh meals. • Ask SU's for other examples relevant to themselves <p>Slide 19</p> <ul style="list-style-type: none"> • It is easy to focus on how far we have to go and the goals we want to achieve – and often we forget to look back at how far we've done. 	

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
		<ul style="list-style-type: none"> You will have been keeping a note of your health changes in your personalized action plan. Make sure you review these regularly to see how far you've come. You might find it helpful to represent these in a chart or other visual format so you can keep in mind that all the changes you've made along the way have been effective in improving your overall health. What are you most proud of? (Ask SU's) <p>Slide 20</p> <ul style="list-style-type: none"> Reflection – thinking about how things have gone - is a technique used to look back at situations and analyze what went well and what could have been done differently. During the programme there will have been high's when things felt really easy and lows where things felt really tough. Taking some time to reflect back can be a really useful way for you to identify the best ways you can stay on track and the resources you will find most useful to help with this. Review your action plan to see the things that you have struggled with over the course of the programme and the things that went really well. Expect your journey to be a bit like this – it is never a straight line to get from A to B. Everyone works at different speeds, and has different priorities and challenges. 	
Slide 21-22 Managing setbacks and looking forward	5 mins	<p>Slide 21</p> <ul style="list-style-type: none"> Ask SU s to reflect on one success and one setback that they have come up against on the programme so far. Go through slide and remind SUs about the things you can do to manage setbacks. <p>Slide 22</p> <ul style="list-style-type: none"> Go through slide with SU Vision: ask SU to think about what success looks like, where do they hope to be 6 months from now with regards to the changes they have made so far? Obstacles: Prompt SU to think about what might get in the way, e.g. busy time coming up, things that might make it harder to do activity Success: what will help them to achieve their 'vision'? This may be their own individual strengths or values and/or support from others 	

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
		<ul style="list-style-type: none"> Plan: Encourage SU to think about what needs to happen next – how can they make the most of the supports, and minimise or overcome obstacles? Encourage them to make concrete steps and continue making short and long term SMART goals 	
<p>Slide 23-29</p> <p>Putting it all together</p> <p>You eat well</p> <p>You move more</p> <p>You are in charge</p>	10 mins	<p>Slide 23</p> <ul style="list-style-type: none"> Let's revisit why it is so important to live a healthy lifestyle and what you are working to safeguard yourself against by maintaining these changes for the long term. Explain to SUs that you will now briefly recap the content covered throughout the programme. <p>Slide 24</p> <ul style="list-style-type: none"> You will have learned a great deal about nutrition and healthy living over the course of the programme. Let's take a moment to summarise the areas we've covered as part of the course. What comes to mind when I ask what you have learnt with regards to healthy eating in this course? What do you know now that you didn't before? <p>Slide 25</p> <ul style="list-style-type: none"> Read through slide <p>Slide 26</p> <ul style="list-style-type: none"> You will have also learnt a great deal in regards to the different types of physical activity you can engage in and the positive effects this has on your body. What have you learnt about physical activity? What will stick in your mind the most <p>Slide 27</p> <ul style="list-style-type: none"> Read through slide <p>Slide 28</p> <ul style="list-style-type: none"> Read slide What have you learnt about behaviour change? What is the most important thing you have learnt? 	

Slide & Topic	Timing	Educator notes & activity	Equipment/ resources
		Slide 29 <ul style="list-style-type: none"> • Read through slide 	
Slide 30	1 min	EDUCATOR: <ul style="list-style-type: none"> • Congratulations to you all well done & keep it up. I will leave you with these two quotes 	
Slide 31	3 min	EDUCATOR: <ul style="list-style-type: none"> • Use the analogy of a journey and that the speed and direction of the journey is always going to vary. Everyone's journey looks very different and we will all have setbacks along the way. 	
Slide 32 Congratulations	2 mins	EDUCATOR: <ul style="list-style-type: none"> • Congratulate SU's 	