



UPBEAT

UK Pregnancies Better Eating and Activity Trial

Handbook for UPBEAT Health Trainers

Contents

	Pages
About	3
Managing people in a group	6
Individual face-to-face session	17
Session 1: Swapping your soft drinks, cutting down on sugar & first steps to physical activity	21
Session 2: Swapping your bread, rice and potatoes & increasing everyday activity	55
Session 3: Swapping your snacks & overcoming barriers to activity	71
Session 4: Swapping your breakfast cereals & benefits of activity	104
Session 5: Choosing lower fat dairy products, meat and alternatives & active leisure time	115
Session 6: Portion sizes & local exercise services	133
Session 7: Managing cravings & keeping active throughout the day	158
Session 8: Physical activity in late pregnancy & keeping going with changes	171
Appendices	180
Appendix 1 Food myth busters	181
Appendix 2 Tips for managing common food related pregnancy complaints	182
Appendix 3 List of warning signs to terminate exercise while pregnant	184
Appendix 4 Example food label and what it shows	185
Appendix 5 UPBEAT Price comparison spreadsheet	186
Appendix 6 Detailed instructions for using the pedometer	189
Appendix 7 Planning Sheet	190
Appendix 8 One-to-one sessions	194
Frequently Asked Questions	200
General questions about food in pregnancy	206

About this manual

This manual is a practical guide to running UPBEAT. It gives detailed session plans, and will also guide you through:

- Delivering the UPBEAT programme including the individual face-to-face session, group sessions and follow-up phone calls
- Alternative one-to-one format for each session in case required
- Supporting women in making changes
- Managing group dynamics.

Aims of the UPBEAT programme

The UPBEAT programme combines advice on nutrition and physical activity with 'behaviour change techniques' to help people develop habits that encourage a healthier lifestyle with the ultimate aim of improving pregnancy outcome.

The aims of the UPBEAT programme are for participants to:

- Make positive steps to improve their health and the health of their baby during pregnancy
- Improve their blood sugar control during pregnancy
- Learn how food and drink affects their blood sugar levels
- Learn how to be physically active during pregnancy

The programme also offers information on how to manage difficult situations or 'lapses' and keeping participants motivated.

The structure of the UPBEAT programme

- **Individual face-to-face session**

Each participant will have an individual face-to-face session with you before the group sessions start. This will be an ideal opportunity for you to tell the women a bit more about the sessions and what they involve but it will be very important to encourage them and make sure they want to come back! They may have just

finished a very long session with the research midwife so you should bear this in mind. At this individual session, you will give them a pedometer and instructions on how to use it, and ask them to wear it for one week to get information on their baseline step counts. (There is more on this later).

- **Group sessions**

UPBEAT Groups meet for 8 sessions – one a week – each lasting one and a half hours. For each session you will have a step-by-step plan including a checklist of things you will need for the session and what you will need to cover. Each session (after Session 1) starts with a review of the previous week. Then some new information about diet and activity will be introduced. You will finish by helping participants to set their goals for the following week.

After these eight group sessions you will need to contact each participant by telephone. We suggest you arrange with each woman how often they would like to be called but we recommend calling every fortnight until their final measurements are taken at 36-37 weeks gestation. During these calls, you will ask them how they have got on with their previous goals, help them to overcome any barriers and help them to set new weekly goals for diet and activity. (There is more on this later; p.12).

- **How to use this manual**

This manual will help you run the UPBEAT programme, although extra help will also be provided by the UPBEAT research team. You may think that the idea of helping pregnant women to change their eating and activity habits – as well as managing how they behave in a group – is quite daunting. But, if you follow the instructions in this manual, you and the group members should find the experience challenging, rewarding and enjoyable.

- **Resources in the back of manual**

In the Appendices on pages 180-206, there are some extra resources to help you run the group, plus some additional information on diet and activity should this be required. This includes:

- Food myth busters, foods pregnant women don't need to avoid
- Tips for managing common food related pregnancy complaints
- List of warning signs to terminate exercise while pregnant
- Example food label and what it shows
- UPBEAT price comparison spreadsheet
- Detailed instructions for using the pedometer
- Planning Sheet
- One-to-one session plans
- FAQs on the following: Artificial sweeteners, SPD (Symphysis Pubis Diastasis/Dysfunction) & Asthma in pregnancy.
- General questions about food in pregnancy, information based on that provided by the Food Standards Agency (women should receive a copy of the booklet they produce called 'Eating while you are pregnant'.)

Managing people in a group

The effectiveness of UPBEAT Groups depends on getting group members to work together and support each other as they change their lifestyle. This section explains how you can develop an atmosphere of co-operation between group members.

After reading this section you will:

- understand the role of the UPBEAT health trainer
- understand how groups help people
- be aware of some common difficulties groups face, and
- know how to manage common difficulties.

The role of the UPBEAT health trainer

The main role of the health trainer is to create an atmosphere in which people feel comfortable enough to learn from one another.

Responsibilities

The UPBEAT health trainer is responsible for:

- running the UPBEAT programme as described in this manual
- managing the group dynamics
- ensuring everyone has the opportunity to contribute
- monitoring group attendance and outcomes
- guiding women through the UPBEAT handbook
- creating a safe and comfortable environment for women on the UPBEAT programme
- working within their professional role and knowing when to seek help and support.

Support for you

As an UPBEAT health trainer, you play a vital role in the success of the programme. We want to make sure you are supported and that you get the most out of being an UPBEAT health trainer. As part of your role we ask you to give some feedback, preferably by phone or face to face, on how the programme is going. This will also be an opportunity for discussing your own development and any queries you have about facilitating. We expect there to be 3 supervision sessions (weekly) and 2 follow up sessions arranged to suit your needs.

My UPBEAT supervisor is:

Name

Contact phone number.....

Email address.....

If you have specific queries, you can contact the appropriate member of the UPBEAT team.

For queries relating to PHYSICAL ACTIVITY call

onor email

For queries relating to NUTRITION call

onor email

For queries relating to PREGNANCY call

onor email

Benefits for participants being part of a group

1. Helping people to talk openly

Many people get stuck in certain patterns of behaviour because they find it difficult to talk about their problems and ask for help. People with weight problems often find that others have little sympathy with their difficulties. Being in a group where people have similar problems helps people to talk more openly. Bringing the problem out into the open is the first stage in being able to do something about it. Being in a group can also help participants to identify patterns of behaviour that they were previously unaware of.

2. Learning from others

Pregnancy and having a baby is a life changing experience and this can make it difficult to focus on eating and activity. Alternatively, some people find that pregnancy provides added motivation for making health-related changes. Being in a group helps people to see how others manage to overcome the same problems, and this gives them hope that it *is* possible to change. Listening to the experience of others can also give people new ideas about how to make the suggested changes to their diet and activity.

3. Motivation through or from others

Developing a healthier lifestyle may mean that people have to give up certain things. Being part of a group can help give people motivation and support for the times when things get difficult and they may want to revert back to their old lifestyle habits.

Making groups work and some common difficulties

UPBEAT groups work best when all group members are equally committed to helping each other out. The steps we describe in this manual will help you to create an atmosphere of co-operation.

Unfortunately, not all groups manage to achieve a spirit of co-operation all of the time. This section outlines some of the common problems that groups experience and gives some ideas for avoiding or handling those problems. The problems we mention here are not just problems for UPBEAT groups – they can happen in any situation where a group of people work together to achieve a common aim. Don't forget you have the support of your UPBEAT supervisor who can help you to resolve these problems should they arise in your group.

Most of the difficulties that occur in groups happen because of the way people interact with each other. Others result from the ways in which some people 'behave' that can interfere with the running of the group. Some common difficulties of working with groups include:

Competition

There is usually some degree of competition between people in any group situation. It only becomes a problem when the competition is so obvious that it stops other members of the group from learning. Sometimes two or more group members will try to outdo each other.

One person talking a lot

People vary in how much they like to be the focus of attention so it's normal for some people in a group to talk more than others. But sometimes one person will talk so much that other members' contributions always seem to be squeezed out. (This is sometimes called 'dominating the airspace'.)

Disruption and sabotage

Some people may behave in a way that makes you wonder if they are deliberately trying to disrupt the work of the group. For example, they may be constantly dismissing other people's ideas or challenging the health trainer.

Tips for overcoming these difficulties

Some of the pressure you may feel as a health trainer might come from the thought that you are responsible for whether or not the group works. In the early stages this will be because participants will look to you for answers. If this happens to you then don't worry - it is very important that you feedback a considered and accurate response to participants which may mean you need to contact another member of the team if you are unsure of the answer (see more on this in the previous section 'Support for you'). Here are some styles of asking questions which are designed to help people work together, and also deflect or reduce the pressure on you:

- "What do other people think?"
- "I wonder if other people have different views or experiences."
- "Let's hear from those who haven't told us what they think."
- "Could you say a little more about ..."
- "Tell us how it is for you ..."
- "This is obviously upsetting for you. I wonder who else feels that way."
- "That debate was about quite an important point. To round it off could someone summarise the issue and then we can move on to the next topic?"

Getting the most out of the weekly review with participants

How to respond if some group members have not attempted a goal or kept their logbooks

If some participants have not attempted a goal or completed their logbooks, just accept their reasons and move onto the next person. Try not to condone, criticise or show displeasure at their reasons for non-completion. If this happens repeatedly though, you might want to talk to them about whether there are things making it difficult for them to set or carry out goals, or to complete the logbooks. Again, it is important to do this non-critically.

Examples of goal setting

Giving examples of previous goal setting could include everyday activities such as managing household chores (washing, ironing, clearing out cupboards etc.) or saving up for something like a car or holiday. Alternatively, thinking back to childhood when saving up for a toy or trying to obtain a good mark on a piece of homework.

Identifying discussion points

Having a review session keeps the focus on the weekly goals and helps to identify areas of concern, difficulty or misunderstanding that group members may have.

Remember:

- If a participant asks you a question try not to answer straightaway, try asking other members of the group what they think.
- Try not to solve participants' problems.
- If a question is outside of your responsibility to answer, or if you're at all unsure of the answer, use the Parking Zone (and remind the participant about the system for reporting back). (See page 25).

The following process can help you to identify discussion points:

1. Make a note on flipchart of how the participants have found the previous week, making a note as each group member speaks. Particularly try to encourage participants to share what went well for them.
2. Once everyone has spoken, ask the group whether there is a particular issue that they would like to discuss in more detail.
3. Ask participants to reflect on the information provided in the previous session by asking questions such as:
 - “What do you remember about why we have asked you to do this?”
 - “What do you remember about the discussion on physical activity/ sugar/ task using soft drinks last week?”
4. Clarify any misunderstandings that might get in the way of group members adopting important behaviours.

Telephone follow up

You will continue supporting the women after the sessions have finished by telephoning them every two weeks (up to 36-37 weeks gestation). This will be a time to discuss how they are getting on with existing goals and also to set new goals. You will use the change plan to help support their progress asking the following questions:

What is your biggest UPBEAT achievement?

What is your biggest UPBEAT challenge?

What goals do you want to work on in the future?

How will you keep up with these changes after the group sessions?

Questions you may have

Can I do something different to what's recommended in the UPBEAT health trainer's manual?

As an UPBEAT health trainer you may already have many helpful skills necessary to make groups work. However, it is very important that you follow the UPBEAT manual and handbook contents rather than bringing in ideas you may

have used in other programmes. For example, you may find the UPBEAT groups have more specific recommendations than other programmes you have worked with. These are a fundamental part of the UPBEAT programme and it is important they are the changes that participants are encouraged to make, as opposed to other healthy eating changes.

The structure of UPBEAT is based on research that has looked at the best way for women to achieve their aims in a group setting (as well as experiences from the pilot). Also the information we are providing in UPBEAT is likely to be different to anything that you may have come across before. This is particularly the case for the dietary advice which has been designed especially for pregnant women with a BMI of 30 or over. It's therefore really important that you follow the content and structure so we know the information given to all the women is the same - otherwise we won't know what has, and hasn't, worked.

What if someone asks me a question I don't know the answer to?

First of all - please don't panic! We know there will be lots of questions that group members will ask that either you don't know the answer to or are not qualified to answer. Because of the nature of this study, it is very important that you have the opportunity to speak to the appropriate member of the research team and feedback an accurate and considered response. Explain to the person asking the question that you will get back to them as soon as you can with the answer. In the meantime you can record their question in the 'Parking Zone' which is a system for logging the unanswered question (more on this page 25). Any questions should be recorded and key details noted so that information can be fed back effectively. You may feedback the answer at the next session or before if appropriate.

There may be many questions about specific foods, especially ethnic foods, which you do not know the answer to. We would ask you to contact the study nutritionist with these. We have included examples of commonly eaten foods and where foods have had the GI tested, but many foods haven't been tested and

there are also numerous factors which can affect the GI (e.g. preparation and cooking which can vary substantially by region). We will therefore address these on a case by case basis.

What happens if I run out of time for the session?

Timings have been suggested for all the activities and by following these you should reduce the likelihood of running out of time. However, if you realise you are running out of time, cover what you can but make sure you:

- 1. Review how they got on with last weeks goals for physical activity and diet**
- 2. Review how they got on completing their logbooks**
- 3. Set a step target and a goal for physical activity**
- 4. Introduce the next diet swap and set a goal around this**

Can partners attend the sessions?

The session plans are designed for women to attend without their partners. There are a number of reasons for this, one of which is to enable women to be honest with each other and realistic about the barriers that they face when making changes to their eating and activity (which may include factors relating to their family). Another reason is that not all women may have partners, so it may be problematic to balance everybody's needs in these sessions. If you are running one-to-one sessions with women, then you have a little more flexibility and could invite the partner to attend one or two of the sessions if this is something that they would like to do. You should be able to follow the same session plan, but including both the woman and her partner in the discussions. You should note that this can change the dynamics and you will have two people's views to balance, so be prepared to facilitate the discussions and make sure that both have an opportunity to put their views across.

What happens if I have problems contacting women by telephone?

At the end of the sessions when you are following up the sessions with telephone calls, it is sometimes difficult to get hold of participants- people have busy lives

and may be out of the house a lot, so this is not surprising. You might want to ask women when good times to contact them are at the last session. If you do have problems- keep trying and try at different times and on different days. Leave a message if possible, but follow this up with a telephone call, do not rely on the woman to call you back. If after several attempts you are still unable to contact them, you might want to send them a letter saying that you have been trying to contact them but unable to. You could ask them to contact you at a suitable time.

What's in it for me as a health trainer?

- A sense of achievement from knowing you are helping others improve their health and giving the women the best chance of a healthy pregnancy
- An opportunity to meet new people
- Regular contact and positive interactions with other group members, and the experience of seeing the group successfully carry out tasks
- The chance to develop your skills as a health trainer
- The chance to learn more about pregnancy, nutrition, physical activity and behavioural change through working with the UPBEAT research team
- The chance to be part of a large multicentre research project.

If I'm running the UPBEAT groups, do I have to go to all of the sessions?

UPBEAT has been designed so that you run the sessions with the support of your supervisor and colleagues in the UPBEAT research team. The health trainer is the main point of contact for women in the UPBEAT group so it is important that you arrive in plenty of time to ensure that you are prepared to start the group when participants arrive. If you are ill or have an emergency that prevents you from running the group, please contact your supervisor or another member of the UPBEAT research team as soon as possible.

SUMMARY – Your role as a Health Trainer

- Be clear what your responsibilities as a health trainer are.
- Make clear to the group the system of referral for questions that you are unable to answer.
- Follow each detailed session plan, and the exact running order.
- If unexpected situations arise, try to go back to the schedule as soon as you can.
- Remember to facilitate the group and not lead it.
- Help the group to make their own decisions; don't make them yourself.
- Involve all participants.
- Set ground rules at the beginning.
- Be clear about the time available and what the session will cover at the start.
- Prepare for each session.
- Arrive in plenty of time to set up the session and greet participants.
- Remember to listen, observe, and question.
- If a difficult situation arises, summarise it for the group and ask for their views or possible solutions.
- Contact the appropriate member of the research team if questions arise.
- Maintain regular contact with your UPBEAT supervisor.

Individual face-to-face session

This session aims to build rapport and encourage participation in the study, as well as provide information. It is an important part of the UPBEAT programme as it will give you a chance to meet the women personally before they start the group sessions. **This session should last between 30 and 45 minutes.**

The aims of the session are to:

- Welcome and thank for participating
- Reinforce benefits of participation (UPBEAT benefits plus social aspect of being in group, part of exciting new project, fun, etc), addressing concerns
- Discuss any expectations/hopes of participating
- Address any concerns
- Briefly cover what the health trainer's role is/isn't
- Discuss goal setting and the idea of setting two or more goals a week.
- Introduce the pedometer and explain how to use it
- Introduce the logbook and explain how to use it
- Introduce the participant handbook
- Ask how participant records appointments/ tasks (e.g. diary, mobile, etc). Ask if they could bring this along to UPBEAT sessions
- Emphasise the positive and fun aspects of being in a group

Structure

Introduction

- Introduce yourself, and explain that you have been trained as an UPBEAT health trainer and that you will be facilitating the sessions of the 8 week UPBEAT programme.

The UPBEAT programme

Explain the following points:

- The UPBEAT programme will be run for 8 sessions, each lasting about 1 ½ hours
- There will be opportunity to meet other women who are also making changes on the programme
- The programme has been developed by a team of health professionals and experts in the area of pregnancy, child health, nutrition and physical activity
- Explain that UPBEAT is not a diet and will not involve calorie counting – and emphasise that we have suggested healthier alternatives rather than just telling people to avoid certain foods. It will also involve increasing your daily activity levels

Refer to pages 6-13 in the participant handbook to help explain the UPBEAT programme.

Introduce the handbook

- Explain that each week the group will cover a different physical activity and nutrition topic and it will be a chance to learn new information and skills
- Introduce the different sections of the handbook (pages 16-21) and ask the participant to read them before the group sessions start
- Reassure women that it is safe to follow the activity guidelines in UPBEAT and that there is safety information on activity in pregnancy (pages 17 and 21 of their handbook)

- Ask each woman to tell you what they hope to gain from taking part in UPBEAT. Prompt them to identify any particular behaviour they would like to change, e.g. being more active, eating less fat or eating more fruit and vegetables or improving their energy levels
- Invite women to start reading the handbook and making changes straight away but reassure that all the topics will be covered in the group

Introduce the pedometer

- Explain that setting step targets and using a pedometer to measure progress in daily step counts will be an important part of this study
- We will give each participant a pedometer which she can keep after the study has finished
- Give instructions on how to attach the pedometer to their waistband and how to reset it
- Explain that we would like the participant to use the pedometer for one week before the group sessions start to find out how many steps she usually takes a day. She doesn't need to be anymore active during these seven days than she would usually be
- She will need to attach the pedometer as soon as she gets dressed in the morning and wear it until she goes to bed at night. It is not water proof, so must be taken off during bathing or swimming
- Show her how to record her daily steps to the logbook during that week. Encourage her to start recording step counts as soon as possible and to record them in the logbook
- Explain that you will telephone just over one week before the sessions start to remind her to measure her steps, but it would be great if she could do it before then (if applicable)

Introduce the UPBEAT DVD

- Explain the DVD was especially developed for women taking part in UPBEAT.
- Inform her that we will go into more detail about using the DVD during the session but they are welcome to start using it straight away.

A few more points to add

- Ask that they do not share their UPBEAT handbook or materials with other pregnant women that are not in their group. Explain that this is because they are part of a research group so we have to be sure that only people attending UPBEAT groups use the materials.
- Mention that the UPBEAT programme follows the general Food Standards Agency advice on eating in pregnancy.

Session 1: Swapping your soft drinks, cutting down on sugar & first steps to physical activity

By the end of this session participants will have:

- Been introduced to each other and you
- Gone over what will be covered in the 8-week UPBEAT programme
- Learnt how the programme could help them
- Understood the roles and responsibilities of the health trainer
- Understood and agreed their role in helping the group to run smoothly
- Reviewed how they got on using the pedometer
- Learnt how and why to choose sugar free soft drinks
- Learnt more about the sugar content of popular soft drinks
- Learnt how to read the labels of popular soft drinks
- Been re-introduced to the logbook for diet and physical activity
- Learnt how sugar intake can add up across the day
- Been provided with some information on artificial sweeteners and ideas for natural sweeteners
- Been supported in setting goals around increasing physical activity, swapping soft drinks and cutting down on sugar

RUNNING ORDER

10 minutes

Welcome

5 minutes

Introduction to the UPBEAT programme

Roles/responsibilities of the health trainer

What UPBEAT will involve

10 minutes

Ground rules

Participants brainstorm thoughts about ground rules with health trainer prompting. Write the agreed ground rules on a flipchart which should be brought to each session and put up on wall

10 minutes

Pedometer and steps review

Find out how participants have managed with their pedometer since being given it in the face-to-face session.

25 minutes

Swap 1 & 2: Soft drinks and cutting down on sugar

Briefly tell participants why swapping regular soft drinks for sugar free alternatives is important. Refer to page 33 in the UPBEAT participants' handbook.

Practical Exercise: How much sugar is in these drinks?

15 minutes

Introduction to goal setting

15 minutes

Goal feedback

Go round group and ask all the participants what their goals are.

