

# Lifestyle Balance



Healthy Eating ▲ Being Active

The Diabetes Prevention Program's  
*Lifestyle Change Program*

## Manual for Contacts after Core

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Developed by the Diabetes Prevention Program Lifestyle Resource Core,  
Rena Wing, PhD, and Bonnie Gillis, MS, RD  
Phone: (412) 624-2248  
Facsimile: (412) 624-0545  
e-mail: [dppwing@vms.cis.pitt.edu](mailto:dppwing@vms.cis.pitt.edu)

Supported by the  
National Institutes of Diabetes and Digestive and Kidney Diseases,  
National Institutes of Health.

## Lifestyle Balance: Diabetes Prevention Program Lifestyle Change Program

### **Manual for Contacts after Core Table of Contents**

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Table of Contents .....	i
Revision History .....	iv
<b>Section 1      Overview .....</b>	<b>1-1</b>
<b>Section 2      Guidelines for Conducting In-Person Sessions after Core .....</b>	<b>2-1</b>
<b>Section 3      Guidelines for Phone and Mail Contacts after Core .....</b>	<b>3-1</b>
<b>Section 4      Lifestyle Coach Resources .....</b>	<b>4-1</b>
Checklist for Lifestyle Balance Sessions--After Core	
Session Prompts and Notes for Individual Contacts after Core	
Prompts for After-Core Class	
Lifestyle Balance Monthly Calendar (sample)	
Mail-In Monday Card (sample)	
<b>Section 5      Participant Worksheets for Contacts after Core .....</b>	<b>5-1</b>
<b>In-Person After-Core Session 1</b>	
S1-1    What's Next?	
S1-2    Topics of Interest	
S1-3    Lifestyle Balance Update: Contacts After Core	
<b>Behavioral Topics</b>	
<i>Handling Holidays, Other Special Situations</i>	
HL1    Getting Ready for the Holidays	
HL2    Lifestyle Balance on Vacation	
<i>Motivation</i>	
MV1    Give Yourself Credit for Your Success	
MV2    How Do Successful Weight Losers Do It?	
MV3    A Tough Day, A Better Day	
MV4    What If the Scale Doesn't Budge?	
MV5    If You Believe You Can't Lose Weight/Personal Health article	
MV6    The Fight Against Flab (Nutrition Action article on Weight Registry)	
MV7    DPP Lifestyle Progress Summary	
MV8    Decision Balance	
<i>Problem Solving</i>	
PS1    The Lifestyle Balance Problem Solver	
PS2    Do More of What Works	
PS3    Shake Things Up a Little	

*Self-Monitoring*

SM1 Measuring My Hand

SM2 Buyer Beware

*Self-Talk*

ST1 The Angel and the Devil

ST2 Mental Gremlins

**Physical Activity Topics**

*Barriers*

BR1 Staying Active on Vacation

BR2 Staying Active on Holidays

BR3 Make It Fun

BR4 Make It Fit

BR5 Just Do It: Getting Moving in the Morning

BR6 Just Do It: Getting Going At Work or After Work

BR7 Just Do It: Staying Active on Holidays and Vacations

BR8 Just Do It Commitment

*Flexibility*

FL1 Focus on Flexibility

*Resistance Training*

RT1 Muscle Training

**Healthy Eating Topics**

*Binge Eating/Emotional Eating*

BE1 Managing Binges

*Food Cues*

CU1 Solving the Problem of Buffets and Receptions

*Fat in Foods*

FF1 Target In On Fat: Cheeses

FF2 Target In On Fat: Dairy Foods

FF3 Target In On Fat: Luncheon Meats

FF4 Target In On Fat: Meats

FF5 Target In On Fat: Party Snacks

*Meal Planning*

MP1 Build a Better Breakfast

MP2 Build a Better Main Meal

MP3 Build a Better Light Meal

MP4 Build Better Snacks

MP5 Happy Holidays! (menu modifications)

*Other Nutrients*

ON1 Focus on Fiber (not yet developed)

ON2 If You Drink Alcohol ...

*Miscellaneous*

MS1 Vitamin Supplements: Who Needs Them?

MS2 Should You Trust Herbal Remedies?

**Section 6 Guidelines for Conducting Lifestyle Classes after Core ..... 6-1**

**Section 7 Outlines for Lifestyle Classes after Core ..... 7-1**  
**Behavioral Topics**

- Winning at Losing
- Being Assertive
- Family Support
- Stress Management
- Time Management
- Ready to Restart
- Maintaining Motivation in the After-Core: Setting Goals, Keeping Track of Success, Problem Solving, and Reaping Rewards
- Emotional Eating
- DPP Spring Training (including DPP Start Now Eating Plans)

**Physical Activity Topics**

- Getting Ready for a Walking Event
- Muscle Training
- Muscle Training (from Massachusetts General)
- DPP Strength Training Program Using Therabands (from Pittsburgh)
- Walks
- Let's Get Up Close and Personal with Our Heart Rate Monitors (from Northwestern)

**Healthy Eating Topics**

- Low-Fat Cooking Class (including versions from Pittsburgh and St. Lukes)
- Considering Vegetarian Food Options
- Eating on the Town
- Eating Out on the Town (from Massachusetts General)
- Food Tastings
- Planning for the Holidays the Low-Fat Way
- Fantastic Fiber
- Making Sense of Health News and Popular Diets

**Combination Classes**

- Combination Class Idea from Indiana
- Lifestyle Balance During the Holidays

**One Time Get-Togethers**

- How Is the DPP Doing?

**Manual for Contacts After Core: Revision History**

<b>Date</b>	<b>Revision</b>
2/3/97	Sent to Program Coordinators: Manual for Contacts after Core.
5/1/97	In Newsletter (Vol. 2, No. 2), sent to Program Coordinators: Section 6: Guidelines for Conducting Lifestyle Classes after Core Optional participant worksheets: <ul style="list-style-type: none"><li>CI     Do More of What Works (PS2)</li><li>CI     Shake Things Up a Little (PS3)</li><li>CI     Staying Active on Vacation (BR1)</li><li>CI     Staying Active on Holidays (BR2)</li></ul> Outlines and handouts for optional after-core classes: <ul style="list-style-type: none"><li>CI     Winning at Losing</li><li>CI     Getting Ready for a Walking Event</li></ul>
7/20/97	In Newsletter (Vol. 2, No. 3), sent to Program Coordinators: Outline and handouts for optional after-core class: <ul style="list-style-type: none"><li>CI     Low-Fat Cooking Class</li></ul>
10/1/97	In Newsletter (Vol. 2, No. 4), sent to Program Coordinators: Outline and handout for optional after-core class: <ul style="list-style-type: none"><li>CI     Muscle Training</li></ul>
11/11/97	In Newsletter (Vol. 2, No. 5), sent to Program Coordinators: Revised Section 6: Guidelines for Conducting Lifestyle Classes after Core (now includes sections 6.3-6.5) Optional handouts: <ul style="list-style-type: none"><li>CI     Getting Ready for the Holidays (HL1)</li><li>CI     If You Drink Alcohol... (ON2)</li><li>CI     Happy Holidays! (menu modifications) (MP5)</li><li>CI     Solving the Problem of Buffets and Receptions (CU1)</li><li>CI     Just Do It: Getting Moving in the Morning (BR5)</li><li>CI     Just Do It: Getting Going At Work or After Work (BR6)</li><li>CI     Just Do It: Staying Active on Holidays and Vacations (BR7)</li><li>CI     Just Do It Commitment (BR8)</li><li>CI     Measuring My Hand (SM1)</li></ul>
1/28/98	In Lifestyle Balance News (Vol. 3, No. 1), sent to Program Coordinators: Revised Table of Contents, pages ii and iii; Revision History page v. Updated Checklist for After Core. Optional handouts: <ul style="list-style-type: none"><li>Buyer Beware (SM2)</li><li>If You Believe You Can't Lose Weight/Personal Health (Victors in the Weight-Loss Battle Debunk Myths and Share Secrets) (MV5)</li></ul>