5 minutes

Round-up and thanks

CHECKLIST MATERIALS NEEDED

- Name labels

It is best if you write out the badges to make sure that they are all legible. Make sure that you, the health trainer, have a badge too.

- Flipchart
- Marker pens and biros
- Parking zone and post its
- Sugar cubes
- Blue tack
- Calculator
- Empty soft drinks containers
- Pedometer
- Posters for Session 1
- Practical Exercise: How much sugar is in these drinks and answer sheet
- Copy of the study documents including participant handbook and logbook
- List of people expected to attend/ phone numbers
- Spare logbooks

SESSION PLAN

Session 1 introduces a lot of information and sets the scene for the rest of the group sessions, particularly with the introduction of the goal setting and using the logbook, which is crucial to the whole programme. So this session tends to make more demands on the health trainer than the other sessions.

10 minutes - Welcome

Welcome the participants and introduce yourself

Reintroduce yourself and remind participants what your role is. Also explain how this is an exciting programme to be a part of that has been written by experts from a wide range of specialities. So if the participants have particular questions that can not be answered in the group they will be 'parked' in the Parking Zone and answered by one of these experts for the following week.

Ask participants if they have any questions and answer these if possible, or park in the Parking Zone.

Ask each participant to say their own name and ask them what their dream holiday destination is and why

This is an ice-breaking task to help people feel less anxious. There will be plenty of opportunities for participants to talk more and to get to know each other later in the session.

Hand out the name badges

It is better that you write out the name badges to make sure they're all legible. Hand out the badges every week until people get to know each other. Make sure that you have a badge too.

5 minutes - Introduction to the UPBEAT programme

About UPBEAT

Participants will know something about UPBEAT before agreeing to take part in the group but it's always worth briefly reminding them about the aims of the programme and how it could improve their health and the health of their baby. Explain that for the group to work it's important that everyone understands what the programme is trying to achieve. So you will now tell them about the programme and how it will work over the next 8 weeks and beyond to take them to the end of the study.

How often, and for how long?

Refer participants to the UPBEAT flow chart on page 10 of participants' handbook:

8 sessions (one a week) and these are part of longer term study

Each session will last for one and a half hours

Follow-up phone calls by the health trainer after the group sessions until 36 weeks' gestation

How the group will be run

Each week, between sessions, participants will be asked to work on at the UPBEAT goals and the step target they have set for themselves.

Each session will include:

- A brief review of the previous week's session, and how everyone got on during the week with their UPBEAT diet and physical activity goal and step target
- Discussion of that week's UPBEAT physical activity goal and step target
- Discussion of that week's new UPBEAT dietary goal
- Round-up and preparation for next session

Responsibilities of participants

Explain that participants need to do two things:

1. Come to all the sessions and always arrive on time.

2. Most important of all, work on their goals and wear their pedometer between sessions.

Absences and dropping out

Participants will get the most out of the group if they attend all the sessions and always arrive on time. However, it is recognised that group members may occasionally need to miss a session due to unavoidable circumstances. Ask participants to let you know about absences a week in advance or as soon as possible so that you can e-mail or post them the tasks for the following week. If participants feel that their circumstances have changed and they can no longer be part of the group, ask them to talk to you before dropping out. Tell the group that this has happened and you will ask their permission to be contacted by the research midwife.

Contact details

Ask the group if they want to circulate a list of contact details (e.g. e-mail addresses or phone numbers) so that group members can offer support to each other between sessions.

Arrangements for toilets and what to do in case of a fire or emergency

Tell participants where the nearest toilets are and that if they need use the toilet no need to ask, quietly go.

Give instructions for what to do in case of a fire or other emergency.

Questions

Ask group members if they have any questions.

10 minutes - Ground rules

Setting the ground rules

Setting ground rules is an important task. Ground rules will help participants to work together over the next 8 weeks. Explain that, since participants will be

working together for the next 8 weeks, it is important to create the right environment to help and support each other's learning.

Tell participants that you need to discuss and agree on some rules that will help the group work effectively together. To get the discussion started, ask them one of these questions:

- “When you work with other people, what sort of things make it go smoothly?”
- “When you're with people you don't know well, what would help you feel more relaxed or be yourself?”
- “How should people in the group behave to help everyone make the most out of being here?”

Using the ground rules

The ground rules of each group will be different. Write down on a flipchart only those ground rules which everyone agrees on. Display these throughout the programme. Gently refer back to the display if a group member is ignoring them or acting against the agreed rules.

Special points to include in the ground rules

It is particularly important to include ground rules on the following:

- Importance of attending all sessions
- Punctuality
- Importance and method of contact used by the health trainer, e.g. they will be telephoned if they have not turned up for a group session and will receive phone calls after the 8 sessions have finished up until the end of their pregnancy
- What to do if someone can not come to a session
- Confidentiality
- Respect for other people's opinions
- Tolerance for disagreement
- Personal disclosure (people only saying what they feel comfortable with)

Confidentiality

It is important that group members discuss how they will talk about things that arise within the group. Everyone in the group needs to understand and agree the rules about confidentiality. If a member is found to have broken the confidentiality rule, she will be asked to leave the group. Inform the women that although you will share information about the groups with the UPBEAT team, you will also agree to follow the confidentiality rules and that the records you keep with will be in line the Data Protection Act and not shared with other organisations.

5 minutes - What UPBEAT will involve

Explain that UPBEAT is all about making small changes around physical activity and diet. Introduce the 8 dietary swaps (poster or handout). Explain that they will be supported in making gradual, small changes over the next 8 weeks and beyond until late pregnancy. The swaps will be very individual and dependent on their current eating habits. Tell the women that the group sessions will cover the topics in the order they are in the manual. Most women find it easier to make gradual change to their eating and activity and build this up week by week. However, remind the women that they may want to read ahead and make additional changes; the more swaps they make and more they increase their activity the better the impact will be.

Tell participants that alongside this they will be encouraged to increase the amount of physical activity they do. Again, this will be about making small but important changes such as increasing the amount of walking and reducing the amount of time sitting down. This will involve setting step targets and using a pedometer. The participants may also try 'organised' or group activities if they prefer.

10 minutes- Pedometer and steps review

Go round the group and find out how participants have managed with their pedometer since being given it in the face-to-face session. Help them to calculate

their average daily step count, which will be needed when setting the first step target.

Check first on how many days they have worn the pedometer for most of the day (at least for 8 hours). Include those days only to the following calculations. To calculate the average daily step count, add up the number of daily steps and divide it by the number of included days, ask women to record this in their log book. An example is provided at the end of this session to illustrate how to calculate step counts.

Ask participants:

1. How many steps they were usually doing on a day?
2. Were they surprised by the pedometer counts?
3. Have they noticed any particular activity that gives more or less steps than expected?

Suggest that when they come to set their physical activity goal towards the end of this session they aim to increase this by approximately 1,000 steps which is about 10 minutes more of brisk walking or any other moderate intensity activity (refer to the handbook if needs explanation). They should make sure that they are walking at sufficient intensity to have an effect. This means being a little breathless and having an increased heart rate but still able to carry on a conversation.

Estimating steps without your pedometer

For activities where they can not wear a pedometer e.g. swimming or water aerobics record 1,000 extra steps for every 10 min of actual swimming or water aerobics (but not if playing with children in a swimming pool).

If the pedometer could not be worn for moderate intensity activities such as brisk walking (e.g. not wearing suitable clothing), dancing or gardening women can also add 1,000 steps for every 10 minutes of actual activity.

Draw participants' attention to the UPBEAT poster provided that shows the activity levels for different numbers of steps.

If any of the participants have had any difficulties with their pedometers try to help, with the support of the group, or park in the Parking Zone. Repeat the instructions on where to attach the pedometer and remind them about wearing it from the morning through to the evening.

25 minutes

Swaps 1 & 2: Swap your soft drinks and cutting down added sugar

Give people an introduction to sugar and the following key pieces of information:

- Sugar adds flavour and sweetness to foods, but frequent consumption of sugar-containing foods and drinks is associated with swings in your blood sugar levels which we want to try and avoid in UPBEAT.
- It is also linked to an increased tendency towards tooth decay. Food and drinks containing lots of added sugars contain calories (energy) but often have few other nutrients, so we should try to eat these types of foods in tiny amounts and not very often.
- Sugars occur naturally in foods such as fruit and milk, but we don't need to cut down on these types of sugars. It is the sugar we add to food and drinks and food containing *added* sugars that we should be cutting down on. An exception to this is fruit juice which is high in naturally occurring sugars and should be limited.

Remind participants that all of the ingredients below are types of sugar that should be avoided on UPBEAT:

- Sugar (brown or white)
- Honey
- Jams
- Maple syrup
- Sweetened condensed milk
- Sweet spreads e.g. chocolate spread
- Other types of sugar

Briefly tell participants why swapping regular soft drinks for a sugar free alternative is important.

Key points

- Sugary soft drinks (like sugar in foods) raise blood sugar levels quickly
- Result is highs and lows in blood sugar levels (which can affect many things including appetite, growth and development of baby, mood)
- Water (any type, including tap), herbal or fruit teas and semi-skimmed or skimmed milk are the healthiest choices
- Most fizzy drinks have no nutritional benefits (they do not contain any nutrients other than energy or calories)
- 'Energy' drinks or sports drinks are designed to increase blood sugar levels very quickly which is unadvisable on the UPBEAT programme
- Limit fruit juice to one small glass (approx 1/3 pint or 200 mls) a day – because fruit juice is very high in natural sugars
- Check labels to identify sugar free varieties of soft drinks

Remember that this session is focusing on cutting down on sugary drinks and sugar that is added to foods rather than, for example, snacks like sweets and chocolate as this will be covered in Session 3 – Swapping your snacks.

Practical Exercise: How much sugar is in these drinks?

Divide participants into two groups and hand out food labels.

Ask participants:

“What are the key differences in the labels that distinguish between normal and reduced / sugar free drinks?”

Mention key things to look for on the front of the label for drinks:

- Sugar free
- Diet

- No added sugar
- Low calorie

Ask people to think about how sugar content in drinks can easily add up over the day.

Remind people that water (any type), herbal or fruit teas, semi-skimmed or skimmed milk are the healthiest choices and sugar content is zero or very low.

Mention there will be further information on food labels in Sessions 3, 5 & 6 and we will look at them in more detail then.

Artificial sweeteners

Sweeteners are calorie free sugar substitutes and are available in tablets, granulated form and liquid. Sweeteners are lower in calories than sugar and safer for teeth. Sweeteners are used in soft drinks and other reduced-calorie or sugar-free foods such as yogurt and chewing gum. As with all food additives, they have undergone rigorous safety assessments before approval and are only allowed to be used in a limited range of products.

There have been some stories in the media about the safety of artificial sweeteners. However there are no specific recommendations on avoiding sweeteners in pregnancy although some women may still choose to avoid them. In UPBEAT we would recommend that you use natural alternatives to sweeteners where possible first e.g. fruit as a sweetener on porridge, water, herbal tea before fizzy drinks.

If any participant feels there is absolutely no swap they can make (e.g. they already drink only sugar free drinks and don't add any sugar to foods) ask them to share some information about this with the rest of the group.

E.g. What made them decide to choose sugar free? Did they notice a difference in taste? Has this had any impact on other members of the family?

Invite these women to move on to next week's goals.

15 minutes

Introduction to goal setting: 'A plan without a goal is just a wish.'

Explain that what is really crucial about UPBEAT is setting weekly goals and that for most people this makes all the difference between having a good idea and actually doing it. Explain that a goal is something that somebody wants to achieve. Explain that as discussed in their introductory one to one session, in UPBEAT they will be asked to set two or more goals each week. These will be:

- At least one physical activity goal (in addition to the step target; the goal will help them to increase their steps and reach their target)
- At least one dietary goal (ideally aim for two: one for each swap introduced in the early sessions)

There will be more detailed information on goal setting in week 2 so you might like to frame this as an opportunity for participants to have a go at setting a goal and seeing how they get on. They can also refer to section 5 of the participant's handbook.

Reintroduce the UPBEAT logbook to the women and explain how this will be used to record and keep a track of the UPBEAT goals.

UPBEAT goals

- Ask participants to work individually to set their own goal(s) for the forthcoming week but to ask you for help if they need it. Ideally, encourage people to set a physical activity goal, one goal about sugary drinks and one about added sugar.
- The dietary goal will be around swapping soft drinks and reducing sugar. Participants will need to refer to their handbook page 33 and 34 to see what foods and drinks they should think about swapping and what alternative options they have.
- Briefly talk through the diet goal pages in the logbook as this gives some idea about what the goal could be. Remind the women that there are

several types of drinks that can be swapped (fizzy, squash, cordial, energy drinks, fruit juice) and often hidden sugar in foods that they eat across the day (sugar that you add to drinks, sweets, jams and spreads, sugar added to cereal, sugar in puddings and cakes). Get them to think about foods and drinks at home, at work and when they are out too.

- For the step target, ask the participants who have already been using their pedometer to aim to increase their steps by about 1,000 per day. Ask them to wear the pedometer every day if possible and record their daily step counts in the logbook.
- The participants can also set a weekly step target instead of a daily step target if they prefer. In that case, they could aim to take about 7,000 steps more per week than before.
- Ask participants also to set at least one activity goal. Briefly talk through the activity example in the logbook, which gives some idea about what the goals could be like. Remind them that if they are already quite active, they can keep doing those activities they usually do (as long as the activities are not among those to be avoided during pregnancy).
- For participants who haven't been using their pedometer ask them to monitor their steps next week, but not to set a step target now. However, ask them to set activity goals now just like other participants do.
- Go round and quietly observe/ask people how they are doing. If individual participants are finding it difficult offer gentle support.

15 minutes – Goal feedback

- Go round group and ask each participant in turn what their goals are.
- Discuss how important it is to keep track of the goals - show them the keeping track pages of the logbook. Stress to the women that if they don't achieve their goal it is important to record this honestly in the logbook. Emphasise that sometimes it is by trying but not always succeeding that we can often learn the most.
- Remind the women that the logbook is to help them to monitor their progress and not for us to judge.

5 minutes - Round-up

- Go round group and ask if anyone was surprised by what was discussed today
- Confirm details for next week's sessions (time, location etc.)
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study
- Remind them of contact details for the health trainer/ research midwife
- Remind them to keep track of their goals using the logbook / and bring the logbook to next week's session
- Remind them to wear their pedometer on as many days as possible during each week and to record their daily step counts in the logbook
- Suggest they read their handbook if they would like more information about the topics covered today

Worked example: Record your daily step count for 7 days before the UPBEAT group sessions starts:

Day/ date	Pedometer time ON	Pedometer time OFF	Was it a special or unusual day? If yes, how? (For example did you do more or less walking than usual)	Step count/day
<i>E.g. Wednesday</i>	8.30am 6.40pm	6pm (for bath) 9.30pm (for bed)	No	5,234
Sunday	10.05am	9.20pm	No	4,283 ✓
Monday	8.10am 7.30pm	6.55 pm (bath) 9.40pm	No	5,921 ✓
Tuesday	2.30pm	9.15pm	I was ill and stayed in bed until lunch.	2,596 ~
Wednesday	8.50am	5.10pm (shower)	No, but I did not remember to put the monitor back after having a shower.	3,165 ✓
Thursday	8.15am 7.30pm	6.55 pm (bath) 9.40pm	Yes, I walked home from work	8,322 ✓
Friday	10.10am	8.45pm	No	5,518 ✓
Saturday	9.40am	2.30pm	I went swimming and forgot to put the monitor back	3,458 ~

To be completed by your health trainer: Number of days with at least 8 hours wearing time: 5

Sum of all steps on those days: 27209 Average daily step count on those days: 5442

Sugar content of drinks revealed!

Below is a table showing the sugar content of some popular soft drinks. To make it clear the information is shown per 100ml, per serving and how many teaspoons or cubes of sugar this is.

Drink	Sugar content per 100g	Sugar content per serving	Equivalent in teaspoons or cubes of sugar
Fizzy drinks			
Cola	10.9g	330ml can = 36g	7
Sugar free cola	0	0	0
Lemonade	5.8g	330ml can = 19g	4
Sugar free lemonade	0	0	0
Mixed drinks / squash			
Standard squash	24.9g (concentrated)	250ml glass (50ml squash, 200ml water) = 12g	2.5
Supermarket high juice	53.5g (concentrated)	250ml glass (50ml squash, 200ml water) = 26.8g	5.5
Sugar free squash	0	0	0
████████ (RTD 500ml bottle)	10.5	52.5g	10.5
████████ (RTD 500ml bottle)	1.3g	2.5g	<1
Energy drinks			
████████	14.3g	500ml bottle = 71.5	14
████████	11.g	250ml can = 27.5g	5.5
████████ sugar free	0g	250ml can = 0g	0
████████	15g	330ml can = 49.5g	10
████████	14.3g	420g can = 60g	12
Juices and juice drinks			
Cranberry juice drink	12.3g	31g	6
Healthy living cranberry	0.7g	1.8g	<1
Orange juice	8.8g	250ml glass = 22g	4
Water	0	0	0
Other			
Sugar free flavoured water	0	0	0
Standard hot chocolate	58.1g	28g sachet serving = 16.3g	3
Low calorie hot chocolate	28.5g	11g sachet serving = 3g	<1
Herbal or fruit tea	0	0	0

Look at the label on the drink. Guess how many teaspoons of sugar per can (330ml)?

Image removed
due to commercial
copyright

	Per 100ml	Per can (330ml)
Calories	0.5	1.7
Sugar	0g	0g
Teaspoon s per can		

Answer sheet: OK to choose this in UPBEAT!




Image removed due to commercial copyright

	Per 100ml	Per can (330ml)
Calories	0.5	1.7
Sugar	0g	0g

Equivalent to 0 teaspoons of sugar

Look at the label on the drink. Guess how many teaspoons of sugar per can (330ml)?



	Per 100ml	Per can (330ml)
Calories	42	139
Sugar	10.6g	35g
Teaspoons per can		

Answer sheet: avoid this in UPBEAT!

Image removed
due to commercial
copyright

	Per 100ml	Per can (330ml)
Calories	42	139
Sugar	10.6g	36g

Equivalent to 7 teaspoons of sugar
per glass

Look at the label on the drink. Guess how many teaspoons of sugar per glass (250ml)?



	Per 100ml	Per glass (250ml)
Calories	4	10
Sugar	0.7g	1.75g
Teaspoons of sugar per glass		

Answer sheet: OK to choose this in UPBEAT!



	Per 100ml	Per glass (250ml)
Calories	4	10
Sugar	0.7g	1.8g

Equivalent to <1 teaspoon of sugar per glass

Look at the label on the drink. Use the information to guess how many teaspoons of sugar per glass (250ml)?



	Per 100ml	Per glass (250ml)
Calories	51	128
Sugar	12.3g	
Teaspoons of sugar per glass		

Answer sheet: avoid this in UPBEAT!



	Per 100ml	Per glass (250ml)
Calories	51	128
Sugar	12.3g	31g

Equivalent to 6 teaspoons of sugar per glass

Look at the label on the drink. Use the information to guess how many teaspoons of sugar per can (250ml)?



	Per 100ml	Per can (250ml)
Calories	3	7.5
Sugar	1g	2.5g
Teaspoons of sugar per can		

Answer sheet: avoid this in UPBEAT!

Image removed due
to commercial
copyright

	Per 100ml	Per can (250ml)
Calories	45	113
Sugar	1g	2.5g

Equivalent to less than 1 teaspoons of sugar per can but during pregnancy high caffeine drinks like Redbull to a maximum of 2 a day. Remember water, skimmed milk and semi-skimmed milk are the best drink choices to make.

Look at the label on the drink. Use the information to guess how many teaspoons of sugar per can (250ml)?



Image removed due to commercial copyright

	Per 100ml	Per can (250ml)
Calories	45	113
Sugar	11g	27.5g
Teaspoons of sugar per can		

Answer sheet: avoid this in UPBEAT!

Image removed due
to commercial
copyright

	Per 100ml	Per can (250ml)
Calories	45	113
Sugar	11g	27.5g

**Equivalent to 5.5 teaspoons of sugar
per can**

Look at the label on the drink. Use the information to guess how many teaspoons of sugar per bottle (500ml)?

Image removed due to commercial copyright

	Per 100ml	Per bottle (500ml)
Calories	42	210
Sugar	10.5g	52.5g
Teaspoons of sugar per bottle		

Answer sheet: avoid this in UPBEAT!

Image removed due
to commercial
copyright

	Per 100ml	Per bottle (500ml)
Calories	42	210
Sugar	10.5g	52.5g

**Equivalent to 10.5 teaspoons of
sugar per bottle**

Look at the label on the drink. Use the information to guess how many teaspoons of sugar per bottle (500ml)?

Image removed due to commercial copyright

	Per 100ml	Per bottle (500ml)
Calories	4	20
Sugar	0.5g	2.5g
Teaspoons of sugar per bottle		

Answer sheet: OK to choose this in UPBEAT!

Image removed due to commercial copyright

	Per 100ml	Per bottle (500ml)
Calories	4	20
Sugar	0.5g	2.5g

Equivalent to <1 teaspoon of sugar per bottle

Session 2: Swapping your bread, rice and potatoes & increasing everyday activity

By the end of this session participants will have:

- Reviewed their goals and step target from Session 1
- Reviewed information on sugar from previous week
- Learnt about SMART goals
- Reviewed goal setting focusing on physical activity
- Set specific goals for continuing with diet goals set in week 1
- Understood the importance of continuing their goals as the weeks go on
- Learnt how to choose UPBEAT friendly bread, rice and potatoes
- Learnt more about starchy foods and their GI
- Set specific goals for week 2 on physical activity, and dietary goals based on starchy food choices.

CHECKLIST MATERIALS NEEDED

- Name labels
It is best if you write out the badges to make sure that they are all legible.
Make sure that you, the health trainer, have a badge too.
- Flipchart
- Parking Zone and post its
- Marker pens and biros
- Blue tack
- Previously agreed ground rules
- Posters for Session 2
- Practical Exercise: SMART Goals in physical activity
- Practical Exercise: A day with the pedometer– looking at activity diaries

RUNNING ORDER

5 minutes

Welcome back and reintroductions

10 minutes

Review of last week's session and goals

15 Minutes

Swap 3 & 4: Bread, rice, potatoes and other starchy foods

20 minutes

SMART goal setting

Practical exercise: SMART goals in physical activity

10 minutes

Revisit Session 1 goals

15 Minutes

Practical Exercise: A day with the pedometer – looking at activity diaries

10 minutes

New goals for diet and physical activity

5 minutes

Round-up and preparation for Session 3

SESSION PLAN

Session 2:

After all the hard work of setting up the group and running the first session, this is your opportunity to take a step back and enjoy watching the group grow and develop. Remember that at this early stage, group members will still be relying on you to take a lead and provide all the answers straightaway. So it's very important that you resist the temptation to provide the answers and that you let the group members rely on themselves. You will, however, have to do some organising of the group (as discussed below).

5 minutes – Welcome back and reintroductions

Welcome people back and make sure everyone has a name badge.

Remind participants of the ground rules agreed last week and feedback on any unanswered questions from last session's Parking Zone.

10 minutes – Detailed review of last week's session, goals and logbook

This is to ensure that women have the opportunity to talk about how they are getting on and receive support from each other on the challenges of putting the goals into practice. Tell participants that you want to start the session by finding out how they got on with the goals set last week and they have 15 minutes to spend on this. Ask participants to work in pairs to discuss how they got on with their goals. Ask them to make a note about anything that helped them achieve their goal and anything that got in the way. Also, review how participants got on with keeping their logbooks- did they complete them, what did they learn, and if they did not keep them- were there any particular reasons for this?

Ask everyone to feedback as a group. For more information on the detailed review, see information on pages 11 and 12.

Four main aims of the review section

- To review how participants got on with their weekly diet and activity goals and step targets, which will help them to self-monitor their goal setting.
- To review how participants got on with completing their logbooks and to encourage them to reflect on what they learnt from it.
- Ask the participants as a group for feedback about what went well and what they found difficult. If the group is quiet, you might find it useful to ask participants to do this in pairs or three's, and then feedback to the rest of the group.
- Use the group feedback to help with goals, e.g.
 - If the participants have achieved their diet goal, suggest they continue with that goal as it is, or add something new to it to make it more of a challenge. This will be in addition to the new diet goals the participants will set in this session.
 - If the participants have achieved their step targets and activity goals, suggest they continue with them or add something new to make it more of a challenge.
 - If the goals or the step target have not been achieved, praise the effort and help them to look at their goal setting techniques for another attempt. Again, ideally this should be in addition to the new goals for that week's session.

15 mins – Swap 3 & 4: Bread, rice, potatoes and other starchy foods

Explain to participants that if anyone eats bread, rice, potatoes and other starchy foods on a regular basis we will ask them to choose the types they eat carefully. This is because certain types of these foods can affect your blood sugar levels more than others.

Swap 3 is choosing lower GI breads. Tell participants that if they eat white, brown or wholemeal bread then one of this week's swaps will be to try using multigrain or granary bread instead. Multigrain or granary bread is bread with grains or

seeds in it, i.e. 'bits'! This type of bread is the best choice on the UPBEAT programme because it does not affect blood sugar levels as much as other types of bread.

Note that we do not mention wholemeal bread in the handbook because we need to give consistent information about wholemeal bread. Wholemeal bread GI is very similar to white or brown bread and therefore we want women to swap it for multigrain or granary. However wholemeal pitta bread is preferable to white pitta bread (this is in the handbook swap table). We did not want to have 'wholemeal' appearing in both sides of the swap table and felt it would be better to address this point during the session.

Swap 4 is choosing lower GI rice and potatoes. Basmati rice and pasta are great choices for you to make while you are following UPBEAT.

- Go through the swap page on page 36 of the participant handbook.

Discussion:

Refer group to page 35 and 36 of their handbook.

Ask participants:

- About the breads and types of rice, pasta etc. they usually eat.
- If they currently eat the types of bread, rice and pasta that UPBEAT recommends invite them to share their experience e.g. do other members of the family eat it too? How easy is it to buy in local shops? What about the difference in price? (Refer to the price comparison document – (see appendix 5, page 189).
- Are any other types of bread, rice and pasta eaten that are not covered that people eat on a regular basis? If yes, add to the Parking Zone and seek advice from the nutritionist for the next session.
- Remind people to look for bread with 'bits' in!
- Some breads advertise that they are 'low GI' on the front of the label so look out for this when shopping.

Ask them to make a note of any information that was new or surprising to them. If any questions come up that you are unsure about (e.g. the GI of particular starchy foods) please make a note of these in the Parking Zone.

20 minutes- 'SMART' goal-setting

Explain that last week participants were encouraged to have a go at goal setting but with minimal support on how to do this. Explain that you are now going to introduce a tried and tested way of making goals more effective but that first you want them to consider in a little more detail what we mean by goals and why they are important.

Write 'GOALS' in the middle of the flip chart and ask the group members to call out words that come to mind. You may want to ask: what does the word goal mean to you? Why would someone set themselves a goal? How do you know when you have achieved your goal? The idea of scoring a goal in football usually comes up and this can be a helpful analogy. The footballers train on a regular basis, planning the best approach to score working with team mates and overcoming the obstacles from the other team in order to reach their goal. In the same way, working to achieve eating and activity goals is more likely to be successful when goals have been well thought out and everything is in place. For example, if your goal is to swap your juice and sugary drinks for water and herbal tea you will need to plan ahead. You may find it easiest not to have the sugary drink in the house but you also need to make sure that you have a healthy alternative. Like the footballer overcoming the obstacles, it will help to think about things that might get in the way, maybe eating out or going to a friend's house. You may also want to get a member of your team to help you, partner, family, friends or colleagues.

Ask the group to think of goals they have set themselves in the past. This can be doing the housework before getting the children from school or getting a piece of work done before you go home at 5 o'clock.

Explain that we all set goals to help us achieve things that are important to us. But most people set goals that are too difficult to achieve. Remind participants that if they set goals that are SMART, it makes it more likely that they will achieve them. The UPBEAT programme uses the principle of setting 'SMART goals' to make sure that you will achieve what you set out to do. 'SMART' stands for:

- Specific
- Measurable
- Achievable
- Relevant
- Time-specific

The participants have this in their handbook (section 5) and logbook to remind them about setting SMART goals.

Practical Exercise: SMART Goals in Physical Activity

Ask the participants to work in small groups to complete the SMART goals practical exercise handout on page 65 to illustrate the principles of SMART goal-setting. e.g.

Vague goal:

'I will walk more'

Vs

SMART goal:

'I am going to walk my son to school on Wednesdays for the next two weeks'.

Ask them to feedback to the rest of the group.

10 minutes - Revisit goal setting

Ask participants to look back to their logbook and see if they think the goals they set themselves last week were SMART and if so, to give specific examples. Where the goals were not SMART, ask participants to try and identify what was

missing and how they could make the goal SMART. If participants are quiet, draw upon any positive examples/feedback given earlier in session.

Remind the group that they will have more time to practise setting SMART goals throughout the programme and that most people find they get better with practise.

15 minutes

Practical Exercise: A day with the pedometer – looking at activity diaries

In the handout on pages 66-70, there are five physical activity diaries that have been kept by pregnant women in the UK in 2009. Their names have been changed.

This practical exercise will be done in pairs. Give each of the pair one of the diary handouts. Ask the pairs to give some ideas on how the woman in their example diary could have incorporated more activity in her daily routine.

Explain that one of these five women was already quite active. Discuss how she was able to get so many steps.

If time, you could also compare the women to each other and discuss why one of them had more steps than the other. For example, compare Sandra to Jean and Christine to Lucy. Walking is often the easiest and most effective way of increasing physical activity, especially in pregnancy. They should make sure that they are walking at sufficient intensity to have an effect. This means being a little breathless and having an increased heart rate but still able to carry on a conversation.

10 minutes- New goals for diet and physical activity

Ask participants to work individually to set their own goal(s) and step target for the forthcoming week. Go round and quietly observe/ask people how they are

doing. If individual participants are finding it difficult offer gentle support. Remind the women to complete their log books over the coming week and that the logbook is to help them to monitor their progress and not for us to judge.

5 minutes- Quick feedback from each participant on what their goals are going to be (if time)

***Encourage women to choose goals around what they will do instead of things they will do less of. For example, I am going to do my UPBEAT DVD instead of watching X programme on Monday nights.**

5 minutes - Round-up

- Go round group and ask if anyone was surprised by what was discussed today
- Confirm details for next week's sessions (time, location etc.)
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study
- Remind them of contact details for the health trainer/ research midwife
- Remind them to keep track of their goals using the logbook/ and bring the logbook to next week's session
- Remind them also to wear their pedometer on as many days as possible during each week

Practical Exercise: SMART goals in physical activity

- Specific
- Measurable
- Achievable
- Relevant
- Time specific

Vague goal	SMART goal
I will start walking more	E.g. 'I am going to walk to the train station instead of taking the bus, twice a week for the next two weeks.'
I will go swimming	
I will watch less TV*	
I am going to eat more healthily	
I will do more exercise	



A day with the pedometer: Example 1

Sandra is at 11 weeks' gestation and she does not have any other children. She works full time and always drives from home to work (11 miles).

Time	What was she doing?
08:00 – 09:00	Shower, breakfast
09:00 – 09.30	Driving to work
09:30 -13:30	Working (mainly sitting at desk, some walking)
13:30 – 14:00	Lunch
14:00 – 17:30	Working (sitting at desk)
17:30 – 18:00	Driving home
18:00 – 19:00	Doing some housework (mainly standing)
19:00 – 20:00	Preparing and eating dinner
20:00 – 21:00	Watching TV
21:00 – 21:30	On the computer
21:30 – 22:00	Having a bath
22:00 – 23:00	Watching TV
23:00	Bed

Her step count is **4215** on this day.

Do you have any ideas on how **Sandra** could increase her activity?





A day with the pedometer: Example 2

Jean is at 20 weeks' gestation and she does not have any other children. She works full time and always drives from home to work (6 miles).

Time	What was she doing?
07:00 - 08:00	Washing, dressing, having breakfast, going to work by car
08:00 - 13:00	Working (in hospital, involving some walking)
13:00 - 14:00	Lunch break
14:00 - 17:30	Working (in hospital, involving some walking)
17:30 - 18:00	Going home by car
18:00 - 19:00	Visiting parents (by car, distance 2 miles)
19:00 - 19:30	Having a bath
19:30 - 20:00	Having dinner
20:00 - 22:00	Watching TV
22:00	Sleeping

Her step count is **6078** on this day.

Do you have any ideas on how **Jean** could increase her activity?



A day with the pedometer: Example 3

Christine is at 13 weeks' gestation, she is not working and she has a 1 year old son.

Time	What was she doing?
08:00 - 09:00	Washing, getting dressed
09:00 - 10:00	Getting son dressed, breakfast, tidying up
10:00 - 10:30	Walking to shop (5 min), shopping, walking back (5 min)
10:30 - 12:00	Preparing lunch and watching TV
12:00 - 13:00	Having lunch with son
13:00 - 14:00	Sitting and chatting, washing dishes
14:00 - 15:00	Ironing
15:00 - 15:30	Sitting, using computer to surf the internet
15:30 - 16:30	Taking son out
16:30 - 17:30	Sitting and playing with son, feeding him
17:30 - 18:30	Tidying up, bathing son
18:30 - 20:00	Sitting, watching TV, eating dinner
20:00 - 21:00	Reading in bed
22:00	Sleeping

Her step count is **6099** on this day.

Do you have any ideas on how **Christine** could increase her activity?





A day with the pedometer: Example 4

Lucy is at 12 weeks' gestation and she already has 2 children. She works part time and always drives from home to work (21 miles).

Time	What was she doing?
07:00 - 08:00	Breakfast, getting ready
08:00 - 09:00	Driving car
09:00 - 12:00	Drop-in group with parents and children (close to work)
12:00 - 12:30	Having lunch
12:30 - 14:30	Working at office, sitting at desk
14:30 - 17:00	Sitting in a meeting
17:00 - 18:00	Driving car, picking children up
18:00 - 19:00	Having tea, cooking, cleaning
19:00 - 20:00	Watching TV
20:00 - 20:30	Having dinner
20:30 - 21:00	Watching TV
21:30	Reading in bed, sleeping

Her step count is **4833** on this day.

Do you have any ideas on how **Lucy** could increase her activity?



A day with the pedometer: Example 5

Rachel is at 21 weeks' gestation, she is not working and she has a 2-year old daughter.

Time	What was she doing?
07:30 - 09:00	Breakfast, washing up, getting dressed
09:00 - 10:00	Doctor's appointment, went by car (1 mile)
10:00 - 11:00	Nursery (close to home)
11:00 - 12:00	Walking
12:00 - 12:30	Some walking, driving car
12:30 - 13:00	Lunch
13:00 - 13:30	Driving car (5 miles)
13:30 - 14:30	Shopping
14:30 - 15:00	Driving car (3 miles)
15:00 - 17:00	Visiting friend, playing with babies, back home by car (8 miles)
17:00 - 18:00	Playing with daughter and feeding her at home
18:00 - 19:00	Cooking dinner
19:00 - 20:00	Eating dinner, washing up
20:00 - 21:00	Watching TV, putting baby to bed
21:00 - 22:00	Watching TV
22:00	Bed

Her step count is **11234** on this day.

Do you have any idea how **Rachel** managed to gather so many steps a day?



Session 3: Choosing healthier snacks & overcoming barriers to activity

By the end of this session participants will have:

- Reviewed information on starchy foods from previous week
- Reviewed goals and step target from Session 2
- Understood how to choose healthier snacks
- Considered how they could increase their activity in relation to how they travel
- Understood the importance of continuing their goals as the weeks go on

CHECKLIST MATERIALS NEEDED

- Name labels

It is best if you write out the badges to make sure that they are all legible. Make sure that you, the health trainer, have a badge too.

- Flipchart
- Parking Zone and post its
- Marker pens and biros
- Blue tack
- Previously agreed ground rules
- Posters for Session 3
- Practical Exercise: A typical day
- Practical Exercise: Rating of Perceived Exertion
- Practical Exercise: Snack choices
- Handout: Physical activity checklist

RUNNING ORDER

5 minutes

Welcome back

15 minutes

Review of last week's session and goals

10 minutes

Practical Exercise: Rating of Perceived Exertion

15 minutes

Practical Exercise: A typical day

10 minutes

Handout: Physical activity checklist

10 minutes

Swap 5: Choosing healthier snacks

10 minutes

Setting new goal for activity and diet

Time for the participants to set their own goals for the forthcoming week

10minutes

Feedback

Go round group and ask all the participants what their goals are

5 minutes

Round-up

SESSION PLAN

5 minutes- Welcome back and reintroductions

Before the session starts, put the ground rules up on the wall in case you need to refer to them.

Welcome people back and make sure everyone has a name badge.

Feedback on any unanswered questions from last session's Parking Zone.

15 minutes – Detailed review of last week's session and goals

This is to ensure that women have the opportunity to talk about how they are getting on and receive support from each other on the challenges of putting the goals into practise. Tell participants that you want to start the session by finding out how they got on with the goals set last week and they have 15 minutes to spend on this. Ask participants to work in pairs to discuss how they got on with their goals. Ask them to make a note about anything that helped them achieve their goal and anything that got in the way. Also, review how participants got on with keeping their logbooks- did they complete them, what did they learn, and if they did not keep them- were there any particular reasons for this?

Ask everyone to feedback as a group. For more information on the detailed review see information on page 11 and 12.

Four main aims of the review section

- To review how participants got on with their weekly diet and activity goals and step targets, which will help them to self-monitor their goal setting.
- To review how participants got on with completing their logbooks and to encourage them to reflect on what they learnt from it.
- Ask the participants as a group for feedback about what went well and what they found difficult. If the group is quiet, you might find it useful to ask participants to do this in pairs or three's, and then feedback to the rest of the group.
- Use the group feedback to help with goals, e.g.
 - If the participants have achieved their diet goal, suggest they continue with that goal as it is, or add something new to it to make it more of a challenge. This will be in addition to the new diet goals the participants will set in this session.
 - If the participants have achieved their step targets and activity goals, suggest they continue with them or add something new to make it more of a challenge.
 - If the goals or the step target have not been achieved, praise the effort and help them to look at their goal setting techniques for another attempt. Again, ideally this should be in addition to the new goals for that week's session.

10 minutes- Practical Exercise: Rating of perceived exertion

Give handout on perceived exertion.

Ask participants to think of an occasion this week that they have walked, then where they would put themselves for that activity on the scale

If below 13 – could they increase by a couple of points? How would they go about doing this?

15 minutes- Practical Exercise: A typical day

Ask participants to work in pairs, hand out Practical Exercise: A typical day, on page 78. Tell the group they have 10 minutes to work through the questions and each pair will be asked to feedback to the rest of the group.

10 minutes- Handout: Physical activity checklist

Ask participants to complete physical activity checklist individually. Tell the group that this task is for them to personally take stock of their activity over the past week. Invite participants to feed back any comments. Ask participants to keep their quizzes as we will be repeating it in a few weeks' time.

10 minutes- Swap 5: Choosing healthier snacks

Explain to participants that if they normally eat sugary snacks then we will ask them to swap to healthier snacks that are recommended on the UPBEAT programme. Remind the group that we expect them to snack during pregnancy and the important thing is to be prepared for feeling hungry and keep some fresh fruit and healthy snacks from our recommended list handy at all times! Stick the healthy snacks posters on the wall and then go through page 37 in their handbook with the swap table and discuss what can be swapped.

Snack ideas

- Fresh fruit
- Low fat yogurt / low fat frozen yogurt
- Cereal bar
- Fruit loaf or bun (no icing)
- Oatcakes or rye crispbread
- Unsalted nuts or mixed fruit and nuts

Practical Exercise: Snack choices

Ask the group to try and guess how many grams of fat and sugar are in the snacks on the handouts. Use teaspoons to help them guess. You could go

through the first one with them and then split them into pairs to continue with the task. To prompt answers and discussion you could ask, 'Do you think this item contains more fat than sugar?' At the end of the practical exercise ask the group if they were surprised by any of the results and how it might affect their snacking habits.

10 minutes – New goals for diet and physical activity

Ask participants to work individually to set their own diet and physical activity goals for the following week. Go round and quietly observe/ask people how they are doing. Offer gentle support if individual participants are finding it difficult. Remind the women to complete their log books over the coming week and that the logbook is to help them to monitor their progress and not for us to judge. Also remind them to log their step counts.

10 minutes- Feedback on what goals each participant has set for the following week

5 minutes - Round-up

- Go round group and ask if anyone was surprised by what was discussed today
- Confirm details for next week's sessions (time, location etc.)
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study
- Remind them of contact details for the health trainer/ research midwife
- Remind them to keep track of their goals using the logbook / and bring the logbook to next week's session
- Remind them to use their pedometer on as many days as possible during each week
- Suggest they read pages 16-25 of their handbook if they would like more information about the activity topics covered today

Practical Exercise: A typical day



Travelling around

How do you usually travel to different places (e.g. to work or shops)?

Can you think of ways to increase your steps in your day to day travel?

What might get in the way?

What might help you to achieve this?

Practical Exercise: Rating of Perceived Exertion

Think of an occasion this week that you have walked.

Where would you put yourself?

If this is below 13 – could you increase by a couple of points?

How would you achieve this?

0	Nothing at all	
6		
7	Very, very light	
8		
9	Very light	(gentle walking)
10		
11	Fairly light	
12		
13	Somewhat hard	(brisk walking)
14		
15	Hard	(jogging)
16		
17	Very hard	(running)
18		
19	Very, very hard	(sprinting)
20	Exhaustion	

Handout: PHYSICAL ACTIVITY CHECKLIST

How often over the past week did you

Make an effort to reduce the amount of time spent sitting down?

- a) Never
- b) 1-2 times a week
- c) 3-4 times a week
- d) 5 times a week or more

Walk more than 8000 steps on your pedometer?