	After-Core Class: Considering Vegetarian Food Options Revised Muscle Training class and handout.
4/3/98	In Lifestyle Balance News (Vol. 3, No. 2), sent to Program Coordinators: Revised Table of Contents, Revision History page v. Updated Checklist for After Core. Revised Section 2 (now emphasizes response plan for weight regain and frequent contact after core). Revised What's Next? participant handout for After-Core Session 1. Optional handout: The Fight Against Flab (MV6)
6/26/98	In Lifestyle Balance News (Vol. 3, No. 3), sent to Program Coordinators: Revised Table of Contents, Revision History page v. Addition to Section 4: Prompts for After-Core Class Revisions/additions to section 5: Measuring My Hand, page 1 revised New optional handouts: Lifestyle Balance on Vacation (HL2), Managing Binges (BE1) Revised Section 6 (now emphasizes providing for restart opportunity in after-core classes, simpler guidelines for centers developing their own classes) New after-core classes: Being Assertive, Family Support, Stress Management, Time Management, Combination Class Idea from Indiana Miscellaneous: Spanish fat counter from USC. Distributed at Lifestyle Training in Pittsburgh: Set of 3 relaxation audiotapes for the Stress Management class
10/15/98	In Lifestyle Balance News (Vol. 3, No. 4), sent to Program Coordinators: Revised pages (all) from Table of Contents and Revision History. New after-core classes: Walks, Food Tastings, Eating on the Town, Lifestyle Balance During the Holidays, Low-Fat Cooking Classes from Pittsburgh and St. Lukes, Ready to Restart
12/16/98	In Lifestyle Balance News (Vol. 3, No. 5), sent to Program Coordinators: Revised pages iii and vii from Table of Contents and Revision History. Updated Checklist for Lifestyle Balance Sessions--After-Core. New after-core classes: Maintaining Motivation in the After-Core: Setting Goals, Keeping Track of Success, Problem Solving, and Reaping Rewards (from Seattle); One-Time After-Core Group Session, How Is the DPP Doing? (from Mass. General)
3/8/99	Ordering information for Shape Up America! materials In Lifestyle Balance News (Vol. 4, No. 1), sent to Program Coordinators: Revised pages i, iv and vii from Table of Contents and Revision History. Addition to Section 4: Sample copies of Lifestyle Balance Calendar and Mail-In Monday Card.

	Addition to Section 5: Update sheets for the years 2000 through 2003.
5/14/99	In Lifestyle Balance News (Vol. 4, No. 2), sent to Program Coordinators: Revised entire Table of Contents and Revision History. New after-core classes: Emotional Eating, Planning for the Holidays the Low-fat Way, Muscle Training (from Massachusetts General DPP).
8/20/99	Revised outline for Session 2 from the Pittsburgh Low-Fat Cooking Class. In Lifestyle Balance News (Vol. 4, No. 3), sent to Program Coordinators: Revised pages iii and vi of Table of Contents and Revision History. Revised pages 6 and 7 from outline for Lifestyle Balance During the Holidays and article on the importance of self-monitoring, "How Can Obese Weight Controllers Minimize Weight Gain During the High Risk Holiday Season? By Self-Monitoring Very Consistently" Revised cover page for the after-core class, Planning for the Holidays the Low-Fat Way
11/19/99	New after-core class from Northwestern: Fantastic Fiber In Lifestyle Balance News (Vol. 4, No. 4), sent to Program Coordinators: Revised pages i, ii, iii, and vi of Table of Contents and Revision History. New after-core handout, Focus on Flexibility. Revised pages 3 and 4 from the after-core class Getting Ready for a Walking Event. Two new after-core classes: Let's Get Up Close and Personal with Our Heart Rate Monitors (from Northwestern) and Eating Out on the Town (from Massachusetts General)
3/10/00	To Program Coordinators: DPP Spring Training
5/5/00	In Lifestyle Balance News (Vol. 5, No. 1), sent to Program Coordinators: Revised pages i and vi of Table of Contents and Revision History. Handouts: DPP Lifestyle Progress Summary, Decision Balance
7/28/00	In Lifestyle Balance News (Vol. 5, No. 2), sent to Program Coordinators: Revised pages i, ii, iii, and vi of Table of Contents and Revision History. Handouts: Vitamin Supplements: Who Needs Them?; Should You Trust Herbal Remedies?
1/26/01	After-core class: Making Sense of Health News and Popular Diets In Lifestyle Balance News (Vol. 6, No. 1), sent to Program Coordinators: Revised pages iii and vi of Table of Contents and Revision History. Handouts: DPP Strength Training Program Using Thera-Bands

## Section 1: Overview

This manual provides guidelines for implementing the Diabetes Prevention Program (DPP) Lifestyle Intervention after DPP lifestyle participants have completed the 16 sessions of the core curriculum.

After session 16, lifestyle participants must be **contacted at least once a month for the remainder of the trial** and must be **seen in person at least once every other month**. This is a *minimum* level of contact, and more frequent contacts are encouraged as needed to support participant adherence. (For example, if a participant finishes the 16 sessions of the core curriculum in 16 weeks, the Lifestyle Coach might plan to continue weekly contacts for the next 8 weeks and beyond that, as well, if the participant is willing. Studies have shown that frequent contacts support adherence, so we encourage Coaches to see participants as often as possible.)

There is no required curriculum after core. Lifestyle Coaches may focus on any topics that support participant adherence to the weight loss and physical activity goals. However, Lifestyle Coaches should follow the general guidelines provided in this manual for conducting in-person sessions, phone and mail contacts, and classes, and, if desired, Coaches may use any of the optional materials included in this manual. Additional materials for use after the core curriculum will be developed throughout the trial, either by the Lifestyle Resource Core (LRC), with input from the Lifestyle Advisory Group and Lifestyle Coaches, or by the clinical centers. Locally-developed materials should be sent to the LRC for review before use. The LRC will share the locally developed materials with the other DPP centers.

To facilitate organization, all after-core materials will include a footer that contains a topic code and sequence number. The materials should be kept in this manual in the order in which they are presented in the Table of Contents (that is, alphabetized by topic code within separate sections for behavioral, physical activity, and healthy eating topics). The Table of Contents will be updated when new materials are distributed.

This manual should be used in combination with the DPP Protocol and the DPP Lifestyle Manual of Operations, which provide detailed instructions and information about the lifestyle intervention.

## Section 2: Guidelines for Conducting In-Person Sessions after Core

### In-Person After-Core Session 1

The **first in-person session after core** will be conducted like all other in-person after-core sessions (following the guidelines given below), except that the “new topic” will be to introduce the upcoming six months by reviewing the participant worksheets for In-Person After-Core Session 1 (see Table of Contents):

Review the **What's Next** worksheet with the participant. On page 1, record the following in the blanks provided:

- C *Physical activity:* Record the participant’s activity goal (minimum of 150 minutes, above that if possible) and the tool to be used for recording activity minutes (e.g., Keeping Track booklet, Lifestyle Balance calendar, or personal calendar). **Emphasize the critical importance of bringing in a complete written record of daily activity minutes to every visit.**
- C *Weight loss:* Record the participant’s weight goal (minimum of 7% loss, beyond that if possible), frequency of self-monitoring weight (at least once a week), whether the participant will keep track of foods eaten, fat grams, and/or calories, and how often (minimum of one week per month, more often if needed to support adherence), and the tool for self-monitoring weight and eating (e.g., Keeping Track booklet, Count 100 cards, or Quick Track) . Also **record a specific plan for weight loss and for responding to any weight regain.** Tailor the plan to the individual:
  - C For example, if the participant has not yet reached the 7% weight loss goal, the plan should emphasize strategies to improve adherence (see Tool Box).
  - C If the participant *has* reached the 7% weight loss goal (which is a *minimum* goal for the study) and wants to lose more, the plan might incorporate a new weight goal for the coming six months and a related fat gram/calorie goal.
  - C Specify a “response plan” to put in place if the participant’s weight goes above the 7% weight loss goal. For example, the plan might be to resume daily self-monitoring of fat grams/calories; reduce fat grams/calories to a specified level; call the Lifestyle Coach once a week to report progress, discuss barriers, and develop weekly action plans; and increase the frequency of in-person visits as soon as possible. Again, this plan should be tailored to the participant, incorporating strategies that have worked well for the participant in response to slips or relapse during the core curriculum.
  - C Finally, **stress the importance of bringing a self-monitoring record (weight, activity, and fat gram/calorie intake) to every visit.**

On page 2 of the **What's Next** worksheet, record the following:

- C The *frequency with which you plan to contact the participant* in person, by phone, and by mail. Although the DPP protocol requires that lifestyle participants are seen in person once every two months during the after-core period and once by phone or mail on the

alternate months, this is a *minimum* requirement; for many participants, it may be less than optimal for supporting adherence to the lifestyle intervention goals. Therefore, the Lifestyle Resource Core strongly urges Lifestyle Coaches to individualize the schedule of after-core visits with two factors in mind:

1. First and foremost, *design the schedule based on the participant's recent pattern of adherence. Transition participants from weekly or biweekly visits slowly and only if high levels of adherence persist.* Avoid an abrupt drop in the frequency of contact. Use the following rule of thumb as well as your clinical judgment: stay at weekly visits until the participant reaches and maintains goal for at least 4 weeks. Then try moving to biweekly visits. Move to monthly visits only when the participant remains at goal for at least 8 weeks. Be prepared to begin seeing the participant weekly or biweekly again if needed based on the ongoing pattern of adherence, and don't wait to do so until the next in-person visit. Be proactive. Schedule an appointment right away if you discover a downward trend in adherence based on data received between visits by phone or mail.
  2. Secondly, *design the schedule based on the participant's preference, keeping any retention issues in mind.* For example, if a participant who is not at goal for weight or activity absolutely refuses to come in more often than once every two months and may stop coming in altogether unless you keep it to the minimum required, it is probably best to schedule bimonthly visits, making frequent phone and mail contacts in-between. Over time, it may be possible to begin seeing the participant more often.
- C On the **Topics of Interest** worksheet, check the topics that are of particular interest to the participant or relevant to any adherence problems. Use the blanks to note any additional topics of interest or relevance.
- C Use the **Lifestyle Balance Update: Contacts after Core** to both plan and informally document contacts (this is not a study form). Pencil in upcoming appointments, types of contacts that are planned (in-person at least once every two months, and some type of contact monthly). Also pencil in a topic for each of the coming months. (The purpose is to give the participant and Coach a rough idea of what's ahead. This may be modified as often as necessary to support participant adherence.) Also use the update sheet to plan which week(s) the participant will self-monitor eating during the coming month(s). This might range anywhere from every week to the minimum of one week per month (if the latter, ask the participant to self-monitor during the week immediately before the next monthly contact, if possible). Finally, at each contact, document the weight and physical activity data collected.
- C Introduce the **How Am I Doing? graph for activity** for the coming 6 months. Write in the consecutive weeks since randomization along the bottom.

## All In-Person After-Core Sessions

Before each in-person session after core, the Lifestyle Coach should:

- C Review the participant(s)' charts, noting any home activities assigned, action plans made, and other pertinent issues discussed during previous contacts.
- C Review and comment in writing on any Keeping Track booklets or other self-monitoring records returned at the previous contact.
- C Remind the participant by phone to attend and to self-monitor fat grams/calories during the week assigned (ideally the week before the upcoming session).
- C Prepare all materials required for the session, including participant worksheets, supplementary Tool Box materials to address individual adherence problems, and any small motivational items to be distributed (such as recipe cards or samples of low-fat products to taste and/or take home).

During the session, the Coach should perform the following, recording notes on a copy of the Session Prompts and Notes for Individual Contacts after Core (see Section 4, Lifestyle Coach Resources):

1. **Greet the participant.**
2. **Collect data.**

Weigh the participant in private. Follow the same procedures as during the core curriculum. Record the weight and have the participant graph the weight on the How Am I Doing? graph.

Collect and briefly review any self-monitoring records of food intake, weight, and physical activity completed since the last contact (such as the monthly calendar, Keeping Track records, or other forms of self-monitoring). Give the participant feedback and helpful suggestions and have the participant graph the minutes of physical activity on the How Am I Doing? graph.

If no written record of food intake is available, the Coach may decide to briefly interview the participant about his or her typical eating pattern. This might take the form of reviewing what the participant ate the day before, asking whether or not that was typical, and if atypical, in what way. Or the Coach might ask the participant what types of food he or she typically eats in each of the Food Guide Pyramid groups, in what amounts, and how often. Keep this brief and informal, remembering that it is not for data collection but only to get a broad picture of the participant's typical eating pattern and to provide feedback.

Note: It is essential to stress with participants the importance of continued self-monitoring in some form throughout the remainder of the study. One of the most important ways to convey this emphasis is for the Coach to continue to review the records and provide

feedback. If the Coach notices a lapse in self-monitoring, skills should be reviewed with the participant. A periodic “check-up” in the form of a hands-on activity, such as guessing the portion sizes and fat/calorie content of various foods, may help the Coach identify difficulties. Alternative forms of self-monitoring should be recommended, as appropriate (see Tool Box). In addition, the Coach should continue to praise some aspect of the records returned, no matter how small, as done during the core curriculum.

3. **Review home activities assigned and action plans made at previous contact.** Ask the participant about any barriers encountered, and problem solve. If appropriate, revise action plans accordingly.
4. **Introduce a new topic, as planned previously or as related to current adherence issues, if more pressing. Or review a topic from an earlier session.** Carefully select the topic and any related worksheets with the purpose of promoting participant adherence to the weight loss and physical activity goals. If serious adherence issues are uncovered at the session, select a related topic rather than a previously planned topic that is unrelated. Tailor how the topic is presented (such as the language and examples used) to the participant’s learning style. (If the participant does not suggest topics, the Lifestyle Coach should nevertheless choose one to focus on at each contact. After-core sessions should not become loosely organized around “how are things going?” but rather should have a definite content focus around which to develop the session.)
5. **Complete a problem solving/action plan worksheet, such as the Lifestyle Balance Problem Solver.** Identify a specific problem related to today’s topic or to an adherence barrier discussed. Complete the worksheet with the participant. Be sure the participant goes home with a written record of what to do and how to do it during the coming month(s).
6. **Assign self-monitoring and action plan.** Give the participant self-monitoring materials for the coming month(s). For most participants, this will be Keeping Track booklets and copies of the Lifestyle Balance Calendar (each center should have received 800 copies of these two-color calendars with the first printing of the Fat Counter and Keeping Track booklets.)
7. **Schedule next contact(s) and plan topic(s).**

After each session, the Coach should:

- C Record progress notes in the participant(s)’ charts and complete Lifestyle Balance Update: Contacts after Core.
- C Complete any necessary data forms.
- C Telephone participants as needed to support adherence.

### Section 3: Guidelines for Phone and Mail Contacts after Core

On alternate months after the core curriculum, lifestyle participants may be seen in person or contacted by phone or mail.

**Phone contacts** should include all of the basic components of an in-person contact, with the exception that weight cannot be measured. We recommend the following:

- C Make an appointment in advance for a specific date and time for the call. Have the participant plan a time and place that will allow for minimal distractions. Instruct the participant to have the following on hand for the call: any completed home assignments, any handouts (including problem solving or action plan worksheets) that you've planned to discuss, recent self-monitoring records and the Lifestyle Balance calendar, pencil and paper.
- C From the beginning of the call, take an active, problem-solving approach. The participant should come to expect that during phone calls you will ask these questions, in addition to reviewing any topic you've planned to discuss:
  1. "From your self-monitoring records, what has your weight been? How about total physical activity minutes per week? Average daily fat grams and calories on the week(s) you've kept track of your eating (if applicable)?"
  2. "What problems did you have reaching your weight and physical activity goals? Let's focus on one specific problem." (Use active listening to confirm that you understand the problem but don't get bogged down in a lengthy complaint session. Rather, actively move the participant through the steps of the problem solving process.)
  3. "How have you tried to solve the problem? What worked? What didn't work?"
  4. "What else have you thought of that you could try?"
  5. "Let's make a plan. Do you have your pencil?" (Before the completion of the phone contact, the participant should have recorded in writing any action plans developed. The Coach should summarize and emphasize the importance of the action plans at the end of the call.)
- C Finally, confirm the next appointment.