- a) Never / I didn't wear the pedometer
- b) 1-2 times a week
- c) 3-4 times a week
- d) 5 times a week or more

Use the UPBEAT DVD (or other DVD) at home?

- a) Never
- b) Once a week
- c) 2 times a week
- d) 3 times a week or more

Attend an activity class?

- a) Never
- b) Once a week
- c) 2 times a week
- d) 3 times a week or more

Use the stairs instead of lifts?

- a) Rarely or never
- b) Some of the time
- c) Most of the time
- d) All the time / At every opportunity

Walk or cycle instead of taking the bus or car? (at least part of the way if you travelled long distances)

- a) Rarely or never
- b) Some of the time
- c) Most of the time
- d) All the time / At every opportunity

Walk for more than 20 minutes?

- a) Never

- b) 1-2 times a week
- c) 3-4 times a week
- d) 5 times a week or more

Complete my physical activity log book?

- a) Never
- b) 1-2 times a week
- c) 3-4 times a week
- d) 5 times a week or more

Scoring:

Please add up your scores, giving yourself

- 0 points for every a)
- 1 point for every b)
- 2 points for every c)
- 3 points for every d)

Your score

19 – 24 points

Well done, you are meeting the recommendations for this section. Keep up the good work!

13 -18 points

Well done! You are managing to stay active most of the time. Can you think of any small changes you can make to reduce the amount of time you spend sitting down?

7 -12 points

You are making some progress with your activity but there is some work to do. Why not pick out one of the questions above to work on for this week? Remember it is important to go at a pace that suits you so try making one or two small changes at a time.

0 - 6 points

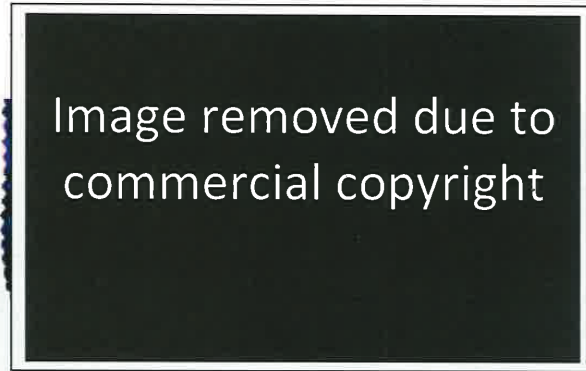
It seems that you are struggling to keep up your level of physical activity. Try to pick out one question and set yourself a goal around this for next week. It is important to be SMART about your goal. Speak to another group member of your Health Trainer for more advice or support. You may find it helpful to look back in your log book at a time when you were managing more activity.

Try and guess how many teaspoons of fat and sugar are in this snack size Dairy Milk chocolate bar (48g)?

Image removed due to commercial copyright

	Per bar (48g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: avoid this in UPBEAT!



	Per bar (48g)
Fat	17g
Teaspoons of fat	3
Sugar	31g
Teaspoons of sugar	6

Try and guess how many teaspoons of fat and sugar are in a small pot of low fat fruit yoghurt (150g)?




Image removed due to commercial copyright

	Per pot (150g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: OK to choose this in UPBEAT!



	Per pot (150g)
Fat	1g
Teaspoons of fat	0
Sugar	16g
Teaspoons of sugar	3

Low fat yogurts are a healthier alternative to chocolate and sweets in the UPBEAT programme.

Try and guess how many teaspoons of fat and sugar are in two chocolate digestive biscuits (54g)?



	Per 2 biscuits (54g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: avoid this in UPBEAT!



	Per 2 biscuits (54g)
Fat	9g
Teaspoons of fat	2
Sugar	10g
Teaspoons of sugar	2

Try and guess how many teaspoons of sugar and fat there is in this medium sized doughnut (75g)?



	Per doughnut (75g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: avoid this in UPBEAT!



	Per doughnut (75g)
Fat	11g
Teaspoons of fat	2
Sugar	14g
Teaspoons of sugar	3

Try and guess how many teaspoons of fat and sugar are in this banana (100g)?



	Per banana (100g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: OK to choose this in UPBEAT!



	Per banana (100g)
Fat	0g
Teaspoons of fat	0
Sugar	13g
Teaspoons of sugar	3

All fruit contains sugar, but the type of sugar in fruit is natural and less harmful than added sugars in sweets, cakes, biscuits and ice cream.

Try and guess how many teaspoons of fat and sugar are in this apple (100g)?



	Per apple (100g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: OK to choose this in UPBEAT!



	Per apple (100g)
Fat	0g
Teaspoons of fat	0
Sugar	11g
Teaspoons of sugar	2

All fruit contains sugar, but the type of sugar in fruit is natural and less harmful than added sugars in sweets, cakes, biscuits and ice cream.

Try and guess how many teaspoons of fat and sugar are in this standard packet of Rolos (58g)?




Image removed due to commercial copyright

	Per packet (58g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: avoid this in UPBEAT!

Image removed due to
commercial copyright

	Per packet (58g)
Fat	13g
Teaspoons of fat	3
Sugar	32g
Teaspoons of sugar	6

Try and guess how many teaspoons of fat and sugar are in this Danish pastry (110g)?



	Per pastry (110g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: avoid this in UPBEAT!



	Per pastry (110g)
Fat	16g
Teaspoons of fat	3
Sugar	31g
Teaspoons of sugar	6

Try and guess how many teaspoons of fat and sugar are in this snack size packet of Jelly Beans (48g)?



	Per packet (48g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: avoid this in UPBEAT!




Image removed due to commercial copyright

	Per packet (48g)
Fat	0.1g
Teaspoons of fat	<1
Sugar	30g
Teaspoons of sugar	6

Try and guess how many teaspoons of fat and sugar are in a medium sized bunch of grapes (100g)?



	Per bunch (100g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: OK to choose this in UPBEAT!



	Per packet (100g)
Fat	0g
Teaspoons of fat	0
Sugar	15g
Teaspoons of sugar	3

All fruit contains sugar, but the type of sugar in fruit is natural and less harmful than added sugars in sweets, cakes, biscuits and ice cream.

Try and guess how many grams of fat and sugar are in this Alpen Light cereal bar (21g)?

Image removed due to commercial copyright

	Per bar (21g)
Teaspoons of fat	
Teaspoons of sugar	

Answer sheet: OK to choose this in UPBEAT!



	Per bar (21g)
Fat	1g
Teaspoons of fat	0
Sugar	5g
Teaspoons of sugar	1

Cereal bars are a healthier alternative to chocolate and sweets in the UPBEAT programme.

SESSION 4: Swapping your breakfast cereals, benefits of activity & overcoming barriers to being active

By the end of this session participants will have:

- Understood how to choose UPBEAT breakfast cereals
- Considered the benefits of being more active
- Thought about how to overcome barriers to being physically active
- Recapped food healthy choices with a quiz
- Set a goal around using the UPBEAT DVD

CHECKLIST MATERIALS NEEDED

- Name labels
It is best if you write out the badges to make sure that they are all legible.
Make sure that you, the health trainer, have a badge too.
- Flipchart
- Parking zone and post its
- Marker pens and biros
- Blue tack
- Previously agreed ground rules
- Posters for Session 4
- Practical Exercise -UPBEAT-friendly foods Quiz
- The UPBEAT DVD

RUNNING ORDER

Welcome back

15 minutes

Half way review

15 minutes

Swap 6: Breakfast cereals

10 minutes

Benefits of physical activity

20 minutes

Overcoming barriers to physical activity

15 minutes

Practical Exercise: UPBEAT-friendly food quiz

10 minutes

UPBEAT Goals

Time for the participants to set their own goals for the forthcoming week

5 minutes

Round-up

SESSION PLAN

15 minutes- Half way review

This session is the halfway point of the 8 group sessions. Congratulate participants on reaching week 4 and ask for any feedback on their experience of UPBEAT so far. Emphasise that at the end of the 8 weeks the participants will be supported and encouraged to continue with their UPBEAT goals until late pregnancy.

By this stage you will be getting used to the group and may have a sense of how group members are doing. Group members will vary in the rate at which they will be able to make changes. Try to offer encouragement to group members who are struggling with their goals.

Although group members were told about the UPBEAT programme at the start, they will now be putting these changes into practice, therefore the reality of the challenges and benefits may just be coming to life. At this stage it may be helpful to remind group members of the benefits UPBEAT can have for themselves and their baby.

Ask the participants to review their goals from the previous week, focusing on what went well and what was difficult. Ask how they got on with wearing their pedometer. Also, review how participants got on with keeping their logbooks- did they complete them, what did they learn, and if they did not keep them- were there any particular reasons for this?

Feedback any questions from the previous week's Parking Zone.

Four main aims of the review section

- To review how participants got on with their weekly diet and activity goals and step targets, which will help them to self-monitor their goal setting.
- To review how participants got on with completing their logbooks and to encourage them to reflect on what they learnt from it.
- Ask the participants as a group for feedback about what went well and what they found difficult. If the group is quiet, you might find it useful to ask participants to do this in pairs or three's, and then feedback to the rest of the group.
- Use the group feedback to help with goals, e.g.
 - If the participants have achieved their diet goal, suggest they continue with that goal as it is, or add something new to it to make it more of a challenge. This will be in addition to the new diet goals the participants will set in this session.
 - If the participants have achieved their step targets and activity goals, suggest they continue with them or add something new to make it more of a challenge.
 - If the goals or the step target have not been achieved, praise the effort and help them to look at their goal setting techniques for another attempt. Again, ideally this should be in addition to the new goals for that week's session.

15 minutes- Swap 6: BREAKFAST CEREALS

Refer group members to page 38 of their handbook and read through the swap as a group.

Remind the groups about the benefits of eating breakfast. Breakfast can help to:

- Establish a regular eating pattern
- Avoid snacking later on in the morning
- Achieve better control of blood sugar levels
- Start the day well for mum and baby and provide important nutrients for both

Having breakfast is a great habit, but if you have cereal some are very high in added sugars and therefore affect blood sugar levels. So, choosing a breakfast that is recommended by UPBEAT is even better because:

- We recommend cereals that are not likely to affect your blood sugar levels as much as some cereals
- Most of the recommended breakfast cereals are fortified with important vitamins and minerals which are essential for the health of mother and baby
- They are a good source of fibre, which can help improve blood sugar control
- When eaten with semi-skimmed milk, skimmed milk or low fat natural yoghurt, they also provide calcium and vitamin D
- Cereals can make a satisfying and healthy snack as well as a great breakfast and start to the day
- Traditional porridge (not instant) is a good way to warm up on those cold mornings and is very nutritious and filling
- We have provided lots of other ideas for breakfast in the 'Putting the changes into practice' pages of the handbook
- There may be people in the group who do not have a cereal for breakfast and instead might have a savoury dish. You can direct them to the relevant swaps (starchy foods- bread, rice and potatoes) that you have already covered. They could also look ahead to swap 8 if they have meat with their breakfast meal.

You can refer the group to page 42 of their handbook for more information on breakfast ideas.

Discuss breakfast with the group about breakfast. You could ask:

Do they eat it?

What do they eat?

When do they eat it?

Emphasise the benefits of making a healthy selection.

There are likely to be people asking about the cereals they usually eat and whether or not they are suitable on the UPBEAT programme. Please do not respond but check with the nutritionist first to see whether or not the cereal has a low GI and is suitable on the programme. Don't forget to park the query in the Parking Zone and feedback asap to the woman so she can continue with her goal for the week.

Tell the group that they will be asked to set a 'SMART goal' around this swap at the end of the session.

10 minutes- Benefits of physical activity

Ask the group to work in pairs to come up with as many benefits of being active as they can. Ask them to call out their ideas and write these up on a flipchart. Congratulate them on any they suggest. Make sure they cover:

- It makes you feel good and gives you more energy.
- It improves and strengthens muscles, so you will have fewer aches and pains.
- It will help your blood sugar control and may prevent you getting gestational diabetes.
- It will increase your stamina, which will help you through labour.
- It will help you to recover more quickly from your baby's birth.
- It means you are less likely to hang on to those extra pounds after you have had your baby.

20 minutes- Overcoming barriers to physical activity

Go round the group and ask each participant what their physical activity goal was. Remind the group that you have covered:

- o Setting step targets
- o Increasing everyday activity
- o Using the pedometer
- o Walking towards their goals
- o Making sure walking is brisk enough to increase heart rate.

1. Ask whether there have been any difficulties in achieving these and make a note on the flipchart of any common problems.
2. Divide a flipchart sheet into two columns. Ask the group what kind of problems people found when they were trying to establish this behaviour. Write down the problems in one column.
3. Ask all group members to call out possible solutions to each type of problem. Write these in the other column.

Remember

Try to avoid providing all the answers, ask the rest of the group to help deal to with questions e.g.

“Has anyone else come across this?”

“What does everybody else think?”

If a question is outside of your responsibility to answer, or if you're at all unsure, use the Parking Zone.

Ask about use of the UPBEAT DVD:

- Has anyone tried the UPBEAT DVD?
- Would you like to tell us a bit about how you found it?
- If no one in the group has tried the DVD, ask if anyone has ever used a home exercise DVD/video?
- Ask to group to think about the advantages of using a home exercise session such as the UPBEAT DVD.

e.g. little cost, not dependent on the weather, comfort of your own home, no childcare, no equipment needed etc.

15 minutes- Practical Exercise: UPBEAT-friendly food quiz

Decide if you want the group to work in pairs, small groups or all together. Hand out Quiz sheet on page 114 to each participant and allow 10 minutes for them to

work through the questions. Refer to page 29 of the participant handbook for more information about the glycaemic index and the UPBEAT dietary changes.

10 minutes- New goals for diet and physical activity

Ask participants to work individually to set their own goals and step target for the forthcoming week. Encourage them to include the UPBEAT DVD 20 or 30 minute routine as one of their goals and/or a local exercise class. Go round and quietly observe/ask people how they are doing. Remind the women to complete their log books over the coming week and that the logbook is there to help them to monitor their progress and not for us to judge.

5 minutes - Round-up

- Go round group and ask if anyone was surprised by what was discussed today
- Confirm details for next week's session (time, location etc.)
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study
- Remind them of contact details for the health trainer/ research midwife
- Remind them to keep track of their goals using the logbook / and bring the logbook to next week's session
- Remind them also to wear their pedometer on as many days as possible during each week
- Remind them to try the DVD and/or an exercise class

UPBEAT-friendly foods quiz

Work on your own or with a partner to decide if these foods are UPBEAT friendly or not. Tick YES or NO next to each food and add comments if you have any.

Number	Food / Drink	UPBEAT friendly?		Comments
		YES	NO	
1.	New boiled potatoes			
2.	Diet cola			
3.	Low sugar muesli			
4.	Pasta			
5.	Porridge – not instant			
6.	White bread			
7.	██████ drink			
8.	Bran flakes			
9.	White rice			
10.	Table sugar			
11.	Nuts and raisins			
12.	██████			
13.	Yogurt			
14.	Mashed potatoes			
15.	Watermelon			
16.	██████			
17.	Roast chicken			
18.	██████ drink			
19.	Wholemeal bread			
20.	Sweet potato			
21.	██████			
22.	Basmati rice			
23.	Nut and seed muesli bar			
24.	Oatcakes			
25.	Apple			
26.	Porridge – instant			
27.	Ice cream			
28.	██████			
29.	Rice cake			
30.	Hummus and veg sticks			
31.	Flavoured water			
32.	Water crackers i.e. ██████			
33.	Pulses e.g. beans, lentils, chick peas			

UPBEAT-friendly foods quiz – Answer sheet

Number	Food / Drink	UPBEAT friendly?		Comments
		YES	NO	
1.	New boiled potatoes	/		
2.	Diet cola	/		Yes as sugar free
3.	Low sugar muesli	/		
4.	Pasta	/		
5.	Porridge – not instant	/		
6.	White bread		/	
7.	■■■■ drink		/	Only if sugar free
8.	Bran flakes		/	
9.	White rice		/	
10.	Table sugar		/	
11.	Nuts and raisins	/		
12.	■■■■■		/	
13.	Yogurt	/		Use fruit to sweeten instead of sugar or honey
14.	Mashed potatoes		/	
15.	Watermelon	/		
16.	■■■■■		/	
17.	Roast chicken	/		Remove the skin
18.	■■■■■ drink		/	Unless sugar free
19.	Wholemeal bread		/	Choose bread with bits or whole meal pitta
20.	Sweet potato	/		
21.	■■■■■■■■		/	
22.	Basmati rice	/		
23.	Nut and seed muesli bar	/		
24.	Oatcakes	/		
25.	Apple	/		
26.	Porridge – instant		/	
27.	Ice cream		/	
28.	■■■■■	/		
29.	Rice cake		/	
30.	Hummus and veg sticks	/		
31.	Flavoured water			Depends if it has sugar added
32.	Water crackers i.e. ■■■■■		/	
33.	Pulses e.g. beans, lentils, chick peas	/		

SESSION 5: Choosing lower fat dairy products, healthy meat choices and alternatives & active leisure time

By the end of this session participants will have:

- Learnt how to choose lower fat dairy products and meat choices
- Thought more about making sure that goals are SMART
- Learnt different ideas to make the leisure time more active and to try some local exercise services

CHECKLIST MATERIALS NEEDED

- Name labels

It is best if you write out the badges to make sure that they are all legible. Make sure that you, the health trainer, have a badge too.

- Flipchart
- Parking zone and post its
- Marker pens and biros
- Blue tack
- Previously agreed ground rules
- Handout: Choosing lower fat dairy
- Practical Exercise: Keeping goals SMART
- Posters for Session 5

RUNNING ORDER

Welcome back

15 minutes

Detailed review

25 minutes

Swap 7 & 8: Choosing lower fat dairy and meat products

15 minutes

Practical Exercise: Keeping goals SMART

15 minutes

Local physical activity services

10 minutes

UPBEAT goal

Time for the participants to set their own goals for the forthcoming week

5 minutes

Round-up

SESSION PLAN

15 minutes – Welcome back and detailed review of last week's session and goals

This is to ensure that women have the opportunity to talk about how they are getting on and receive support from each other on the challenges of putting the goals into practise. Tell participants that you want to start the session by finding out how they got on with the goals set last week and they have 15 minutes to spend on this. Ask participants to work in pairs to discuss how they got on with their goals. Ask them to make a note about anything that helped them achieve their goal and anything that got in the way. In particular, ask them for feedback on using the DVD. You will probably find that some women have used it successfully and others have not, this is ok. Focus on the positive feedback and ask the group for ideas to overcome any difficulties that arose from using the DVD at home.

Four main aims of the review section

- To review how participants got on with their weekly diet and activity goals and step targets, which will help them to self-monitor their goal setting.
- To review how participants got on with completing their logbooks and to encourage them to reflect on what they learnt from it.
- Ask the participants as a group for feedback about what went well and what they found difficult. If the group is quiet, you might find it useful to ask participants to do this in pairs or three's, and then feedback to the rest of the group.
- Use the group feedback to help with goals, e.g.
 - If the participants have achieved their diet goal, suggest they continue with that goal as it is, or add something new to it to make it more of a challenge. This will be in addition to the new diet goals the participants will set in this session.
 - If the participants have achieved their step targets and activity goals, suggest they continue with them or add something new to make it more of a challenge.
 - If the goals or step target have not been achieved, praise the effort and help them to look at their goal setting techniques for another attempt. Ideally this should be in addition to the new goals for that week's session.

Ask everyone to feedback as a group.

Feedback any questions from the Parking Zone.

20 minutes- Swap 7: CHOOSING LOWER FAT DAIRY PRODUCTS

Introduce the first of this week's swaps, 'Choosing lower fat dairy products.'

Explain that the participants are going to consider this by looking at food labels.

Practical Exercise

Divide participants into groups of 3-4. Give each group 2-3 food labels from the task 'Choosing lower fat dairy products' and allow about 10 minutes to work through the exercise. Walk round and see how they are getting on.

For next week, ask the participants to bring in the label or clean container of one of a low fat dairy swap they will try before the next session. Alternatively, if the products are still in use, ask them take a photo (on their phone maybe) or to just make a note of the product to share with the rest of the group.

5 minutes- Swap 8: CHOOSING MEAT AND MEAT PRODUCTS (and alternatives) CAREFULLY

Explain to the group it's important to choose meat and meat products carefully so that they lower their intake of unhealthy or saturated fats. To do this they can choose leaner cuts of meat and trim fat and skin off meat and chicken. If you are using mincemeat, you can drain the fat before adding other ingredients when cooking.

You could also try to include pulses like beans, lentils, peas and chickpeas in your meals as an alternative to meat as these are very nutritious – high in protein and low in saturated fat. You could try substituting half of the meat for pulses. E.g. try adding chickpeas to a stir-fry, kidney beans to a chilli, or lentils to a casserole or soup.

Top tips:

- √ Choose lean cuts of meat and trim off visible fat
- √ Remove the skin off chicken before cooking
- √ Grill or griddle meat, rather than fry
- √ Skim off fat that rises to the surface when cooking mince or stews
- √ Add extra vegetables and pulses to stews, sauces and casseroles
- √ Poached, baked, grilled fish is better than fried and battered fish

There is information in your handbook about both swaps and will look at this more next week.