**Mail contacts** may take a variety of forms and should be tailored to each participant in order to best support adherence. The purpose of mail contacts is to have the participants inform their Lifestyle Coaches about their progress in weight loss and physical activity. Therefore, if a Lifestyle Coach mails something to a participant, such as a personal greeting card, but the participant does not respond regarding their progress toward the DPP goals, the mailing is not considered a mail contact.

Examples of mail/phone contacts include:

- C A participant mails his completed Lifestyle Balance Calendar to the Coach.
- C The Coach sends a participant a stamped, response postcard with instructions for the participant to record on the card his or her weight, weekly physical activity minutes, and related action plan(s). The participant completes and returns the postcard.

- C The Coach mails an after-core handout and problem solving worksheet to the participant and follows up with a planned phone call to discuss the content of the handout and develop a related action plan.
- C The Coach sends a personal greeting, seasonal recipe, or interesting magazine article on a fitness topic, with an enclosed response postcard (as above). The participant completes and returns the postcard.

## **Section 4: Lifestyle Coach Resources**

The following pages are resources for the Lifestyle Coach to use after the core curriculum, organized as indicated in the Table of Contents.

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_

## Checklist for Lifestyle Balance Sessions--After Core

Fill in the participant information above. Before each session, circle the items below that you'll need. If possible, have an assistant prepare them for you. Check those items that you give to the participant.

### **Have the following on hand for all After Core sessions:**

- |   |  |
|---|--|
| <input type="checkbox"/> Manual for Contacts After Core | <input type="checkbox"/> Telephone Contact Forms (L02.1)         |
| <input type="checkbox"/> Fat Counter                    | <input type="checkbox"/> Schedule for physical activity sessions |
|   | <input type="checkbox"/> Attendance at Activity/Group Sessions   |

### **In-Person After Core Session 1 Date of session \_\_\_\_\_**

#### **For Coach**

- |   |
|---|
| <input type="checkbox"/> Lifestyle Balance Update: After Core                         |
| <input type="checkbox"/> How Am I Doing? graphs (wt., activity)                       |
| <input type="checkbox"/> Session Prompts and Notes for Individual Contacts After Core |

#### **For participant**

- |  |
|--|
| <input type="checkbox"/> Lifestyle Balance Update: After Core                          |
| <input type="checkbox"/> Keeping Track books (or <input type="checkbox"/> Quick Track) |
| <input type="checkbox"/> In-Person Contact Form (L03.1)                                |
| <input type="checkbox"/> Medical record form (if required)                             |
| <input type="checkbox"/> Lifestyle Balance Calendar                                    |
| <input type="checkbox"/> Handouts: What's Next?, Topics of Interest                    |

Before each After Core session, circle the items below that you'll need. If possible, have an assistant prepare them for you. Record in the blanks the dates on which you give the items to the participant. (**Note: The handouts listed are from the Manual for Contacts After Core, unless specified as from the Core, meaning those that are found in the optional handouts section of the Lifestyle Manual.**)

#### **Date Given**

#### **Behavioral Handouts**

##### *Self-Monitoring (Core)*

- |                              |                                   |
|------------------------------|-----------------------------------|
| <input type="checkbox"/> SM1 | How to Count Fat Grams in Recipes |
| <input type="checkbox"/> SM2 | Quick Track                       |
| <input type="checkbox"/> SM3 | Count 100 Cards                   |
| <input type="checkbox"/> SM4 | Personal Fat Counter              |
| <input type="checkbox"/> SM5 | Lifestyle Balance Eating Plans    |
| <input type="checkbox"/> SM6 | Lifestyle Balance Calendar        |
| <input type="checkbox"/> SM7 | Why Weigh Myself?                 |
| <input type="checkbox"/> SM8 | Blueprints for Weight Loss        |
| <input type="checkbox"/> SM9 | 7 Ways to Size Up Servings        |

##### *Self-Monitoring (After Core)*

- |   |                                |
|---|--------------------------------|
| <input type="checkbox"/> SM1                | Measuring My Hand              |
| <input type="checkbox"/> SM2                | Buyer Beware                   |
| Handling the Holidays (Core)                |                                |
| <input type="checkbox"/> HL1                | Happy Holidays (mailer)        |
| Handling Holidays/Celebrations (After Core) |                                |
| <input type="checkbox"/> HL1                | Getting Ready for the Holidays |
| <input type="checkbox"/> HL2                | Lifestyle Balance on Vacation  |

#### *Motivation (Core)*

- |                              |   |
|------------------------------|---|
| <input type="checkbox"/> MT1 | What's Your Pleasure?                             |
| Motivation (After Core)      |   |
| <input type="checkbox"/> MV1 | Give Yourself Credit                              |
| <input type="checkbox"/> MV2 | How Do Successful Weight Losers Do It?            |
| <input type="checkbox"/> MV3 | A Tough Day, A Better Day                         |
| <input type="checkbox"/> MV4 | What If Scale Doesn't Budge?                      |
| <input type="checkbox"/> MV5 | If You Believe You Can't Lose Weight              |
| <input type="checkbox"/> MV6 | The Fight Against Flab (Nutrition Action article) |

#### *Problem Solving (After Core)*

- |                              |                                      |
|------------------------------|--------------------------------------|
| <input type="checkbox"/> PS1 | The Lifestyle Balance Problem Solver |
| <input type="checkbox"/> PS2 | Do More of What Works                |
| <input type="checkbox"/> PS3 | Shake Things Up a Little             |
| Self-Talk (After Core)       |                                      |
| <input type="checkbox"/> ST1 | The Angel and the Devil              |
| <input type="checkbox"/> ST2 | Mental Gremlins                      |

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_

### Nutrition Handouts

#### Cooking (*Core*)

- \_\_\_\_\_ CK1 Build a Better Recipe
- \_\_\_\_\_ CK2 How to Lower Fat in Recipes
- \_\_\_\_\_ CK3 Add Flavor Without Fat
- Binge Eating/Emotional Eating (*After Core*)
  - \_\_\_\_\_ BE1 Managing Binges
- Food Cues (*After Core*)
  - \_\_\_\_\_ CU1 Solving the Problem of Buffets and Receptions
- Fat in Foods (*After Core*)
  - \_\_\_\_\_ FF1 Target In On Fat: Cheeses
  - \_\_\_\_\_ FF2 Target In On Fat: Dairy Foods
  - \_\_\_\_\_ FF3 Target In On Fat: Lunch.Meats
  - \_\_\_\_\_ FF4 Target In On Fat: Meats
  - \_\_\_\_\_ FF5 Target In On Fat: Party Snacks
- Fat Intake (*Core*)
  - \_\_\_\_\_ FT1 The Big Picture on Fat
- Meal Planning (*After Core*)
  - \_\_\_\_\_ MP1 Build a Better Breakfast
  - \_\_\_\_\_ MP2 Build a Better Main Meal
  - \_\_\_\_\_ MP3 Build a Better Light Meal
  - \_\_\_\_\_ MP4 Build Better Snacks
  - \_\_\_\_\_ MP5 Happy Holidays! (menus)
- Other Nutrients (*After Core*)
  - \_\_\_\_\_ ON1 Focus on Fiber (not avail.)
  - \_\_\_\_\_ ON2 If You Drink Alcohol...
- Shopping (*Core*)
  - \_\_\_\_\_ SH1 Quick Guide to Low-Fat Shopping
  - \_\_\_\_\_ SH2 Meat Meets Its Match

### Physical Activity Handouts

#### Barriers (*Core*)

- \_\_\_\_\_ BP1 Beat the Heat
- \_\_\_\_\_ BP2 Keep Warm in the Cold
- Barriers (*After Core*)
  - \_\_\_\_\_ BR1 Staying Active on Vacation
  - \_\_\_\_\_ BR2 Staying Active on Holidays
  - \_\_\_\_\_ BR3 Make It Fit
  - \_\_\_\_\_ BR4 Make It Fun
  - \_\_\_\_\_ BR5 Just Do It: Get Moving in the Morning
  - \_\_\_\_\_ BR6 Just Do It: Getting Going At Work or After Work
  - \_\_\_\_\_ BR7 Just Do It: Staying Active on Holidays and Vacations
  - \_\_\_\_\_ BR8 Just Do It Commitment

#### Benefits of Physical Activity (*Core*)

- \_\_\_\_\_ BN1 Taking the Lead
- \_\_\_\_\_ BN2 Menopause and Your Weight
- Cross Training (*Core*)
  - \_\_\_\_\_ CR1 Cross Training: Switching Off Exercise Equipment and Clubs (*Core*)
    - \_\_\_\_\_ EE1 Health Clubs, Right Choice?
    - \_\_\_\_\_ EE2 Mountain Bikes
    - \_\_\_\_\_ EE3 Exerc. Choice, Which Machine

EE4 Step, Two, Three!

Resistance Training (*After Core*)

RT1 Muscle Training

Walking (*Core*)

WK1 How to Start Brisk Walking

### Handouts from the Tool Box

#### Section 1

- \_\_\_\_\_ Map of Miles
- \_\_\_\_\_ ...And Miles to Go Before I Sleep

#### Section 2

- \_\_\_\_\_ How to Use Ultra Slim Fast Shakes
- \_\_\_\_\_ How Is the DPP Doing?
- \_\_\_\_\_ Step Your Way to Success(Pedometer)

### Books

#### Behavioral Books

- \_\_\_\_\_ Keeping It Off

#### Nutrition Books

- \_\_\_\_\_ Restaurant Companion

#### Cookbooks

- \_\_\_\_\_ Cooking a la Heart (cookbook)
- \_\_\_\_\_ Que Bueno: Five a Day Cookbook
- \_\_\_\_\_ Quick and Healthy Recipes and Ideas
- \_\_\_\_\_ Quick and Healthy Recipes and Ideas, Vol. II
- \_\_\_\_\_ Black Family Dinner Quilt Cookbook
- \_\_\_\_\_ Down Home Healthy Cooking
- \_\_\_\_\_ Celebre la Cocina Hispana (cookbook)

### Magazines

- \_\_\_\_\_ Cooking Light (magazine subscription)
- \_\_\_\_\_ Heart and Soul (magazine subscription)
- \_\_\_\_\_ Walking (magazine subscription)

### Videotapes/Audiotapes

- \_\_\_\_\_ Break Your Behavior Chains
- \_\_\_\_\_ Thin Dining
- \_\_\_\_\_ Low-Fat and Fast!
- \_\_\_\_\_ Keep It Off Today with Art Ulene
- \_\_\_\_\_ Barbershop Talk
- \_\_\_\_\_ Sweatin' to the Oldies
- \_\_\_\_\_ Hip Hop
- \_\_\_\_\_ Three Minutes to Relax (audiotapes)

Participant number \_\_\_\_\_  
Participant initials (first, last) \_\_\_\_\_, \_\_\_\_\_  
Date of contact (month/day/year) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session Prompts and Notes for  
**Individual Contacts after Core**

Note: Use this page to record notes from individual contacts (either in-person or by phone or mail) with DPP lifestyle participants after the 16 core-curriculum sessions.

Before: Review past KT and progress notes. If participant is not at weight or activity goals, refer to Tool Box. Remind participant by phone to attend and to self-monitor. Gather together worksheets related to the planned topic, including a problem solving worksheet; blank Lifestyle Balance calendar(s) and KT; and any motivational items.

**Notes:**

Check one:  In-Person  Phone  Mail

**Greeting**

- C Explain the purpose of the contact. €

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**Collect data**

- C Weigh pt. (or, if by phone or mail, ask for self-monitored weight from home). Graph.  
C Physical activity minutes for each week? Graph.  
C KT? Fat gram/calorie intake?

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**Review home activities assigned and action plans made at previous contact**

- C Any barriers? If so, problem solve and revise action plan.

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**Introduce new topic, as planned, or one related to current adherence issues, if more pressing. Or review a topic from an earlier session. (Record topic and any worksheets given or mailed to participant.)**

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**Complete problem solving/action plan worksheet.**

- C Identify a problem related to today's topic or adherence problem discussed.  
C Develop specific action plan (if by phone, have participant record action plan in writing).

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**Assign self-monitoring and action plan.**

- C Give participant self-monitoring materials. €

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**Schedule next contact(s) and plan topic(s).**

Title of Class \_\_\_\_\_ Leader \_\_\_\_\_  
Session Number \_\_\_\_ Date Held \_\_\_\_\_

### Prompts for After-Core Class

Note: Use this page to record notes from an after-core class. Before conducting the class, be sure to **thoroughly review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core.**

Note: Offer a supervised activity session before or after the class.

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Before class:

- C Send invitations and reply cards.
- C Remind by phone.
- C Prepare materials (handouts, notebooks, snacks and beverages, name tags, pencils, flipchart and markers, or chalk for a blackboard, scale, KT records returned at previous session with comments from Coaches)

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During class:

- C Private weigh-in. Collect KT, distribute blank ones, distribute any returned at last session with comments from Coaches. Comment on pt. progress toward goals and whether pt. needs to see Coach more often.
- C Introduce staff and pts. (e.g., state their names, when joined DPP, current goals for wt. and activity).
- C Review main points from previous session and homework. Answer questions.
- C If first session of class, describe class structure and schedule, stress importance of attending all sessions.
- C If first session of class, discuss class as opportunity for restart. Have pts. set realistic goals in writing for wt. loss, activity, eating (fat/calories).
- C Conduct the session (see outline).
- C Allow time to socialize during break.
- C Summarize main points. Assign homework, including self-monitoring.

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After class:

- C Give KT to Coaches for comments, then collect them to return at next session.
- C Schedule individual make-up sessions for pts. who missed the session, if needed.

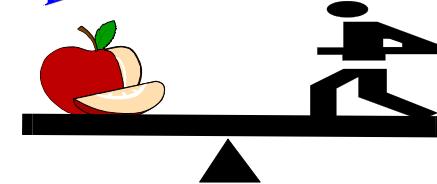
Notes:

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# DPP Lifestyle Balance

Lifestyle Balance



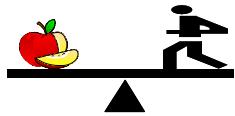
Name: \_\_\_\_\_

Goals: Weight \_\_\_\_\_ pounds.

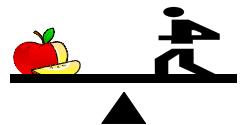
Activity \_\_\_\_\_ minutes per week.

(Month Year)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Totals
Activity _____ Weight _____ <input type="checkbox"/> Recorded diet	Weekly Activity _____ minutes						
Activity _____ Weight _____ <input type="checkbox"/> Recorded diet	Weekly Activity _____ minutes						
Activity _____ Weight _____ <input type="checkbox"/> Recorded diet	Weekly Activity _____ minutes						
Activity _____ Weight _____ <input type="checkbox"/> Recorded diet	Weekly Activity _____ minutes						
Activity _____ Weight _____ <input type="checkbox"/> Recorded diet	Weekly Activity _____ minutes						



Don't let diabetes catch up with you.



Don't let diabetes catch up with you.

## **DPP Mail-In Monday**

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On Monday \_\_\_\_ / \_\_\_\_ / \_\_\_\_ , complete this card, fold, seal, and mail.