15 minutes- Practical Exercise: Keeping goals SMART

Divide the group in small groups of 3-4 and give each group one of the five example case studies from the 'Keeping goals SMART' handout. Ask the groups to work through these, they have 10 minutes. Encourage them to think about:

- Was the goal 'SMART' enough? Remind the group what each of the letters stand for.
- What might get in the way of achieving this goal?
- What advice they would give to help, using their participant handbook for suggestions or UPBEAT advice.

Ask the group to feedback on their case study. There is more on goal setting in your handbook, page 54.

15 minutes- Physical activity services

Ask participants to discuss whether they would like to start any classes or if anyone has tried any? How did they get on if they have been to a class? Talk through the local options. Ask them to decide which one they think they would enjoy the most. Ask everyone to call out which one they would choose. Suggest

that if the participants are interested in the same class they may like to try it together.

Ask the group to try to attend a local exercise service in the forthcoming week and report back to the group information on:

- Cost
- Level difficulty
- Overall experience

NB. You might like to consider, trying a class yourself or speaking to one of the instructors to get an idea of what the class is like to help facilitate the feedback next week.

10 minutes- New goals for diet and physical activity

Ask participants to work individually to set their own goals and step targets for the forthcoming week. Encourage them to set attending an exercise class as an activity goal. Go round and quietly observe/ask people how they are doing. If individual participants are finding it difficult, offer them gentle support. Remind the women to complete their log books over the coming week and that the logbook is to help them to monitor their progress and not for us to judge.

5 minutes

Round-up

- Go round group and ask if anyone was surprised by what was discussed today.
- Confirm details for next week's session (time, location etc).
- Remind the group to try to attend a local exercise service in the forthcoming week.
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study.
- Remind them of contact details for the health trainer/research midwife.
- Remind them to keep track of their goals using the logbook / and bring the logbook to next weeks session.
- Remind them also to wear their pedometer on as many days as possible during each week.

Practical Exercise: Keeping goals SMART

BRENDA

It's been 4 weeks since Brenda started the UPBEAT programme and she is struggling to keep up with her UPBEAT goal.



I am going to walk home from work, twice a week for the next 8 weeks.

Why do you think Brenda is finding it difficult to achieve this goal?

.....

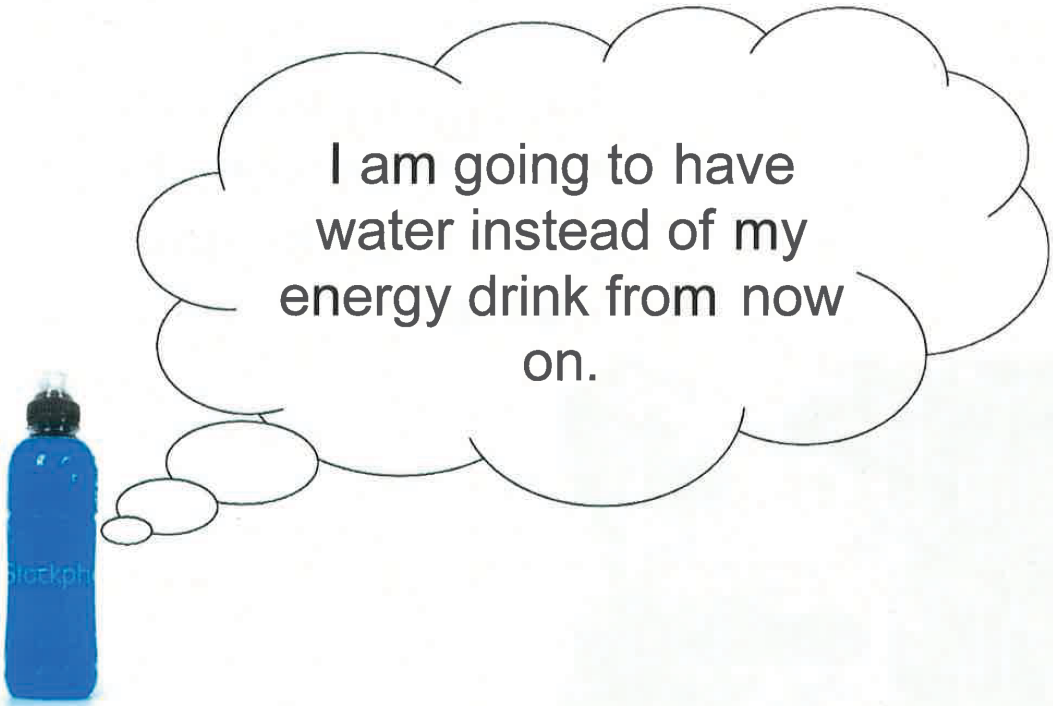
Have you got any advice to help Brenda keep active during her pregnancy?

.....

Practical Exercise: Keeping goals SMART

JO

Jo has been trying to cut down on her sugary drinks but is finding it difficult to stick to her UPBEAT swap.



I am going to have
water instead of my
energy drink from now
on.

Why do you think Jo is finding it difficult to achieve this goal?

.....

Have you got any advice to help Jo avoid sugary energy drinks?

.....

Practical Exercise: Keeping goals SMART

SARAH

Sarah has been trying to cut down on the sugar she adds to food and drinks, especially on her cereal. However, it has been 2 weeks since she set this goal and is now finding it difficult to stick to.

I am going to stop putting sugar on my cereal from now on



Why do you think Sarah is finding it difficult to achieve this goal?

.....

Have you got any advice to help Sarah avoid adding sugar to her cereal?

.....

Practical Exercise: Keeping goals SMART

KATE

Kate made an UPBEAT swap with her bread but she feels she has fallen off track with this goal.

I am going to swap my bagels for granary or multi-grain bread from now on.



Why do you think Kate is finding it difficult to achieve this goal?

.....

Have you got any advice to help Kate avoid her bagels?

.....

Practical Exercise: Keeping goals SMART

NATALIE

Natalie has been trying to attend one activity class every week. She was unwell and did not go for two weeks and now she is finding it hard to get back on track.

I am going to attend aqua aerobics every Wednesday night with my sister.



Why do you think Natalie is finding it difficult to achieve this goal?

.....

Have you got any advice to help Natalie keep up her activity goal?

.....

Practical Exercise

CHOOSING LOWER FAT MILK AND DAIRY PRODUCTS

Milk and dairy foods are necessary for bone and dental health. Some people think that these foods are most important for growing children but milk and dairy foods are just as important for adults. As well as helping us maintain healthy teeth and bones, calcium is needed to help our muscles move and to regulate our heart beat.

Milk and dairy foods contain vitamin A which is essential for healthy skin, hair and eyesight. They also contain vitamin B12 which is needed to develop healthy cells and to help the nervous system function properly. Milk and dairy foods are an excellent source of protein as they contain all the amino acids (protein building blocks) which help the body to repair and build new cells. This is especially important during pregnancy.

Some dairy products can be high in saturated fat (or unhealthy fat) so as part of UPBEAT we are asking you this week to choose lower fat versions or alternative products. Using the information on page 39 of the UPBEAT manual, work in pairs to look through the labels in these products. In week 1 we looked at the nutrition information and the sugar content. Today we are going to focus on the ingredients list. Remember that the ingredients are listed in order of their amounts so the main ingredients are higher up the list.

- Are you surprised by anything on the label?
- Using what you have learnt so far on UPBEAT, can you think of ways to make this product healthier?
- Any other comments?

Image removed
due to
commercial
copyright

Ingredients

Yogurt, Strawberries (10%) ,Water ,Fructose ,Modified Maize Starch ,Gelatine ,Flavourings ,Beetroot Juice Concentrate ,Acidity Regulators: Sodium Citrates, Citric Acid ,Sweetener: Aspartame ,Contains a source of Phenylalanine

Nutrient	Typical Values per 100g
Energy	218kJ 51kcal
Protein	4.1g
Carbohydrate	7.9g
of which sugars	7.2g
sugars naturally from fruit and milk	4.9g
Fat	0.1g
of which saturates	0.1g
Fibre	0.2g
Sodium	0.1g
Calcium	132mg

Image removed
due to
commercial
copyright

Ingredients

Yogurt, Strawberries (12%), Sugar, Stabilisers: Pectins, Carob Bean Gum, Guar Gum, Flavourings, Citric Acid

Nutrient	Typical Values per 100g
Energy	474 KJ 113 kcal
Protein	3.8g
Carbohydrate	14.9g
of which sugars	14.9g
Fat	3.9g
of which saturates	2.4g
Fibre	3.9g
Sodium	0.7g
Calcium	124mg

Image removed
due to
commercial
copyright

Ingredients

Milk, Salt (1.9%), Milk Ferments, Vegetarian Rennet

Typical Values	per 20g portion
Energy	43 kcal
Protein	5.3g
Carbohydrate	0g
Fat	2.4g
Calcium	(18% RDA*)
Phosphorus	(10.7% RDA*)
Vitamin B12	(26% RDA*)

Image removed
due to
commercial
copyright

Ingredients

Milk, Sugar, Cream, Milk Chocolate 8% (Sugar, Milk, Cocoa Butter, Cocoa Mass, Whey Powder, Emulsifier: Soya Lecithin), Cocoa Powder, Glucose Syrup, Milk Powder, Beef Gelatine, Cream, Fat-Reduced Cocoa, Emulsifier: E472b, Gelling Agents: E407, E401

Typical Values	Per 100 g	Per 59 g Pot
Energy	698 kJ	412 kJ
	166 kcal	98 kcal
Protein	4.9 g	2.9 g
Carbohydrate	22.6 g	13.4 g
of which: sugars	21.8 g	12.9 g
Fat	6.1 g	3.6 g
of which: saturates	4.1 g	2.4 g
Fibre	1.6 g	0.9 g
Sodium	0.1 g	Trace
Salt Equivalent	0.2 g	0.1 g



Ingredients

Full Cream Milk, Skimmed Milk, Whey, Rice (9%), Sugar.

Total Milk Content (76%).

Nutrition		
nutrient	per 100g	per 212g (serving (approx. 1/2 can))
Energy kCal	93kCal	197 kCal
Energy kJ	392 kJ	831 kJ
Protein	3.2 g	6.8 g
Carbohydrate	15.7 g	33.3 g
of which sugars	8.2 g	17.4g
Fat	1.9 g	4.0g
of which saturates	1.1 g	2.3g
Fibre	Trace	0.1g
Sodium	0.1 g	0.1g



Ingredients

Skimmed Milk, Whey, Full Cream Milk, Rice (9%), Sugar.

Nutrition		
nutrient	per 100g	per 212g (serving 1/2 can)
Energy kCal	83kCal	176kCal
Energy kJ	351kJ	744kJ
Protein	3.2g	6.8g
Carbohydrate	15.7g	33.3g
of which sugars	8.2g	17.4g
Fat	0.8g	1.7g
of which saturates	0.4g	0.8g
Fibre	Trace	0.1g
Sodium	0.1g	0.1g

SESSION 6: Portion sizes & local exercise services

By the end of this session participants will have:

- Reviewed their experience of attending a local physical activity class
- Looked more at meat choices and alternatives
- Reviewed how to choose lower fat dairy options
- Discussed their progress on the UPBEAT programme so far
- Answered questions that have arisen in previous sessions
- Talked about the group coming to an end and ongoing support

CHECKLIST MATERIALS NEEDED

- Name labels

It is best if you write out the badges to make sure that they are all legible. Make sure that you, the health trainer, have a badge too.

- Flipchart

- Parking Zone and post its

- Marker pens and biros

- Blue tack

- Previously agreed ground rules

- Posters for Session 6

- Practical Exercise: Lower fat meat choices

- Handout - Portion Sizes

- Handout - UPBEAT advice on eating out and takeaways

- Handout -Leisure Time

RUNNING ORDER

15 minutes

Welcome back and review, including experience of local physical activity class

15 minutes

Handout: Leisure time

10 minutes

Review of low fat dairy foods

15 minutes

Practical Exercise: Lower fat meat choices and alternatives

15 minutes

Portion sizes

15 minutes

Setting new UPBEAT goal for diet and physical activity

Time for the participants to set their own goals for the forthcoming week. Also to discuss further information needs and the group ending in two weeks.

5 minutes

Round-up

Session Plan

15 minutes- Welcome back and review, including experience of local exercise class

Go around the group and ask each person to say how they got on with their goals from last week. Remind group members that they need to be working on both activity and diet goals each week. Also, review how participants got on with keeping their logbooks- did they complete them, what did they learn, and if they did not keep them- were there any particular reasons for this?

Four main aims of the review section

- To review how participants got on with their weekly diet and activity goals and step targets, which will help them to self-monitor their goal setting.
- To review how participants got on with completing their logbooks and to encourage them to reflect on what they learnt from it.
- Ask the participants as a group for feedback about what went well and what they found difficult. If the group is quiet, you might find it useful to ask participants to do this in pairs or three's, and then feedback to the rest of the group.
- Use the group feedback to help with goals, e.g.
 - If the participants have achieved their diet goal, suggest they continue with that goal as it is, or add something new to it to make it more of a challenge. This will be in addition to the new diet goals the participants will set in this session.
 - If the participants have achieved their step targets and activity goals, suggest they continue with them or add something new to make it more of a challenge.
 - If the goals or the step target have not been achieved, praise the effort and help them to look at their goal setting techniques for another attempt. Again, ideally this should be in addition to the new goals for that week's session.

Remind the group that last week's task was to attend an exercise class and report back on the cost, level of difficulty and overall experience. In the unlikely event that no one has been able to attend a class, ask the participants if they ever tried a physical activity class before becoming pregnant.

Tell the group that exercise as part of a group can help to:

- Maintain motivation
- Create an opportunity to meet others in a similar situation
- Have fun doing activities as part of a group
- Be under the supervision of a trained instructor

15 minutes- Leisure time

Explain to the participants that:

- Each of us is likely to enjoy doing a range of different activities in our spare time. UPBEAT aims to help participants become more physically active in their everyday life
- An important step in increasing activity is to reduce the amount of time spent sitting down
- Technology is designed to make our lives easier by reducing the effort needed to do everyday jobs. It can be difficult to think of what to do if you have some spare time and how this could be made more physically active

Ask the group to work in pairs, and take it in turns to ask each other the questions in the handout 'leisure time.' Ask them to try to help each other to think of things they like to do when they have a spare moment. It may be helpful to think of things they did before they became pregnant and if this has changed during their pregnancy.

10 minutes- Lower fat dairy options (review)

Also ask participants who brought a lower fat food label or container to show the rest of the group. Ask them to say how they found trying the new option or, if it's something they have been using regularly for some time, what that is like for them.

15 minutes- Practical Exercise: Choosing meat and meat products carefully (review)

- Lay out all the Food Cards and Price Cards on a table and ask participants to group together high, medium and low fat foods, using the poster 'FAT: WHAT IS HIGH, MEDIUM AND LOW'.
- Once they have done this, ask them to match the Food Cards with the correct Price Card

15 minutes- Food Portions

As well as thinking about the types of foods you choose, you might also think about how much of them you are eating. But remember, reducing portions sizes is not a key change in UPBEAT- it is not advisable to cut down how much food you are eating as losing weight can affect your baby's growth. Give participants the handout on portion sizes. The pictures show approximately what health professionals consider to be small, medium and large portions. Discuss this in relation to participants' own portion sizes. If participants are having substantially more than the 'average' portions (i.e. the middle picture), then she could reduce the amount that she has of the food a small amount, as long as it does not leave her hungry. ***The key changes are the swaps and these should be done before any reductions in portion sizes, the amount of food eaten should never be over-restricted.***

Give handout on Eating out and takeaways

15 minutes- New goals for diet and physical activity

Ask participants to work individually to set their own goals for the forthcoming week. Go round and quietly observe/ask people how they are doing. If individual participants are finding it difficult offer them gentle support. Remind the women to complete their

log books over the coming week and that the logbook is there to help them to monitor their progress and not for us to judge.

Explain that there will be some time in Session 8 to cover issues that remain in the Parking Zone as well as to re-cap on anything that has already been covered. Ask group members to think about anything they would like to go over in more detail in Session 8 so you can allow time for this. Speak to your UPBEAT supervisor or other members of the research team if you need additional support to provide this.

It might also be helpful to mention at this point that the group meetings will be coming to an end in two weeks and ask how participants are feeling about this and what support they think they might need, besides the fortnightly telephone support you can offer. Explain that there will be more time to think about this in the next session.

5 minutes

Round-up

- Go round group and ask if anyone was surprised by what was discussed today.
- Confirm details for next week's session (time, location etc).
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study.
- Remind them of the contact details for the health trainer/research midwife.
- Remind them to keep track of their goals using the logbook / and bring the logbook to next weeks session.
- Remind them to wear their pedometer on as many days as possible during each week.
- Suggest they read their handbook if they would like more information about the topics covered today.

LEISURE TIME

Please tell me about any leisure activities you used to do before you got pregnant?

.....
.....

What did you enjoy about this?

.....
.....

Have you managed to do these activities during this pregnancy?

.....
.....

Can you think of anything to help make your leisure time more physically active?
If you spend a lot of time sitting (e.g. watching TV or using computer), think what else you could do instead.

.....
.....

ANSWER SHEET FOR HEALTH TRAINER

LEISURE TIME

This handout has been filled in with some ideas for you but is not a definitive list of answers.

- Please tell me about any leisure activities you used to do before you got pregnant?

For health trainer: This does not have to be a structured activity, give examples of gardening, dancing, part-time job, playing with other children, watching partner play football etc. If anyone is struggling, remind them that leisure time is how spare time is spent in general and could include anything such as meeting up with friends, reading or crafts.

- What do you enjoy about this?

For health trainer: Fresh air, satisfaction from completing a task, feel I have more energy, enjoy spending time with others, it gets me out of the house, helps to relieve stress.

- Have you managed to do these activities during this pregnancy?
- Can you think of anything to help make your leisure time more physically active?

If you spend a lot of time sitting (e.g. watching TV or using computer), think what else you could do instead.

Practical Exercise: Lower fat meat choices

Cheese & Onion Quiche

Image removed
due to
commercial
copyright

Name	Per Serving	Per 100g
Energy	1055kJ (255kcal)	1055kJ (255kcal)
Protein	6.6g	6.6g
Carbohydrat	18.0g	18.0g
sugars	0.9g	0.9g
Fat	17.2g	17.2g
saturates	9.3g	9.3g

£££££££ PRICE card ££££££

£1.00 (400g)

Food cards

Sausages (8 pack)

Image removed
due to
commercial
copyright

Nutrient	Values per sausage
Energy	70 kcal
Protein	5.3g
Carbohydrate	4.9g
of which sugars-	0.1g
Fat	2.9g
of which saturates0	0.3g
Fibre	1.5g
Sodium	0.17g
Salt equivalent	0.42g

£££££££ PRICE card £££££££

£1.71 (336g/8 sausages)

Food cards

breaded chicken fillets

Image removed
due to
commercial
copyright

Nutritional information Typical Values	Per portion baked provides:	100g As Sold
Energy	300 kcal	197 kcal
Protein	22.0g	14.5g
Carbohydrates	17.0g	11.0g
of which sugars	2.1g	1.4g
Fat	16.0g	10.5g
of which saturates	4.1g	2.7g

££££££££ **PRICE card** ££££££

£2.01 (2 pack)

Food cards

12 classic pork sausages

Image removed
due to
commercial
copyright

Nutrition

Nutrient	per 100g (grilled)	per 2 sausages
Energy	257 kcal	254 kcal
Protein	13.9g	13.8g
Carbohydrate	11.9g	11.8g
of which sugars	1.6g	1.5g
Fat	17.0g	16.9g
of which saturates	7.1g	7.0g

££££££££ **PRICE card** ££££££££

£3.01
(12 pack)

Food cards

whole haddock fillet

Image removed
due to commercial
copyright

Nutritional Values

Typical values	Per 100g:
Energy	71 kcal
Protein	17.7g
Carbohydrate	Nil
of which sugars	0.0g
Fat	Nil
of which saturates	0.0g
Fibre	0.6g
Sodium	0.12g
equivalent as salt	0.3g
Approx. Nil Calories from fat	

£££££££ PRICE card £££££££

£0.81
(2 fillets)

Food cards

mince steak and onion pie

Image removed
due to
commercial
copyright

Typical values	Per 100g	Per 1/3 pie
Energy	297 kcal	594 kcal
Protein	8.5g	17.0g
Carbohydrate	17.2g	34.4g
of which sugars	1.5g	3.0g
Fat	21.6g	43.2g
of which saturate	9.6g	19.2g
Fibre	2.2g	4.4g
Sodium	0.16g	0.32g
equivalent as salt	0.4g	0.8g

£££££££ PRICE card £££££££

£3.01

Food cards

value mince

Image removed
due to
commercial
copyright

Name	Per Serving	Per 100g
Energy	400 kcal	320 kcal
Protein	20.8g	16.6g
Carbohydrate	0.5g	0.4g
of which sugars	0.1g	0.1g
Fat	35.0g	28.0g
of which saturates	15.9g	12.7g

££££££ PRICE card ££££££

£1.21
(500g)

Food cards

lean steak mince

Image removed
due to
commercial
copyright

Name	Per Serving	Per 100g
Energy	235 kcal	185 kcal
Protein	24.5g	19.6g
Carbohydrate	0g	0g
of which sugars	0g	0g
Fat	14.8g	11.8g
of which saturates	6.5g	5.2g

££££££ PRICE card ££££££

£2.88
(500g)

Food cards

Vegetarian mince



Typical Values	Typical Values Per 100g
Energy	174 kcal
Protein	18.0g
Carbohydrate	3.0g
of which sugars	2.0g
Fat	10.0g
of which saturates	1.0g

££££££££ **PRICE card** ££££££

£2.09
(454g)

Food cards

Chicken legs



Nutrition

Typical values	per 100g (meat & skin)
Energy	188 kcal
Protein	18.1g
Carbohydrate	0.0g
of which sugars	0.0g
Fat	12.8g
of which saturates	3.6g

£££££££ **PRICE card** £££££££

£3.18

4 pieces (1.1kg)

Food cards

smart price chicken breast fillets

Image removed
due to
commercial
copyright

Nutritional Values

Typical values	Per 100g
Energy	148 kcal
Protein	32.0g
Carbohydrate	Trace
of which sugars	Nil
Fat	2.2g
of which saturates	0.6g

££££££££ **PRICE card** ££££££££

£4.13

4 pieces (629g)

Food cards

Chickpeas



Nutritional Values

Typical values	Per 100g	Per 1/3 can
Energy	105 kcal	84 kcal
Protein	7.3g	5.8g
Carbohydrate	15.5g	12.4g
of which sugars	0.9g	0.7g
Fat	1.5g	1.2g
of which saturates	0.2g	0.2g
Fibre	5.5g	4.4g
Sodium	Trace	Trace
equivalent as salt	Trace	Trace

££££££ PRICE card ££££££

48p

Food cards

Butter beans



Nutrition

Nutrient	per 100g		per 60g (a serving)	
Energy	72	kcal	43	kcal
Protein	5.9	g	3.5	g
Carbohydrate	11.0	g	6.6	g
of which sugars	1.0	g	0.6	g
Fat	0.5	g	0.3	g
of which saturates	0.1	g	Trace	
Fibre	4.6	g	2.8	g

££££££££ **PRICE card** ££££££

45p

HANDOUT: Portion sizes

Understanding how big or small your portion sizes should be can be confusing. In the table below we have provided some information about what are considered **average portion sizes or servings**. It is important to remember that UPBEAT is not about losing weight so don't cut back on your food intake while you are pregnant. **Changing food portions is not a key change in UPBEAT**. This information is for general guidance only to help you think about how your portion sizes compare to those below.