1. Name (first, last) \_\_\_\_\_
  2. Today's weight \_\_\_\_\_ pounds
  3. In the past \_\_\_\_ week(s):  
C Number of days you kept track of eating \_\_\_\_\_  
C Average fat grams per day \_\_\_\_\_  
C Average calories per day \_\_\_\_\_  
C Number of days you did physical activity \_\_\_\_\_  
C Total minutes of activity \_\_\_\_\_
  4. Any problems or questions?
- 

## **DPP Mail-In Monday**

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On Monday \_\_\_\_ / \_\_\_\_ / \_\_\_\_ , complete this card, fold, seal, and mail.

1. Name (first, last) \_\_\_\_\_
  2. Today's weight \_\_\_\_\_ pounds
  3. In the past \_\_\_\_ week(s):  
C Number of days you kept track of eating \_\_\_\_\_  
C Average fat grams per day \_\_\_\_\_  
C Average calories per day \_\_\_\_\_  
C Number of days you did physical activity \_\_\_\_\_  
C Total minutes of activity \_\_\_\_\_
  4. Any problems or questions?
-

## **Section 5: Participant Worksheets for Contacts after Core**

The following pages are participant worksheets for contacts after core, organized according to the topic code and sequence number as indicated in the Table of Contents and in the footer on each worksheet.

# **Participant Worksheets for Contacts after Core**

## **In-Person After-Core Session 1**

# **What's next?**

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In the coming months, your Lifestyle Balance plan is to do the following:

## **Physical Activity**

- C Be active for *at least* 150 minutes every week. Your goal: \_\_\_\_\_
- C Every day, record your minutes of activity *in writing*.  
Every week, add up the daily minutes. Write down the weekly total.  
Record your daily and weekly activity minutes on:  
\_\_\_\_\_  

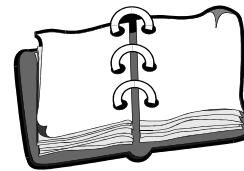
- C Bring in your written record to every visit.  
This is very important study data that we must collect *in writing*.



## **Weight Loss**

- C Stay at or below your 7% weight loss goal. Your goal: \_\_\_\_\_
- C Weigh yourself this often: \_\_\_\_\_  
Keep track of 9 foods eaten 9 fat grams 9 calories  
this often: \_\_\_\_\_  
Record your weight and eating on: \_\_\_\_\_
- C Follow this plan for weight loss and for responding to any weight regain:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- C Bring in your written record to every visit.

To help you reach these goals,  
we need to stay in touch as often as possible.



We will:

**9 Meet this often:** \_\_\_\_\_

Remember, bring your written records of weight, activity, fat grams/calories.

**9 Talk by phone this often:** \_\_\_\_\_

- C Have your written records of weight, activity, fat grams and/or calories on hand for each call.
- C If something is getting in the way of your DPP goals, we will problem solve together.



**9 Stay in touch by mail, e-mail, or FAX.**



You will send me:

**9 A Mail-In-Monday postcard this often:** \_\_\_\_\_

**9 A Lifestyle Balance Calendar for last month on this day of the month:**

**9 Another written record of your weight, activity, fat grams and/or calories:**

\_\_\_\_\_

We'll change this schedule as needed.

We'll stay in touch *more often* when you need *more support*.

# **Topics of Interest**

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Check the topics below that are most important to you to maintain your Lifestyle Balance in the coming months. When we meet in person and talk on the phone, we'll focus on one of the topics you check. We'll also:

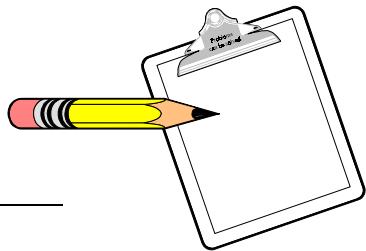
- C Review your weight, eating, and physical activity.
- C Make an action plan to address any problems you're having with weight loss or physical activity.

## **Healthy Eating**

- 9 Build a Better Breakfast
- 9 Build a Better Light Meal
- 9 Build a Better Main Meal
- 9 Build Better Snacks
- 9 Target In On Fat: Cheeses
- 9 Target In On Fat: Dairy Foods
- 9 Target In On Fat: Meats
- 9 Target In On Fat: Luncheon Meats
- 9 Target In On Fat: Party Snacks
- 9 Focus on Fiber

## **Other Topics**

- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_
- 9 \_\_\_\_\_



## **Physical Activity**

- 9 Join the DPP Marathon!
- 9 How to Train for a Race
- 9 Muscle Training
- 9 Stretching Do's and Don'ts
- 9 Staying Active on Vacation
- 9 Staying Active on Holidays
- 9 Make It Fun
- 9 Make It Fit

- 9 \_\_\_\_\_
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- 9 \_\_\_\_\_

## **Putting It All Together**

- 9 Give Yourself Credit for Your Success
- 9 The Angel and the Devil
- 9 Mental Gremlins
- 9 Stress and Eating
- 9 How Do Successful Weight Losers Do It?
- 9 A Tough Day, A Better Day
- 9 What If the Scale Doesn't Budge?

- 9 \_\_\_\_\_
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# Lifestyle Balance Update: Contacts after Core

Participant Name \_\_\_\_\_ Phone \_\_\_\_\_  
**Goals:** Weight (lb) \_\_\_\_\_ Fat (g/day) \_\_\_\_\_ Calories/day \_\_\_\_\_ Activity (min/week) 150+

Week starting Sunday:	Week of In-Person Contact (Since Randomization)	Appointments/Contacts				Weight (lbs.)	Self-Monitoring			Comments	
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## Lifestyle Balance Update: Contacts after Core

Participant Name \_\_\_\_\_ Phone \_\_\_\_\_  
**Goals:** Weight (lb) \_\_\_\_\_ Fat (g/day) \_\_\_\_\_ Calories/day \_\_\_\_\_ Activity (min/week) 150+

Week starting Sunday:	Week of In-Person Contact (Since Randomization)	Appointments/Contacts				Weight (lbs.)	Self-Monitoring			Comments	
		Date	Time	Type of Contact (In-Person, Phone, Mail)	Topic		Typical Daily Fat/Calorie Intake				
							Days Monitored Per Week	Fat (g)	Calories		
JAN 6, 02											
JAN 13											
JAN 20											
JAN 27											
FEB 3											
FEB 10											
FEB 17											
FEB 24											
MAR 3											
MAR 10											
MAR 17											
MAR 24											
MAR 31											
APR 7											
APR 14											
APR 21											
APR 28											
MAY 5											
MAY 12											
MAY 19											
MAY 26											
JUNE 2											
JUNE 9											
JUNE 16											
JUNE 23											
JUNE 30											

## Lifestyle Balance Update: Contacts after Core

Participant Name \_\_\_\_\_ Phone \_\_\_\_\_

**Goals:** Weight (lb) \_\_\_\_\_ Fat (g/day) \_\_\_\_\_ Calories/day \_\_\_\_\_ Activity (min/week) 150+

Week starting Sunday:	Week of In-Person Contact (Since Randomization)	Appointments/Contacts				Weight (lbs.)	Self-Monitoring			Comments	
		Date	Time	Type of Contact (In-Person, Phone, Mail)	Topic		Typical Daily Fat/Calorie Intake		Activity Minutes Weekly Total		
							Days Monitored Per Week	Fat (g)			
JULY 7, 02											
JULY 14											
JULY 21											
JULY 28											
AUG 4											
AUG 11											
AUG 18											
AUG 25											
SEPT 1											
SEPT 8											
SEPT 15											
SEPT 22											
SEPT 29											
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OCT 13											
OCT 20											
OCT 27											
NOV 3											
NOV 10											
NOV 17											
NOV 24											
DEC 1											
DEC 8											
DEC 15											
DEC 22											
DEC 29											

## Lifestyle Balance Update: Contacts after Core

Participant Name \_\_\_\_\_ Phone \_\_\_\_\_  
**Goals:** Weight (lb) \_\_\_\_\_ Fat (g/day) \_\_\_\_\_ Calories/day \_\_\_\_\_ Activity (min/week) 150+