Average portion sizes and servings:

Cereals:

- 2 Weetabix or Shredded Wheat
- 2 tablespoons dry cereal (approximately 30 grams or 1oz)

Potatoes, pasta and rice:

- 1 large baked/boiled or roast potato (or 2 the size of a hen's egg)
- 3 heaped tablespoons of chips
- 4 heaped tablespoons of pasta
- 5 tablespoons of rice

Meat: beef, lamb, pork, chicken, other poultry:

- 100grams (3.5oz) meat, chicken or fish (equivalent to size of a deck of cards)
- Roast or steak - 4 small, thin slices
- Casserole - 3 tablespoons

Fats and oils:

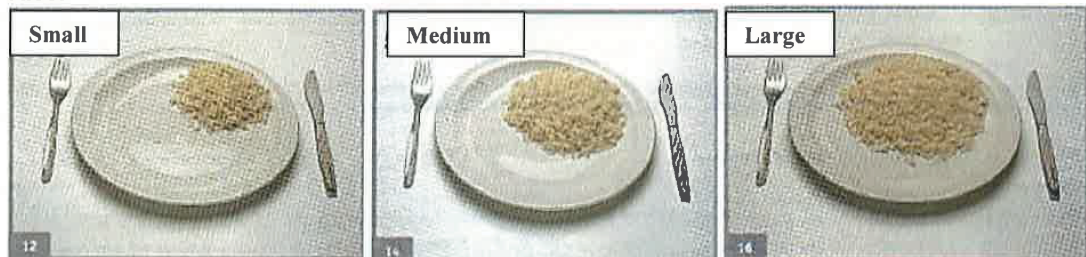
- 1 teaspoon of butter /margarine or oil (or equivalent to half a thumb size)

Milk, yogurt and cheese:

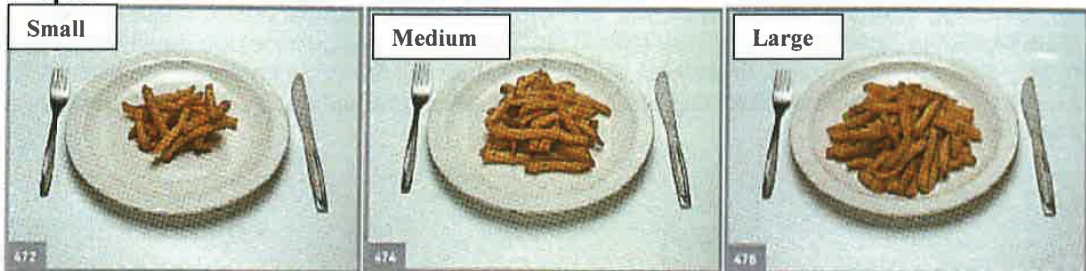
- 30-40 grams (1oz) of hard cheese (equivalent to a matchbox size)
- 125grams (4.5oz) of yogurt (a standard pot size)

What does an average portion size look like? Below are some images to help give you an idea of small, medium and large portion sizes. The medium portions are about the same as the amounts in the table above.

Rice:



Chips:



Handout: UPBEAT advice on eating out and takeaways

Whatever type of restaurant you visit or take-away you choose, the following information will help you improve your choices so that they are in line with the UPBEAT dietary goals.

UPBEAT dietary goal 1: Aim for low GI meals and snacks

Aim to swap high GI foods to low GI alternatives when eating out – see the table for some examples:

Instead of these...	Choose these instead
<ul style="list-style-type: none">• Most types of potato, including:<ul style="list-style-type: none">○ mashed○ chipped○ baked• Most types of rice (other than basmati)• White and wholemeal breads• Sugary drinks and desserts	<ul style="list-style-type: none">• New potatoes• Sweet potato• Extra vegetables (either a vegetable based main course, or order some extra vegetable side dishes to replace chips, rice or potatoes)• Salads, either as a main course, as a starter or as a side dish.• Granary bread• Fruit-based desserts without added sugar and fat.

UPBEAT dietary goal 2: Aim to lower the saturated fat of meals and snacks

Following the UPBEAT dietary goals will not only help to lower the GI of your meal, they will also go a long way towards keeping the saturated fat content of your meal low, too. Aim to reduce the saturated fat when eating out – see the table for some examples:

Instead of these...	Choose these instead
<ul style="list-style-type: none">• Fried or roasted foods• High- saturated fat foods, such as, butter and butter-based sauces, cheese, cream and fatty meats	<ul style="list-style-type: none">• Grilled or baked foods• Low saturated fat spreads,• Half-fat cheese• Reduced fat crème fraiche,• Lean meat.

ADVICE ON EATING OUT IN SPECIALIST RESTAURANTS

1. Chinese and Thai food

Authentic Chinese, Thai and other East Asian cuisines feature plenty of vegetables and are low in fat. They are also usually a good low-GI option. However limit your intake of starchy, Asian-style sticky white rice, which has a high GI. A low-GI alternative would be oriental noodles (egg or mung bean). Try to stay away from deep-fried foods, not so much from a GI standpoint, but because they're very high in fat. Thai dishes typically include small amounts of meat, seafood, or tofu with vegetables and spicy sauce. All are good choices from a GI standpoint except for the sticky rice or rice noodles which are high in GI. See the table for some examples.

Instead of these...	Choose these instead
<ul style="list-style-type: none"> • Deep-fried foods, such as crispy seaweed, spring rolls, prawn toast and prawn crackers or those served in batter • Rice-based dishes other than basmati rice • Rice noodles • Duck (it is very high in fat) • Meals containing coconut or coconut milk or cream. These are particularly high in saturated fat 	<ul style="list-style-type: none"> • Grilled or stir-fried vegetables • Clear soups • Main courses based around vegetables or lean proteins, such as fish, pork or chicken • Egg noodle-based dishes, but avoid fried noodles wherever possible • Thai salads • Steamed and stir-fried dishes • Basmati rice

Japanese food: Practically anything in an authentic Japanese restaurant works into a low GI meal and are very low in fat, even sushi (it's prepared with vinegar). However canned lychees in syrup have a high GI.

2. Mexican food

Many Mexican dishes are high-starch, and high-fat. If possible, stick with grilled seafood and chicken dishes, black beans, and dishes such as fajitas. Flour tortillas have a lower GI than rice dishes so are a better option.

Instead of these...	Choose these instead
<ul style="list-style-type: none"> • Sour cream and creamy sauces • Burgers • Dishes containing cheese (i.e. quesadilla, enchilada, chimichanga nachos) 	<ul style="list-style-type: none"> • Salsa and tomato-based sauces • Tortillas filled with lean meat, grilled chicken beans or vegetables • Salads

3. Italian food

Pasta dishes, seafood dishes, and meat dishes are healthy choices, as long as they're not overloaded with cheese or creamy sauces. Tomato based sauces are a good alternative option. Thin-crust pizza with vegetable toppings are also a good choice.

Instead of these...	Choose these instead
<ul style="list-style-type: none"> • Breads, such as garlic bread, dough balls, bread sticks and pizza bases (choose thin bases rather than thick ones) • Pizza topping with cheese and fatty meats, such as salami or bacon. • Cream in sauces (i.e. carbonara) or in coffees and puddings • Cheese in sauces, such as 'four cheese sauce' or piled on top of pizzas 	<ul style="list-style-type: none"> • Salads, but use balsamic vinegar and small amounts of olive oil to dress your salad instead of high-fat alternatives, such as blue cheese • Pizza topping with tomatoes and vegetables • Tomato-based sauces, such as arrabbiata or neopolitan • Spinach leaves either in salads or on pizzas • Lean grilled meats or fish • Pasta – the lowest-GI pastas are fettuccine, spaghetti, vermicelli, linguine and macaroni

4. Indian or South Asian food

Indian and South Asian cuisine is generally low-GI. It features legumes, chicken, fish, vegetables, basmati rice and yogurt. However be aware of the high-fat fried foods and heavy, butter and cream-based sauces. Choose yoghurt based, tomato based or tandoori style instead. Also, avoid naan bread or paratha and choose chapatti instead.

Instead of these...	Choose these instead
<ul style="list-style-type: none"> • Creamy curries such as kormas or massalas • Rice other than basmati, especially fried. • Poppadoms and breads, such as naan, or paratha • Fried foods, such as onion bhajis and fried meats 	<ul style="list-style-type: none"> • Tomato- or vegetable-based curries • Tandoori-style meat – marinated in yoghurt and spices and then cooked in a clay oven. • Tikkas are lower in calories than many other curries because they are dry-roasted in a clay oven, but watch out for the high-fat sauces often served with them. • Side salads and vegetable side dishes • Dishes based around lentils, pulses and vegetables, such as dhansak and dhal • Basmati rice or Chapatti

5. FAST food restaurants

Fast food restaurants can spell trouble for low-GI diets and tend to be high in saturated fats. Hamburgers and other fast-food sandwiches are served on processed breads and rolls having high GIs. Most fast foods are also very high in fat and sodium (salt). As a general rule, try to avoid fast foods. If you can't avoid fast food restaurants then try the salad bar but avoid salad dressings, cheese and often pre-prepared salads can be high in fat.

General advice when eating out:

1. **Avoid creamy and cheese dishes in restaurants and go for the grilled options.**
2. **At parties limit the number of pastry options such as sausages rolls as these are high in saturated fat.**
3. **Most restaurants are accommodating and will prepare something low-fat for you or will prepare dishes without adding extra oil.**
4. **Look for vegetarian dishes and pasta dishes. Unless a vegetarian or pasta dish is full of cheese or made with a cream sauce, it will usually be fairly low in fat.**
5. **Ask for new potatoes or vegetables rather than fries or mash in a restaurant.**
6. **Go for the red tomato based sauces rather than the white creamy based dishes.**

SESSION 7: Managing cravings & keeping active throughout the day

By the end of this session participants will have:

- Reviewed the key points of the UPBEAT programme
- Discussed ideas on how to keep active throughout the day
- Reviewed their steps
- Thought about the difference between hunger and cravings
- Prepared for the group coming to an end

CHECKLIST MATERIALS NEEDED

- Name labels

It is best if you write out the badges to make sure that they are all legible. Make sure that you, the health trainer, have a badge too.

- Flipchart
- Parking Zone and post its
- Marker pens and biros
- Blue tack
- Previously agreed ground rules
- Posters for Session 7
- Practical Exercise: Physical activity checklist
- Practical Exercise: Hunger or craving?

RUNNING ORDER

Welcome back

25 minutes

Review of previous goals and UPBEAT aims

15 minutes

Reviewing steps

15 minutes

Keeping active throughout the day

15 minutes

Hunger and cravings

15 minutes

Setting new UPBEAT goal for diet and physical activity

Time for the participants to set their own goals for the forthcoming week

5 minutes

Round-up

SESSION PLAN

25 minutes- Welcome and review and planning for Session 8 and beyond

Congratulate the group on their achievements so far and where possible use real examples of challenges they have overcome or sessions that have gone particularly well. The group has been meeting for seven weeks and as a group you have covered new dietary changes and activity goals and step targets each week.

Four main aims of the review section

- To review how participants got on with their weekly diet and activity goals and step targets, which will help them to self-monitor their goal setting.
- To review how participants got on with completing their logbooks and to encourage them to reflect on what they learnt from it.
- Ask the participants as a group for feedback about what went well and what they found difficult. If the group is quiet, you might find it useful to ask participants to do this in pairs or three's, and then feedback to the rest of the group.
- Use the group feedback to help with goals, e.g.
 - If the participants have achieved their diet goal, suggest they continue with that goal as it is, or add something new to it to make it more of a challenge. This will be in addition to the new diet goals the participants will set in this session.
 - If the participants have achieved their step targets and activity goals, suggest they continue with them or add something new to make it more of a challenge.
 - If the goals or the step target have not been achieved, praise the effort and help them to look at their goal setting techniques for another attempt. Again, ideally this should be in addition to the new goals for that week's session.

1. The UPBEAT dietary changes

Each week a new dietary swap has been introduced; this means that each week the group have been asked to set a new goal around making a dietary swap.

Ask the group to remind you of the 8 swaps they have made. Remind the group that is important to continue to do each of these throughout their pregnancy. Refer participants to page 31 of their handbook and briefly remind the group of the key points as outlined in the table.

2. UPBEAT activity during pregnancy

Remind the participants that physical activity is a central part of leading a healthy lifestyle, especially during pregnancy. Any kind of movement or activity is more beneficial than sitting or standing for long period. UPBEAT includes a number of ideas to help them to stay active throughout your pregnancy:

- ✘ Reduce the amount of time spent sitting down
- ✘ Use the pedometer to encourage yourself to walk more and to increase your daily step count
- ✘ Try to make sure that walking is hard enough to make you feel a little breathless
- ✘ Try organised or group activity ✘

Use the UPBEAT DVD at home

Refer the group to the poster 'BENEFITS OF PHYSICAL ACTIVITY' or page 17 of their handbook and also remind them of any other benefits they thought of at the previous week's session.

Ask participants to share any additional benefits of physical activity they have noticed e.g. saving money by walking, sleeping better, meeting new people or having fun. Make a note on flipchart of participants' responses.

15 minutes- Reviewing Steps

Ask participants to look back at their logbooks and ask whether they have been keeping a record of their steps and have they been wearing their pedometers?

Some questions to prompt discussion:

Look at the steps in week 1 and last week.

- Is there any difference?

- Has it gone up or down?
- Have you reached 10,000 steps a day?

If there is a difference;

- Why do you think there is?
- What could you learn from this?

15 minutes- Keeping active throughout the day

Explain to participants that it is important to try and keep active every day. If they were active before this pregnancy, try to keep up this normal daily physical activity or exercise (sport, dancing or just walking to the shops and back) for as long as they feel comfortable. They may find it more challenging to remain active as their pregnancy progresses or on days when they are particularly tired or busy. If this is the case, a first step could be to just try to reduce the amount of time spent sitting down.

Practical Exercise: Ask participants to complete the PHYSICAL ACTIVITY CHECKLIST individually. Tell the group that this practical exercise is for them to personally take stock of their activity over the past week. Invite participants to feed back any comments. Refer to previous quiz. Has it been done any different? Praise any improvements.

15 minutes

Practical Exercise: CRAVING OR HUNGER

This practical exercise shows that craving or strong urges for particular foods can often be prevented or even controlled by having a regular eating pattern and a healthy alternative to hand. Many people can mistake cravings for hunger. Hunger is a desire to eat caused by your body's need for fuel or energy. It is very difficult to ignore and does not go away easily without eating.

Cravings are usually for a specific food and tend to be for something sweet, although this is not always the case. Cravings are likely to come very quickly and usually last for no more than 20 minutes. Ask the group to read through and complete the handout

for task: Craving or Hunger. Then read out each of the statements and ask the group if they think it is a hunger or craving.

15 minutes- New goals for diet and physical activity

Ask participants to work individually to set their own goals for the forthcoming week. Go round and quietly observe/ask people how they are doing. If individual participants are finding it difficult, offer them gentle support. Remind the women to complete their log books over the coming week and that the logbook is to help them to monitor their progress and not for us to judge.

It might also be helpful to refer back to any points raised in this Session's review section and confirm any steps that you will be taking, for example discussing with the UPBEAT team to feedback next week.

5 minutes- Round up

Remind participants that last week you asked them to think of any additional topics or information they would like covered. Ask if anyone had any suggestions about this and make a note of any ideas to discuss with the supervisor or UPBEAT research team so this can be provided in Session 8.

Ask the participants if they had any ideas about any support they might want after the groups finish (in addition to your fortnightly contact) and discuss options for how this can be provided. Remember to use the Parking Zone if you need additional support or information about the suggestions raised. Circulate a list for those women who wish to share their name and contact details with the group to then be typed up and given out in Session 8.

Round-up

- Go round group and ask if anyone was surprised by what was discussed today.
- Remind them to bring in a clean label or empty food container from a low fat dairy option.
- Confirm details for next week's sessions (time, location etc).
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study.
- Remind them of the contact details for the health trainer/research midwife.
- Remind them to keep track of their goals using the logbook / and bring the logbook to next weeks session.
- Remind them to wear their pedometer on as many days as possible during each week.
- Suggest they read their handbook if they would like more information about the topics covered today.

Practical Exercise: PHYSICAL ACTIVITY CHECKLIST

How often over the past week did you

Make an effort to reduce the amount of time spent sitting down?

- a) Never
- b) 1-2 times a week
- c) 3-4 times a week
- d) 5 times a week or more

Walk more than 8000 steps on your pedometer?

- a) Never / I didn't wear the pedometer
- b) 1-2 times a week
- c) 3-4 times a week
- d) 5 times a week or more

Use the UPBEAT DVD (or other DVD) at home?

- a) Never
- b) Once a week
- c) 2 times a week
- d) 3 times a week or more

Attend an activity class?

- a) Never
- b) Once a week
- c) 2 times a week
- d) 3 times a week or more

Use the stairs instead of lifts?

- a) Rarely or never
- b) Some of the time
- c) Most of the time
- d) All the time / At every opportunity

Walk or cycle instead of taking the bus or car? (at least part of the way if you travelled long distances)

- a) Rarely or never
- b) Some of the time
- c) Most of the time
- d) All the time / At every opportunity

Walk for more than 20 minutes?

- a) Never
- b) 1-2 times a week
- c) 3-4 times a week
- d) 5 times a week or more

Complete my physical activity log book?

- e) Never
- f) 1-2 times a week
- g) 3-4 times a week
- h) 5 times a week or more

Scoring:

Please add up your scores, giving yourself

- 0 points for every a)
- 1 point for every b)
- 2 points for every c)
- 3 points for every d)

Your score

19 – 24 points

Well done, you are meeting the recommendations for this section. Keep up the good work!

13 -18 points

Well done! You are managing to stay active most of the time. Can you think of any small changes you can make to reduce the amount of time you spend sitting down?

7 -12 points

You are making some progress with your activity but there is some work to do. Why not pick out one of the questions above to work on for this week? Remember it is important to go at a pace that suits you so try making one or two small changes at a time.

0 - 6 points

It seems that you are struggling to keep up your level of physical activity. Try to pick out one question and set yourself a goal around this for next week. It is important to be SMART about your goal. Speak to another group member or your Health Trainer for more advice or support. You may find it helpful to look back in your log book at a time when you were managing more activity.

Practical Exercise: Craving or hunger

Cravings during pregnancy are very common and are usually for sweet foods, or for unusual combinations of foods. When you are experiencing a craving or strong urge to eat a particular food it can seem as though the feeling will only get stronger so that eventually you will have to cave in. However, psychologists who have studied people who think they are addicted to a whole range of things, such as smoking, have found that this is not the case. In fact, research has shown that cravings rarely last more than 20 minutes.

If you are experiencing a craving these things may help you to manage it better:

1. Try to distract yourself for 20 minutes. e.g. phone a friend, go for a walk or read a magazine/newspaper
2. Try substituting unhealthy food cravings for healthier alternatives. You may be surprised by how satisfying some healthier alternatives can be. e.g. swapping ice cream for low fat frozen yoghurt.
3. Try to eat regularly and allow yourself regular healthy snacks from the list we recommend in UPBEAT. This will prevent you from getting too hungry in between meals.

Try not to worry about the cravings; they are a usual part of pregnancy. However, if the cravings become more obscure such as for coal or soil, or if it begins to make you feel low, you should speak to your doctor, midwife or health visitor.

Practical Exercise: Craving or hunger

Cravings or hunger? You decide...

		Craving?	Hunger?
1.	You have eaten a large meal, but still want pudding.		
2.	Someone mentions iced buns, and you feel like eating.		
3.	You are always starving at certain times of the day.		
4.	You feel lightheaded after not eating all day.		
5.	You drive by a chip shop and the smell makes you want to eat.		
6.	Your stomach is rumbling.		
7.	You are watching a cookery programme and feel like eating something.		
8.	Your friend offers you half of her sandwich. You suddenly want to eat more.		
9.	You haven't thought about eating and you are getting the shakes.		

Stop and think! The next time you have a craving or a strong urge to eat something, stop and ask yourself:



Am I really hungry or is this just an urge or craving?



Am I thirsty rather than hungry?

ANSWER SHEET FOR HEALTH TRAINER

Practical Exercise: Craving or hunger

Cravings or hunger? You decide...

		Craving?	Hunger?
1.	You have eaten a large meal, but still want pudding.	Yes	
2.	Someone mentions iced buns, and you feel like eating.	Yes	
3.	You are always starving at certain times of the day.		Yes
4.	You feel lightheaded after not eating all day.		Yes
5.	You drive by a chip shop and the smell makes you want to eat.	Yes	
6.	Your stomach is rumbling.		Yes
7.	You are watching a cookery programme and feel like eating something.	Yes	
8.	Your friend offers you half of her sandwich. You suddenly want to eat more*	Yes?	Yes?
9.	You haven't thought about eating and you are getting the shakes.		Yes

*This one is slightly open to interpretation and may provoke an interesting discussion

SESSION 8: Physical activity in late pregnancy & keeping going with changes

By the end of this session participants will have:

- Made a plan on how to maintain UPBEAT for the remainder of their pregnancy
- Covered any outstanding topics in the Parking Zone
- Discussed how to maintain these changes for the long term
- Recapped UPBEAT friendly foods
- Learnt about how to be active in late pregnancy and after you baby is born
- Understood what happens next in the UPBEAT programme

CHECKLIST MATERIALS NEEDED

- Name labels
- Flipchart
- Parking Zone with any unresolved questions
- Marker pens and biros
- Blue tack
- Previously agreed ground rules
- All the posters
- Practical Exercise: UPBEAT-friendly foods quiz and answers

RUNNING ORDER

20 minutes

Welcome back and review

5 minutes

Follow up support

15 minutes

Practical Exercise: UPBEAT-friendly foods quiz

20 minutes

Activity in later pregnancy

10 minutes

Setting new UPBEAT goals for diet and physical activity

10 minutes

Staying UPBEAT

Setting new UPBEAT goals for diet and physical activity including looking to the future and what the group might find difficult about sticking with the changes they have made on UPBEAT

10 minutes

Close and farewells

SESSION PLAN

20 minutes- Welcome back and review

As this is the last group session the aims are slightly different. In addition to the usual aims of the review section you will also need to discuss what support will be available after the groups are finished.

Four main aims of the review section

- To review how participants got on with their weekly diet and activity goals and step targets, which will help them to self-monitor their goal setting.
- To review how participants got on with completing their logbooks and to encourage them to reflect on what they learnt from it.
- Ask the participants as a group for feedback about what went well and what they found difficult. If the group is quiet, you might find it useful to ask participants to do this in pairs or three's, and then feedback to the rest of the group.
- Use the group feedback to help with goals, e.g.
 - If the participants have achieved their diet goal, suggest they continue with that goal as it is, or add something new to it to make it more of a challenge. This will be in addition to the new diet goals the participants will set in this session.
 - If the participants have achieved their step targets and activity goals, suggest they continue with them or add something new to make it more of a challenge.
 - If the goals or the step target have not been achieved, praise the effort and help them to look at their goal setting techniques for another attempt. Again, ideally this should be in addition to the new goals for that week's session.

Tell participants that you want to start the session by finding out how they got on with keeping their goals from the previous weeks.

Ask participants to work in pairs to discuss how they got on with their goals and to make a note about anything that helped them achieve their goal and anything that got in the way. Also, review how participants got on with keeping their logbooks- did they

complete them, what did they learn, and if they did not keep them- were there any particular reasons for this?

Ask everyone to feedback as a group.

Ask group members if they have any thoughts about last week's task on craving and hunger and if it helped them with their weekly swap for healthier snacks.

5 minutes- Follow up support

In Session 7, participants were asked to tell you what further support they might need and, if necessary, you were going to discuss with other members of the UPBEAT team. Please feedback any information or suggestions from this.

15 minutes- Practical Exercise: Quiz

Decide if you want the group to work in pairs, small groups or all together. Hand out Quiz sheet to each participant and allow 10 minutes for them to work through the questions. Refer to page 29 in the participant handbook for more information about the glycaemic index and the UPBEAT dietary changes. Have they learnt more from the last time they did this quiz? Praise any improvements. Deal with any difficulties.

20 minutes- Activity in later pregnancy and after your baby is born

Ask participants to read through the handout 'Participant information sheet: Physical activity in late pregnancy'. Discuss any concerns and ask the group to come up with potential solutions for each other.

10 minutes- New goals for diet and physical activity

Ask participants to work individually to set their own goals for the forthcoming week. Go round and quietly observe/ask people how they are doing. If individual participants are finding it difficult offer them gentle support.

10 minutes- Staying UPBEAT

Explain that as this is the last session it is important to consider how participants might be able to keep up with the changes they have made so far on UPBEAT into late pregnancy, and maybe beyond.

Divide a sheet of flipchart paper in two and ask the group for ideas on what they might find difficult about sticking with the changes they have made on UPBEAT once the group will no longer meet. Note these in the first column. Once this has been done, ask them to suggest possible solutions.

Explain that you will continue supporting them by telephoning every two weeks and that this will be a time to discuss how they are getting on with existing goals and also to set new goals.

You could also suggest:

- There are some spare blank goal sheets in their log book but they can contact you for more of these when they run out.
- That they 'buddy up' with other people in the group to meet on chat on the telephone or meet up on a regular basis about how they are getting on.
- They put notes in their phone or diary, etc. to review their goals regularly.

10 minutes- Close and farewells

- Go round group and ask if everyone for one thing they have learned or will take away from being in the UPBEAT group.
- Congratulate the group on coming and for their effort in the sessions and thank them again for their involvement in the UPBEAT study.
- Remind them of contact details for the health trainer/ research midwife.
- Suggest that if they would like to they could exchange numbers with each other.

Practical Exercise: UPBEAT-friendly foods quiz

Work on your own or with a partner to decide if these foods are UPBEAT friendly or not. Tick YES or NO next to each food and add comments if you have any.

Number	Food / Drink	UPBEAT friendly?		Comments
		YES	NO	
1.	New boiled potatoes			
2.	Diet cola			
3.	Low sugar muesli			
4.	Pasta			
5.	Porridge – not instant			
6.	White bread			
7.	Hard cheese (full-fat)			
8.	Bran flakes			
9.	White rice			
10.	Table sugar			
11.	Nuts and raisins			
12.	██████████			
13.	Yogurt			
14.	Mashed potatoes			
15.	Butter			
16.	Low fat cottage cheese			
17.	Roast chicken			
18.	██████████ drink			
19.	Wholemeal bread			
20.	Sweet potato			
21.	██████████			
22.	Basmati rice			
23.	Nut and seed muesli bar			
24.	Low fat dairy spread			
25.	Apple			
26.	Traditional pork sausages			
27.	Ice cream			
28.	██████████			
29.	Lean steak mince			
30.	Fresh haddock fillet			
31.	Flavoured water			
32.	Battered haddock			
33.	Pulses e.g. beans, lentils, chick peas			

Practical Exercise: UPBEAT-friendly foods quiz – Answer Sheet

Number	Food / Drink	UPBEAT friendly?		Comments
		YES	NO	
1.	New boiled potatoes	/		
2.	Diet cola	/		Yes as sugar free
3.	Low sugar muesli	/		
4.	Pasta	/		
5.	Porridge – not instant	/		
6.	White bread		/	
7.	Hard cheese (full-fat)		/	
8.	Bran flakes		/	
9.	White rice		/	
10.	Table sugar		/	
11.	Nuts and raisins	/		
12.	██████████		/	
13.	Yogurt	/		Use fruit to sweeten instead of sugar or honey
14.	Mashed potatoes		/	
15.	Butter		/	
16.	Low fat cottage cheese	/		
17.	Roast chicken	/		Remove the skin
18.	██████████ drink		/	Unless sugar free
19.	Wholemeal bread		/	Choose bread with bits or granary pitta
20.	Sweet potato	/		
21.	██████████		/	
22.	Basmati rice	/		
23.	Nut and seed muesli bar	/		
24.	Low fat dairy spread	/		
25.	Apple	/		
26.	Traditional pork sausages		/	
27.	Ice cream		/	
28.	██████████	/		
29.	Lean steak mince	/		Drain any excess fat
30.	Fresh haddock fillet	/		
31.	Flavoured water			Depends if it has sugar added
32.	Battered haddock		/	
33.	Pulses e.g. beans, lentils, chick peas	/		

Participant information sheet: Physical activity in late pregnancy

You may have already thought about the benefits and barriers of being active in later pregnancy. The UPBEAT handbook provides you lots of information on physical activity during pregnancy and this information also applies to later stages of pregnancy. Remember:

- Try to keep going as long as possible as your pregnancy progresses even if you were not able to maintain or increase your daily step counts anymore.
- If needed, adapt the type and intensity of activities you do in order to feel comfortable while being active.
- If you had pains or other problems when walking or doing other weight-bearing activities, you could try activities such as swimming, aquanatal classes or stationary cycling.
- Keep setting step targets and activity goals
- Keep monitoring how you succeed in achieving your goals

Physical activity after your baby is born

There are many benefits of being physically active after your pregnancy. These include:

- Improved fitness
- Helps with weight loss
- Increased positive mood, reduced anxiety and depression
- More energy
- Less urinary incontinence if you start practicing your pelvic floor muscles after delivery

If your pregnancy and delivery were uncomplicated, you can start walking and doing pelvic floor exercises and mild stretching immediately. However, if your delivery was complicated or you had a caesarean section you should consult your doctor before increasing your activity level.

Many of the changes that have occurred in your body during pregnancy will last for 4-6 weeks after delivery. This is why it is good to resume your previous activity routines gradually. As every woman is different it is important to listen to your body.

The general physical activity recommendations apply to women who have recently given birth too. So, you could aim at incorporating at least 30 minutes of moderate intensity activity to your daily routines. Moderate intensity activity is anything that is comparable to brisk walking and that makes your breathing and heart rate increase while still being able to hold a conversation. You could also continue using your pedometer and setting step targets for yourself.

Moderate physical activity doesn't affect the quality of your breast milk or your baby's growth. Consider feeding your baby before an activity session to avoid the discomfort of engorged breasts. Remember to drink enough water.

Appendices

Appendix 1 Food myth busters

Pregnant women don't need to avoid:	
Shellfish, including prawns	As long as they are part of a hot meal and have been properly cooked
Mayonnaise, ice cream, salad dressing	As long as they haven't been made using raw egg. Generally if you buy them in shops they are made with pasteurised egg, which is safe to eat.
Many types of cheese including: <ul style="list-style-type: none"> ❖ Hard cheese, such as Cheddar and Parmesan ❖ Processed cheese, such as cheese spreads ❖ Feta ❖ Ricotta ❖ Cream cheese ❖ Cottage cheese ❖ Mozzarella ❖ Mascarpone 	
Live or bio yogurt, probiotic drinks	
Fromage frais, creme fraiche, soured cream	
Spicy food	
Grapes	
Honey	It's fine for pregnant women to eat honey but it's not suitable for babies under a year old.

Appendix 2 Tips for managing common food related pregnancy complaints

Food cravings

Pregnant women may experience food cravings for particular foods. Tips to suggest include:

- Including the food that is craved as part of a meal
- Avoiding eating too much of any one food

If women have cravings for a non-food item (e.g. chalk or coal), advise them to ask a doctor or midwife for advice. There is no clear evidence that craving non-food items is linked with mineral deficiencies.

Morning sickness

The feeling of sickness may occur at anytime in the day but normally settles after the first three months. Feeling sick throughout the day or at specific times of the day lasts throughout their pregnancy for a small number of women. For some it can come back towards the end of pregnancy.

Tips to suggest include:

- Eating smaller meals regularly
- Eating small, plain snacks such as plain crackers or biscuits
- Drinking plenty of fluids throughout the day
- Drinking ginger tea
- Getting some fresh air
- Avoiding strong smells

Constipation

Constipation is common during pregnancy. A healthy balanced diet with lots of fluids can help. Tips to suggest include:

- Choosing higher-fibre or wholegrain breakfast cereals from the UPBEAT recommended list
- Choosing multigrain bread
- Eating at least five portions of fruit and vegetables a day

- Snacking on fruit in between meals
- Drinking plenty of fluids – water or herbal teas are ideal
- Taking regular, gentle exercise

Heartburn

Many women are affected by heartburn in pregnancy. Tips to suggest include:

- Eating smaller meals regularly
- Eating slowly and chewing food well
- Avoiding spicy or highly seasoned foods
- Avoiding fizzy drinks or drinks containing caffeine
- Avoiding positions that make heartburn worse e.g. lying flat

If women have real problems with heartburn, advise them to ask a doctor or midwife for advice.

Descriptions of recommended group exercise choices

Pilates

Pilates is a form of exercise which concentrates on core strength and flexibility in order to assist balanced and efficient movement. The 6 basic Pilates principles include: centreing, control, flow, breath, precision and concentration. Specialist classes, including ante natal, are available, as exercises are developed with modifications which can make them safe and suitable for a wide range of people.

Yoga

Yoga is said to bring balance and harmony to body, mind and spirit. The key to Yoga is the interconnection of Yoga exercises/poses, breathing and meditation. Certain styles are more suitable during pregnancy e.g. Hatha, Ananda, and Integral Yoga and can prepare body and mind for the labour and birth of your baby, so signing up for an ante natal class is a great idea.

Aqua aerobics

Aqua aerobics is an organised group session of aerobic exercise in the water. A key benefit is that 90% of the body's weight is supported by the water lessening the strain and resistance on the knees and muscles of the lower back. This allows for safe and effective exercise, typically taking place in shallow water so you do not necessarily need to know how to swim to participate.

Active walks

Active walks are organised walks in your local area either with a qualified walk leader or unled. Walking is an ideal form of exercise when pregnant and has a range of benefits including increasing energy and stamina. It is important to wear comfortable footwear.

Appendix 3 List of warning signs to terminate exercise while pregnant

- excessive shortness of breath
- chest pain or palpitations
- dizziness
- painful uterine contractions or preterm labour
- leakage of amniotic fluid
- vaginal bleeding
- excessive fatigue
- abdominal pain, particularly in back of pubic area
- pelvic girdle pain
- reduced foetal movement
- dyspnoea before exertion
- headache
- muscle weakness
- calf pain or swelling (need to rule out thrombophlebitis)

Appendix 4 Example food label and what it shows

Ingredient listing

Ingredients are listed in descending order of their weight, with the biggest ingredient first. An exception to this is yogurt where the biggest ingredient, milk, does not need to be listed.

If an ingredient is mentioned in the name such as strawberries and bananas in 'strawberry and banana yogurt', the amount contained in the food will be given as a percentage. In this example 6% of the yogurt is strawberries and 4% banana.

Product name

The product name on the front of the label provides key information, such as 'low fat'.

Nutritional information

You see this panel on the back of food packs. It gives the nutritional breakdown of the food. You can use this information to help you make healthier choices.

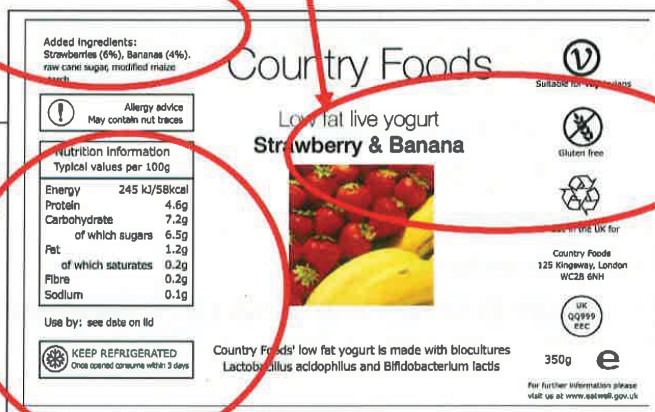
When nutritional information is given on a label, it must show the amount of each of the following in 100 g or 100 ml of the food:

- energy (i.e. calories)
- protein
- carbohydrate
- fat

You might also see information on sugars, saturates, fibre, sodium, and vitamins and minerals.

Any nutrient for which a claim has been made will also be shown e.g. fibre will be shown if the product claims to be high in fibre. Sometimes this information is added voluntarily.

Sometimes information per serving is given.



Appendix 5 UPBEAT price comparison spreadsheet

Best price correct as of 14/01/2010 and taken from comparison between
[REDACTED]

Image removed due to
commercial copyright

Image removed due to
commercial copyright

Image removed due to
commercial copyright

Appendix 6 Detailed instructions for using the pedometer



DIGI-WALKER® SW-200 SYSTEM WALKING PROGRAM

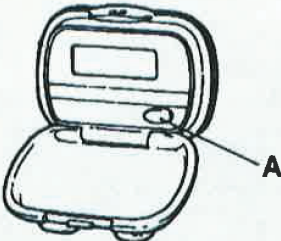
MAIN FEATURES

1. Large, easy-to-read display and good, easily operated buttons.
2. Cover provided to protect against rain and dust, and to prevent the buttons from being pushed inadvertently.
3. Battery Life: Approx 3 years. Can be changed easily with a coin.
4. Counts the number of steps taken while walking or jogging up to 100,000 steps.

MAIN APPLICATIONS

Display: 5-digit liquid crystal display.
 Display item:
 Minimum: Step1 Step
 Maximum: Step99999 Steps
 Battery: LR-44 type
 (Battery life: Approx 3 years)

ASSEMBLED PARTS



A. Step Count Reset Button

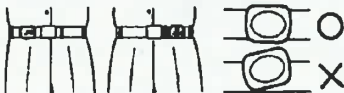
OPENING THE COVER

Holding the Pedometer upright, grasp the top of the clip with one hand. Use the other hand to push the projecting portion of case body between the sides of the clip away from the clip thus opening the case.



INSTALLATION METHOD

Attach to your belt, beltless slacks, skirt or training suit buttons using the clip.

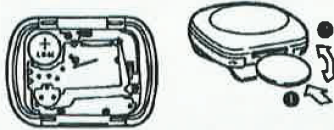


RESET OPERATION

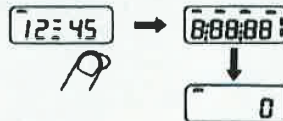
When you want to reset the data-Number of Steps, please press RESET button ("A" button).

HOW TO REPLACE THE BATTERY

- The display will get dlm as the battery begins to run down. Replace the battery as soon as possible.
- A "monitor" battery (for testing the functions at the factory) is installed in the meter, and may not be fully stored.
- Replace the battery with the (LR-44) type that you can buy in electric store or drug store.
- If the battery is accidentally swallowed, please contact a doctor immediately.
- To replace the battery, using the coin into cover case and body case and pull out the cover case from body case. Then remove the "dead" battery and insert a new battery. (make sure the positive "+" side faces to you.)

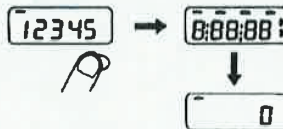


- After replacing the battery, you have to press the button together for about 5 seconds and move your hand away from buttons so that "88888" will be displayed as illustration below. The data will be cleared so please input the data again.



WHEN UNUSUAL SEGMENT IS DISPLAYED?

- If the unusual segment or half segment is displayed, please press the button together in about 5 seconds and move your hand away from buttons so that "88888" will be displayed and after a few second "0" will be displayed, the data will be cleared so please input the data again.



NOTES ON MEASUREMENT

- Hold the case vertically and shake it up and down with its display facing towards you. By this, the pendulum inside starts to click gently indicating that it is functioning properly. The meter is intended to use on the flat ground. Incorrect measurements may result under the following conditions.
 - 1) If you walk with irregular steps, drag your feet, or walk in sandals.
 - 2) If you subject the meter to vertical or vibrating motion, suddenly stand up or sit down, jump or participate in sports, walk up or down steep slopes, or get on and off automobiles, or buses.