Week starting Sunday:	Week of In-Person Contact (Since Randomization)	Appointments/Contacts				Weight (lbs.)	Self-Monitoring			Comments	
		Date	Time	Type of Contact (In-Person, Phone, Mail)	Topic		Typical Daily Fat/Calorie Intake				
							Days Monitored Per Week	Fat (g)	Calories		
JAN 5, 03											
JAN 12											
JAN 19											
JAN 26											
FEB 2											
FEB 9											
FEB 16											
FEB 23											
MAR 2											
MAR 9											
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MAY 4											
MAY 11											
MAY 18											
MAY 25											
JUNE 1											
JUNE 8											
JUNE 15											
JUNE 22											
JUNE 29											

## Lifestyle Balance Update: Contacts after Core

Participant Name \_\_\_\_\_ Phone \_\_\_\_\_

**Goals:** Weight (lb) \_\_\_\_\_ Fat (g/day) \_\_\_\_\_ Calories/day \_\_\_\_\_ Activity (min/week) 150+

Week starting Sunday:	Week of In-Person Contact (Since Randomization)	Appointments/Contacts				Weight (lbs.)	Self-Monitoring			Comments	
		Date	Time	Type of Contact (In-Person, Phone, Mail)	Topic		Typical Daily Fat/Calorie Intake		Activity Minutes Weekly Total		
							Days Monitored Per Week	Fat (g)			
JULY 6, 03											
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DEC 28											

# **Participant Worksheets for Contacts after Core**

## **Behavioral Topics**

# **How to Use “Getting Ready for the Holidays.”**

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The attached optional participant handout, Getting Ready for the Holidays, and the following instructions for Coaches, were developed by Dr. Albert Marston, behavioral consultant to the DPP center in Los Angeles.

The handout may be given to participants during an individual In-Person visit or may be used to support a group discussion during a one-session group class, such as one scheduled before the holiday season.

If used as part of a one-session group class, begin with a private weigh-in of each participant, with a few words about where they are regarding goal weight and exercise and whether they need more frequent individual In-Person visits. Open with introductions and a few words about the structure of the session (e.g., time and opportunity for questions). Plan to walk as a group, or do another physical activity together, before or after the session. Also give participants time to socialize during a break and enjoy low-fat/calorie refreshments on a holiday theme. (Note: The Lifestyle Balance handout, Solving the Problem of Buffets and Receptions, may be used during this session as well. Similar strategies are mentioned on both handouts, and the buffet/reception handout provides an opportunity for role-play, perhaps during a refreshment break.)

Note: The following instructions assume the handout will be used with a group but can be adapted for use with an individual participant as well.

Ask the participants to close their eyes for a few moments and think about Thanksgiving, Christmas, New Years, or any other holiday occurring at this time of year. “Try to imagine the scenes you remember from these holidays.” After a few minutes, ask them to share their images. If there’s a chalkboard, write down the themes. Notice aloud how many of them have to do with eating and drinking.

Ask the participants why there are special difficulties about eating at this time of year. Get their ideas, and then summarize the following points:

1. We are rewarded for cooking and baking, especially women.
2. We are under social pressure to be a “good” host or a “good” guest. As a host, it can be difficult to plan a menu of low-fat/calorie choices when we think (or know) our guests have other expectations. As a guest, it can be difficult to make low-fat/calorie food choices and/or limit our portions from a special menu prepared by someone else.
3. Food has meaning other than just nourishment. Food signifies good times, signifies God’s grace, maintains religious and family traditions, and keeps memories alive (family and cultural).
4. Eating and drinking are “social lubricants,” helping us to feel at ease, giving us something to talk about, even giving us an escape excuse (“Excuse me, I’m going to get more

food.”)

5. Holidays can be a time of stress and loneliness. Eating is a way to relax and feel better.
6. During celebrations, we may be more willing to “excuse” overeating because celebrations are special times that happen infrequently.

Next, review a general problem solving strategy for the holidays (analyze, write, plan, reward) and provide examples:

1. Take time to think about the problems in advance. For example, you normally walk every evening after dinner, but you’re having house guests who will keep you busy.
2. Write out the problem and list some possible solutions. Could you walk extra for several days before the guests arrive? Could you make up for some of the missed activity after they leave? Are there ways to include physical activity with the guests (e.g., taking them to a scenic place for a walk?)
3. Decide on your best strategy and write it out.
4. Agree with yourself in advance that if you are able to carry out the plan, you will somehow reward yourself afterwards. Be specific about the goal and the reward.

At this point, ask the participant(s) for some examples of problems and work together on a couple of specific plans.

Next, distribute the handout, Getting Ready for the Holidays. The top portion summarizes the problem solving approach just described and may be used by participants to record in very brief form a plan they’ve developed. The bottom portion summarizes the following ten ways to get ready for the holidays. As you review each of the ten ways, ask participants for examples and allow time for discussion:

1. Plan pleasures other than food and drink, especially when you have guests or host a party. For example, plan dancing if possible, games, group decorating, or gift exchanges. Use flowers, candles, or other special decorations to dress up your home rather than focusing only on food. Remember that food and drink are only one part of the celebrations, and keep them in perspective. Identify and focus on other pleasures that make the holidays meaningful for you (such as conversations, friendships, family time to relax together).
2. Hold a family conference well before the holidays to discuss such issues as:
  - a. Are we going to have tempting high-fat/calorie foods like cookies, candy and cake in the house? Might high-fat/calorie foods be given to us as gifts? If so, can we separate the tempting foods from the rest of the family food and agree that you (the participant) will not eat them, or will have your own lower fat snacks? (Maybe you’ll be surprised and the family will agree to help you by having only low-fat foods around.) Can we give away or donate extra food given to us as gifts?
  - b. Get the family to agree not to nag you about what you eat or your activity plan,

- c. that you will be your own food and exercise “cop.”
- c. Are there positive ways they can help (for example, praising you when you are sticking to your low fat food plan, going on walks with you, helping you out so that you don’t get too tired or stressed)?
- d. If you are preparing special holiday meals or party menus, what modifications can be made to the food choices available and/or the recipes used in order to lower the fat and calories or provide low-fat/calorie options? Can you plan to use low-fat products (e.g., reduced-fat or nonfat margarine, sour cream, cheese, cream cheese)? Serve smaller portions?

Note: One option here would be to review the holiday menu modifications on the Lifestyle Balance meal planning handout, Happy Holidays! (MP5). Point out that even the “healthy changes” menu is high in fat and calories (for many participants, the meal would use up their full day’s budget for fat and calories). Encourage participants to eat less for breakfast and lunch, and on the days before and after, if they expect to eat this large of a holiday meal. And discuss even healthier changes that might be made to such a menu, such as serving fruit salad instead of pie, rice instead of stuffing, and only one type of potato.

The class leader may also want to distribute some low-fat/calorie recipes for holiday menus (see Cooking Light’s November/December issues for examples), again emphasizing that the total calorie and fat content of even “light” holiday menus is typically very high (e.g., in the 1996 Cooking Light’s November/December issue on pages 91-95, the dinner menu totals 1410 calories and 39 grams of fat). The leader may also want to briefly refer to recipe modification guidelines, such as those on the Lifestyle Balance handouts, Build a Better Recipe (CK1) and How to Lower the Fat in Recipes (CK2). However, be careful not to lose the focus of the session by going into too much detail.)

3. When you decide to eat a special high fat food, choose quality, not quantity. Choose the best thing available, take a small portion, eat slowly, and enjoy every mouthful.
4. Plan ahead to be assertive with hosts. By planning ahead, you will be prepared if you encounter a very insistent host or hostess (e.g., your mother, in-laws, or friend). For example, is it possible to speak to her/him in advance to say that you are on a low fat food plan for your health and need their understanding when you take only some foods and small portions? Consider practicing out loud what you’ll say. (Ask participants for examples of difficult hosts they know, what happens, and how they could handle it.) Look for ways to compliment your host.
5. Eat something before you go to a party.