Appendix 7 Planning Sheet



<p>My biggest UPBEAT achievement</p>	<p>My biggest UPBEAT challenge</p>
<p>The goals I want to work on in the future</p>	<p>How will I keep up with these changes after the group sessions</p>

Appendix 8 One-to-one sessions

This is very similar to the group programme and can easily be run in a 1-1 (one-to-one) setting. The sections in italics indicate that this is additional information to the group session plan.

Session 1

Welcome and introduce yourself

Introduce Parking Zone. *This could be an A4 piece of paper which is brought to each session.*

Introduction to the UPBEAT programme (including overview of session format and responsibilities of participants, as per the group format)

Housekeeping

Ground rules *Cover the ones that are relevant for 1-1 setting e.g. punctuality and attending sessions etc. (this could be an A4 piece of paper which is brought to each session)*

What UPBEAT will involve

Pedometer and steps review. Help participant to calculate daily step count and ask the questions outlined in the session plan. Discuss aiming to increase steps by 1,000 and mention the importance of making sure exercise is of adequate intensity.

Information on sugar and soft drinks (SWAPS 1 & 2)

Practical exercise: How much sugar is in these drinks *Ask if she is aware of key things which distinguish between normal and reduced sugar drinks, then show examples on cards. As you go through the cards ask: how many teaspoons of sugar do you think are in each drink? Probe into answers slightly and ask questions regarding what they do drink at certain times of the day. Use open questions to create discussion regarding what drinks the participant currently consumes as well as what drinks the family likes.*

If she is already following both of the swaps, ask her how she has found it and use it as a positive example of change to further motivate her, particularly if it made her feel better. Look at the positive aspects of the change.

Information on artificial sweeteners

Goal setting Brief introduction to goal setting as per session plan. *Help the participant to set her goals- concentrate on individual aspects, make sure you get some feedback from the participant and that she has set herself a goal for the following week.*

Round up *This should be a two-way discussion, highlighting how the participant has found the session and if she feels it has been useful for her. If she feels that it has not been particularly useful, highlight that it is often helpful to have positive things highlighted and that there should be more scope for change in future sessions. Also note that she can read ahead in their handbook if she wants to.*

Session 2

Welcome back

Detailed review of last week *Personal in depth conversation about last week's goals and logbooks. Make note of any barriers found and ways to overcome them. Discuss also / ask her if she remembers why this is so important and recap slightly on previous session and identify which bits she remembers. Go over the main aims of the review section.*

Information on bread *Ask the participant how much bread or what type she'd eat on an average day. If she already eats UPBEAT/can choices ask if she always has or if she swapped at some point. Go through the same questions as in the main session plan. (SWAP 3)*

Information on rice and potatoes etc. *Go through the information in her handbook and discuss with participant. Does it all make sense, what does she think about it? (SWAP 4)*

SMART goal setting *Use the brainstorm but in a 1-1 discussion format, write GOALS on a piece of paper and ask the participant what comes to mind. Prompt with other questions listed in the main session outline. Ask about previous goals set and whether she thinks they were SMART.*

Practical exercise: SMART goals in physical activity *Work through the practical exercise together, asking her to fill it in.*

Practical exercise: A day with a pedometer *Use 2/3 contrasting examples, promote discussion by drawing on the participant's own experiences.*

Goal setting

Round up

Session 3

Welcome back

Detailed review of last week *Personal in depth conversation about last week's goals and logbooks. Make note of any barriers found and ask the participant if she can think of any potential ways that she could overcome them. Discuss / ask her if she remembers why it is so important to follow the guidance in UPBEAT and recap briefly on previous session and identify which bits she remembers. Go over the main aims of the review section.*

Practical exercise: Rating of perceived exertion *Ask her to complete it and discuss as per session plan.*

Practical exercise: A typical day *Participant to complete it and then discuss with HT, compare and contrast the difference between a week day and weekend.*

Handout: Physical activity checklist *Ask participant to fill this in and invite any comments.*

Information on choosing healthier snacks *Refer participant to page 37 in her handbook. Discuss their current snack choices. (SWAP 5)*

Practical exercise: Snack choices *Go through the practical exercise on snacks with the participant, discuss fat and sugar in some detail, drawing comparisons if*

possible... discuss anything surprising and prompt using comparisons if necessary or ask if she has noticed anything in particular about the food items to promote discussion. Ask if there have been any surprises and whether she thinks that this will influence her snacking choices.

Goal setting

Round up

Session 4

Welcome back and congratulate for reaching the halfway point. Refer to the participant's achievements and praise efforts, however small.

Review goals from previous week and logbooks, including pedometer.

Participants may need a little prompting as there will be no group discussion on what went well and what didn't.

Feedback any questions from the Parking Zone

Information on breakfast cereals and benefits of having breakfast Ask her about her current breakfast consumption as per the session plan. Give an explanation of UPBEAT cereals, but keep this informal and allow for participant input. Emphasise the particular benefits she could feel. (SWAP 6)

Benefits of physical activity Ask the participant for her ideas of possible benefits of being active- has she experienced these herself?

Overcoming barriers to physical activity Ask participant to remind you of her physical activity goals and ask whether there have been any difficulties in achieving these- what? *Write these on a piece of paper and work through these as per the session plan. Help the participant to work through her problems without providing the solutions for her. You could use prompts like 'Have you got any ideas for how you could overcome that?', 'Have you managed to be active in the past, if so, what helped you to do this?', 'If you were helping a friend with the same difficulty, what would you suggest to them?'*

UPBEAT DVD Discuss.

Practical exercise: UPBEAT friendly food quiz. *Ask the participant to answer the questions on the food quiz, you could go through it with her if you prefer (but asking her to fill it in). Go through the answers at the end, discussing any that were incorrect and checking that she understands why.*

Goal setting

Round up

Session 5

Welcome back

Detailed review of last week *Personal in depth conversation about last week's goals and logbooks. Make note of any barriers encountered and possible ways to overcome them. Recap briefly on previous session and identify which bits they remember. Discuss any particular issues in detail and concentrate on positive things. Detailed discussion of the previous week's goals, focusing the participant's individual experiences, and paying special attention to things that could help her to achieve her goals or get closer to achieving them.*

Feedback any questions from the Parking Zone

Practical exercise: Choosing lower fat dairy foods *Work through the food labels together. Use the information on page 39 in the participant's manual. Ask if she was surprised by anything on the label and whether she can think of ways to make her choices healthier? Any other comments? Discuss what dairy products she currently eats and how it would fit in to move to lower fat choices. Ask to bring in a container next week as per session plan. (SWAP 7)*

Information on choosing meat and meat products (and alternatives) (SWAP 8)

Practical exercise: Keeping goals SMART *Work through the Keeping Goals SMART worksheets – use as a discussion point and work through a couple of the exercises, prompting where necessary to make sure that the answers are*

adequately answered and refer back to any particular difficulties that the participant has been having with setting or achieving goals.

Information on physical activity services Discuss using worksheet as a prompt. Offer examples of suitable physical activity during pregnancy. Ask participant to browse section 5 –“Local to you – activities in your area”. Ask which local exercise classes may interest her and talk about the options, barriers. Ask participant to try a class before next week if possible, if she is comfortable to do so alone. If not, she could be reassured and helped to make a similar step forward with her exercise in another way, e.g. Another DVD she would be interested in or looking into and finding out about activities in her local area. Again, could she report back on this (incl cost etc.) next week.

Goal setting

Round up

Session 6

Welcome back

Review Review her goals and logbooks from last week. *Ask the participant if she attended a class after last week’s discussion or if she decided that trying out a new DVD would be a better choice for her. Did she find some information about a class or physical activity that interested her e.g. swimming or yoga? Why did she come to this decision? This may be important when considering goals in the future. As before, talk to her about cost, level of difficulty and experience. Any benefits? Talk about the benefits of physical activity that are outlined in handbook and ask if she noticed any more or if any of these were particularly relevant to her.*

Overall review *Ask in general how the participant is finding coming to the sessions and making the changes.*

a) *If she does not seem very positive about what she has achieved- ask about any small changes that have been made and praise these efforts, ask whether she has felt any benefits. You could also ask whether there are any reasons why*

she is feeling less motivated now, and ask her to remember her original reasons for deciding to join the programme. You could also discuss how important it is to make sure that goals are SMART as this makes it more likely that goals will be achieved; it can be demoralising not achieving goals and so revisiting the basics of SMART goals might be helpful (refer the participant to section of her handbook).

b) If goals appear to be going well, praise participant for reaching this point so successfully and concentrate on the benefits they feel. Ask if she has found the goal setting etc. useful and encourage her to carry on. Explain that these are changes that can be continued throughout pregnancy and in the longer-term too.

Leisure time *Go through the handout with the participant and ask her to fill in as you discuss it. Probe whether there are activities that she thinks that she would like to do, asking her to think about activities that she was doing before pregnancy (if applicable).*

Lower fat dairy foods *Review whether she brought in an example of a container for a lower fat dairy food. Ask how she found trying this and any reaction from rest of family. If she didn't bring one in, ask whether she has tried any over the week and how she found it. If she hasn't tried any, you could discuss whether there are any potential things that she would be willing to try- this could be set as a goal this week.*

Practical exercise: Choosing meat and meat products carefully *(Omit pricing initially). Use high/medium/low poster, ask participant to match the product to the poster. Ask if she would like to know any of the prices instead of asking her to complete the pricing exercise. Offer a couple of interesting ones, such as how cheap and low fat the fish and pulses are.*

Food portions Give participant the handout and discuss in relation to her own eating.

Goal setting

Round up

Session 7

Review *Go through goals and logbooks from last week. Congratulate on the participant's personal achievements so far, use real examples of challenges she has overcome.*

Review of the 8 UPBEAT dietary swaps *Ask participant if she can remember what the 8 swaps are. Refer to page 31 in her participant handbook if she cannot remember them all. Ask participant to talk about the swaps that she has made so far- congratulate efforts. Discuss the importance of continuing to do each of these throughout the pregnancy.*

Activity during pregnancy *Refer to the poster 'Benefits of physical activity' and page 17 in the participant handbook. Ask if there are any other additional benefits of physical activity that she has noticed and make a note on an A4 paper of responses.*

Reviewing steps *Go through the questions in the session plan.*

Keeping active throughout the day *Discuss how important it is to try and keep active every day. Ask if she was active before the pregnancy, discuss what she used to do, and tell her to try and keep up the exercise and being as physical active in her daily life as long as she feels comfortable. Probe that days that she is feeling particularly tired or busy the main thing is to try and reduce the amount of time sitting down.*

Practical exercise: Physical activity checklist *Ask the participant to fill in the Physical activity checklist and then discuss each question. The activity goal for next week could be to focus on one of the questions that she had a low score for.*

Practical exercise: Craving or hunger *Ask participant to complete, then go through and discuss.*

Goal setting

Round up. *Ask if there are any additional topics or information that the participant would like covered in session 8. Ask if she needs any support after the one to one sessions finish (in addition to the fortnightly contact).*

Session 8

Review Review of last week's goals and logbooks. *Follow up support- did the participant think of any ideas of further support that she might need?*

Practical exercise: UPBEAT-friendly food quiz Go through the quiz with the participant as per the session plan.

Physical activity in later pregnancy

New goals

Staying UPBEAT *Make it personal to the individual, use A4 paper to write down what they might find difficult about sticking with the changes that she has made once the sessions finish, then ask her to come up with ideas for possible solutions. Go through the continuing support from UPBEAT and other suggestions that she could try (as per session plan).*

Close and farewell

FREQUENTLY ASKED QUESTIONS

ARTIFICIAL SWEETENERS

Are sweeteners safe?

The use of sweeteners in food and drinks is very tightly controlled and can only be used once their safety has been rigorously assessed. There have been some scares of the safety of sweeteners, particularly aspartame which is the main ingredient in Canderel also known as Nutra-sweet. Hundreds of studies have shown that the product is safe and this has been confirmed by safety authorities in UK, across Europe, the USA and the World Health Organisation.

I have young children; can they have artificial sweeteners too?

If you give concentrated soft drinks that contain sweeteners to children under 4, they should be diluted with parts of water to avoid children having large amounts of sweetener. Although artificial sweeteners contain little or no sugar, they still taste sweet and may encourage children to develop a preference for sweet foods and drinks. Water, milk, cordial and diluted fruit juices should be the main source of fluid for children and adults.

Why does UPBEAT recommend swapping natural fruit juices?

These drinks contain nutrients that are naturally found in fruit. They also contain high amounts of a natural fructose which can cause blood sugar levels to rise quickly. Eating the fruit is the best way to get all the benefits especially as the fleshy part of fruit contains fibre which will slow down the body's absorption of the sugars. UPBEAT recommends limiting fruit juice to one small glass a day.

I need my energy drink to keep going, is there an alternative?

Most energy drinks are high in sugar that is absorbed quickly. Although this may offer an immediate rise in blood glucose and energy levels this is short lived and is often followed by a sudden dip in energy which can leave you feeling hungry and even more tired. To increase your energy try to:

1. Keep active, some find that going for a brisk walk in the fresh air helps to wake them up
2. Try to eat a healthy balanced diet
3. Getting enough sleep is essential to maintain energy levels. A quick power nap may help to re-charge your batteries

How can I tell which drinks are high in sugar?

Sugar can often be hidden in drinks so here a few tips to help

1. Where possible choose water, low fat milk or milk alternatives such as fortified soya milk
2. Chose drinks labelled as *sugar free* or *diet*
3. Check the label and chose drinks with less than 5g sugar per 100g

FREQUENTLY ASKED QUESTIONS

SPD (Symphysis Pubis Diastasis/Dysfunction)

What causes pelvic pain?

Although it appears to be a firmly fixed circle of bone, the pelvis is actually four separate bones jointed together - the sacrum and coccyx at the back and at the sides the two hip bones which curve around to meet at the front. These are joined at the front of the body.

During pregnancy the hormone relaxin is produced, this softens the pelvic joints in preparation for delivery. In a small number of women the ligaments soften and stretch so much that it causes pain called SPD.

How will I know if I have SPD?

- 1) Pain in the pubic area, groin, the inside of the thighs and sometimes in the lower back and hips.
- 2) This worsens during walking or movement (climbing stairs is especially painful).
- 3) There might be a clicking sound when walking and a feeling as though the bones are grinding together.
- 4) Opening legs is difficult and painful.

When is SPD likely to occur?

SPD normally occurs from the second trimester of pregnancy onwards, but can occur at any stage in any pregnancy, even if you've never suffered before.

How is SPD treated?

- Pelvic support garment to wear such as a belt or Tubigrip bandage
- Gentle exercises to help strengthen the muscles
- Painkillers, especially paracetamol (which are safe in pregnancy).
- A physiotherapist can give you special care and advice about posture
- Avoid movements that place extra strain on the symphysis pubis, i.e. Roll out of bed with both legs together.

FREQUENTLY ASKED QUESTIONS

ASTHMA IN PREGNANCY

Will my pregnancy affect my asthma?

Like pregnancy itself, asthma varies enormously from woman to woman. Around one third of women find their asthma symptoms improve in pregnancy, one third stays the same and one third finds their asthma gets worse. If asthma gets worse, it may be necessary to increase asthma medicines.

Is it safe to take my asthma treatment while pregnant or breastfeeding?

Most asthma medicines are inhaled. These are entirely safe for the baby, and women should continue with their asthma medication throughout pregnancy.

Some, but not all, studies have shown that breast-feeding in the first few months of life may reduce the chance of your baby developing allergic conditions, including asthma. Breast-feeding also reduces the risk of babies developing intestinal illnesses and other infections.

Is there anything I should do to prevent my baby getting asthma?

Current government advice is that if anyone in the immediate family has an allergic condition such as asthma, hay fever and eczema, the mother should avoid eating peanuts and food containing peanut products during pregnancy and while breast-feeding. There is no convincing evidence that avoiding any foods during pregnancy will help prevent asthma developing in the baby.

I'm concerned about having problems with my asthma during labour

It is unusual for asthma to cause problems in labour. When you are in labour your body produces extra natural steroid hormones (cortisone and adrenaline), which help to prevent asthma attacks.

FREQUENTLY ASKED QUESTIONS

SUGAR AND HONEY

I eat brown sugar rather than white sugar because it's healthier, right?

The idea that brown and white sugar has big differences is a common nutrition myth; it actually doesn't matter if the sugar is white or brown. The amount of molasses in brown sugar is so low it doesn't contribute enough of any vitamin or mineral to count on a food label unless you eat a gigantic portion of brown sugar every day.

I heard honey was good for you because it's a natural sugar?

Honey contain lots of sugars and is made up from fructose, glucose, water and other sugars so for the UPBEAT programme it is not recommended. However, it does contains many enzymes, vitamins, minerals and amino acids that are good for your body but these can be found in other products with a lot less sugar content.

FREQUENTLY ASKED QUESTIONS

CAFFEINE

Will caffeine harm my baby?

High levels of caffeine can result in babies having a low birth weight, which can increase the risk of health problems in later life. High levels of caffeine might also cause miscarriage.

Should I cut caffeine out completely?

You should limit the amount of caffeine you have each day, but you don't need to cut it out completely. Women should aim to restrict their caffeine intake in line with the new recommendations during pregnancy which suggest its best not to have more than 200mg of caffeine a day when you're pregnant. The amount in food and drink will vary, but as a guide each of these below contains roughly 200mg or less of caffeine:

- Two mugs of instant coffee (100mg each)
- One mug of filter coffee (140mg each)
- Two mugs of tea (75mg each)
- Five cans of cola (up to 40mg each)
- Two cans of 'energy' drink (up to 80mg each)
- Four (50g) bars of plain chocolate (up to 50 mg each). Caffeine in milk chocolate is about half that of plain chocolate

REMEMBER THAT UPBEAT RECOMMENDS WATER OR LOW FAT MILK INSTEAD OF SUGARY DRINKS OR CAFFEINE.

Is it just the caffeine in drinks like tea and coffee I need to limit?

Caffeine occurs naturally in a range of foods, such as coffee, tea and chocolate, and it's also added to some soft drinks and 'energy' drinks and some medicines such as cold and flu remedies. Women should remember to count any caffeine containing foods such as chocolate when estimating their intake.

Some days I have more than 200mgs of caffeine whilst other days I have none is this okay?

Don't worry too much if you occasionally have a little more than the recommended limit of 200mgs a day because the risks are likely to be very small.

GENERAL QUESTIONS ABOUT FOOD IN PREGNANCY

This information is based on that provided by the Food Standards Agency and women should receive a copy of the booklet they produce called 'Eating while you are pregnant'.

'Should I avoid peanuts when I'm pregnant?'

It isn't clear from the latest science if eating peanuts when you're pregnant affects the chances of your baby developing a peanut allergy. So if you would like to eat peanuts or foods containing peanuts (such as peanut butter) when you're pregnant, you can choose to do so, unless you're allergic to them yourself.

'Is it OK to eat goats' cheese when I'm pregnant?'

There are different types of goats' cheeses available. The type you should avoid has a white rind similar to Brie and Camembert. This type is sometimes called "Chevre" and may be served in restaurants, for example in a goats' cheese salad. Other types of goats' cheese that don't have this kind of rind should be fine to eat, particularly hard cheeses.

'Are hard cheeses safe in pregnancy?'

Yes. Hard cheeses are not considered a risk to health during pregnancy. You can enjoy hard cheeses such as Cheddar and Cheshire. Cottage cheese, processed cheese and cheese spreads can all be safely eaten during pregnancy.

Pregnant women are advised to avoid eating ripened soft cheeses such as Brie, Camembert and blue-veined types like Stilton and Danish Blue in order to avoid the risk of listeriosis. All veined cheeses are best avoided.

'Should I avoid eating shellfish while I'm pregnant?'

You should avoid oysters and other shellfish, unless they have been thoroughly cooked because, when they are raw, they might be contaminated with harmful bacteria, viruses or toxins and could make you ill.

'Is shop-bought mayonnaise safe for pregnant women to eat?'

Shop-bought mayonnaise is generally made from pasteurised egg and therefore should be safe for pregnant women to eat, but make sure you follow the storage instructions on

the jar (usually keep in the fridge once the jar has been opened).

Pregnant women are advised to avoid home-made mayonnaise because it can contain raw unpasteurised egg and so there's a potential risk of salmonella.

'Can I eat cold meats and smoked salmon when I'm pregnant?'

Some countries advise pregnant women not to eat cold meats or smoked fish because of the risk of listeria. In the UK, we don't advise women to avoid these products because the risk is very low.

'Are there any hygiene rules that I should follow when I'm pregnant?'

Pregnant women are advised to pay particular attention to food hygiene, in order to reduce the risk of exposure to substances that may be harmful to the unborn baby.

- Wash your hands with warm soapy water before and after handling any food, especially after handling raw meat or poultry
- Wash fruit and vegetables, including ready-prepared salads, before eating
- Store raw foods separately from ready-to-eat foods
- Use a separate chopping board for raw meats
- Cook meat and poultry thoroughly
- Heat ready meals until they are piping hot all the way through
- Make sure eggs are thoroughly cooked until the whites and yolks are solid

Also always wear gloves when you're gardening or changing cat litter, and wash your hands afterwards.