6. Decide what you want to do about alcohol. Point out that alcohol increases appetite. It also lowers self-control. Alcohol depresses your central nervous system, but the initial subjective feeling is just the opposite because alcohol lifts the barriers of self-control. This can lead to poor choices, such as in foods and amounts eaten. Alcohol also increases appetite, which can compound the problem related to food consumption. Also, if you drink, are you aware of the calories involved? (Review the Lifestyle Balance handout, If You Drink Alcohol... (ON2). Point out that alcohol is higher in calories (7 calories per gram) than carbohydrates or protein (4 calories per gram), plus it is "empty calories," that is, it contains no other nutrients such as vitamins or minerals. Also, beer, sweet wines, and most mixed drinks contain sugar or carbohydrate as well as alcohol, which add more calories. Also, review some strategies for drinking: don't drink on an empty stomach, alternate alcoholic and nonalcoholic drinks, "nurse" a drink or sip it slowly and make one drink last a long time, notice the effects of drinking and stop before over-doing it.)
7. Beware of fatigue, rushing and tension and how they affect your eating. Look for early warning signals and plan nonfood ways to cope (such as talking to a friend, exercise, meditation). Also, plan ways to simplify. Watch the tendency to demand too much of yourself. Decide in advance what social obligations are most important to you and prioritize.
8. Prepare for old friends or relatives you see only at the holidays. Are there any old conflicts that will arouse emotions when you see them? How have they affected your eating and drinking in the past?
9. Anticipate post-holiday let-down and blues. Plan for other pleasures.
10. Make reasonable New Year's resolutions.

Finally, point out that the same strategies can be applied to any special occasion or reason to celebrate, such as weddings, anniversaries, birthdays, and holidays at other times of the year.

Briefly summarize the main points of the session (perhaps by giving a few examples related to other special occasions), answer any questions, and wish participants a happy and healthy holiday season.

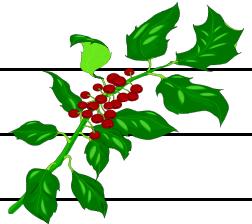
# Getting Ready for the Holidays.

Planning ahead is the key to staying active and eating healthy during the holidays.

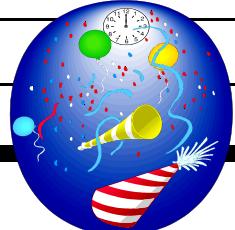


1. Take time to think about potential problems in advance.
2. Write down the problem. List some possible solutions.
3. Choose the best strategy. Write it down.
4. Plan to reward yourself. Write down what you will do to earn the reward. Write down what the reward will be.

## Ten Ways to Get Ready for the Holidays



1. Plan pleasures other than food or drink.
2. Hold a family conference well before the holidays.
  - a. Are we going to have tempting high-fat/calorie foods in the house?
  - b. Get the family to agree not to nag you about what you eat or your activity plan.
  - c. Are there positive ways they can help?
  - d. What changes can be made to the holiday menus?
3. When you decide to eat a special high-fat/calorie food, choose quality, not quantity.
4. Plan ahead to be assertive with hosts. Let hosts know, in a clear and direct way, what you are planning to eat and not eat.
5. Eat something before you go to a party.
6. Decide what you want to do about alcohol. Alcohol increases appetite. It also lowers self-control. If you drink, are you aware of the calories involved?
7. Beware of fatigue, rushing, and tension. Look for early warning signals. Plan nonfood ways to cope, including exercise. Also, make plans to simplify.
8. Prepare for old friends or relatives you see only at holidays.
9. Plan for other pleasures *after* the holidays.
10. Make *reasonable* New Year's resolutions.



# **How to Use “Lifestyle Balance on Vacation.”**

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The attached optional participant handouts, Lifestyle Balance on Vacation and Lifestyle Balance on Vacation: Problem Solving, and the following instructions for Coaches, were developed by Dr. Albert Marston, behavioral consultant to the DPP center in Los Angeles. The handouts may be given to participants during an individual In-Person visit or may be used to support a group discussion during an after-core class.

Note: The following instructions assume the handout will be used with a group but can be adapted for use with an individual participant as well.

1. Ask the participants to close their eyes for a few moments and think about being on vacation. **“Try to imagine the scenes you remember from previous vacations.”** After a few minutes, ask them to share their images. If there’s a chalkboard, write down the themes. Notice aloud how many of them have to do with eating and drinking or being inactive.
2. Ask the participants why there are **special difficulties** about eating and inactivity on vacation. Get their ideas, and then summarize the following points:
  1. For most of us, the word “vacation” means escape and freedom from our everyday work and family responsibilities to a more pleasurable, even selfish experience.
  2. Eating is a form of pleasure, so we may mis-eat as a way to find pleasure if we don’t have other sources of pleasure available on our vacation.
  3. We associate eating (and often inactivity) with pleasure, so when we are having pleasure, we believe that eating or being inactive will make that pleasurable time even better. On vacation, this can get out of hand if we relax and let down control (“after all, I’m on vacation”).
  4. If things go wrong on a vacation (and most vacations don’t live up to our fantasies), or if we are workaholics and have great difficulty relaxing when not at work, we might get tense and eat to relieve the added tension on vacation.
  5. Eating and drinking are “social lubricants,” helping us to feel at ease, giving us something to talk about, even giving us an escape excuse (“Excuse me, I’m going to get more food”). These factors may be especially important if our vacation is with a group of friends or family that we haven’t seen in a while.
  6. Vacations happen infrequently so we may be more willing to “excuse” overeating or being inactive.
3. Ask participants to think about **what will be or could be easier** about eating healthy and being active on vacation. Get their ideas and then summarize (e.g., lots of time to exercise, nice location for exercise, may be warmer weather than at home this time of year, can swim, meals are served or lots of time to prepare healthy meals, lots of fruit

available, etc.).

4. Distribute the handout, **Lifestyle Balance on Vacation**. Review the following strategies (summarized on the handout) for handling vacations. As you review each strategy, ask participants for examples and allow time for discussion:
  1. **Plan pleasures other than food and drink.**
    - a. Plan the kind of vacation *you* want. One way to think about this is to ask yourself, What about your daily routine do you want to escape *from*? (For example, if your routine is a hectic, crammed schedule, it's vital that you not repeat this pattern on your vacation. If you do a lot of driving on the job, you might not want to spend your vacation driving.) What kinds of pleasures and freedom do you want to escape *to*? (What do you like to do most? Go to a faraway, scenic spot? Or stay at home and enjoy some free time? Make lots of time for a favorite hobby or sport? Spend time with old friends?)
    - b. Think about what you like to do for physical activity. Can you find a way to make that part of your vacation?
    - c. Be prepared to be assertive with others about what you want to do on vacation if you are going on vacation with family or friends. Negotiate a compromise if necessary.
  2. Some of us vacation alone but most of have some arranging to do with family and friends. **Have a family talk well before the vacation** to discuss such issues as:
    - a. What did we like about our last vacation? What were the problems? Make a specific plan for what you will do on this vacation, including pleasures other than food and drink.
    - b. Discuss how you will handle food and eating out. How often will we eat out? What types of restaurants will we choose? Are there low-fat/calorie options for you? Can we split entrees or desserts? If eating in (e.g., if renting a beach house), will we have tempting high-fat/calorie foods like cookies, candy and cake in the house? If so, can they be stored out of sight and separate from other foods? Can family members agree to eat these foods only when eating out?
    - c. Can we find a fun way to all be physically active this vacation? Examples: bike riding, mountain climbing, hiking, walking on the beach, bird watching, golfing (walking the course), etc.
    - d. Get the family to agree not to nag you about what you eat or your activity plan.
    - e. Talk about positive ways your family can help (for example, praising you when you are sticking to your low fat food plan, going on walks with you, helping you out so that you don't get too tired or stressed).

- 3. Have reasonable expectations for vacation.**
    - a. Keep track of your eating and activity as much as possible.
    - b. Weigh yourself often, but remember that scales differ.
    - c. Plan to *maintain* your weight; don't expect weight loss. Figure fat and calorie goals for maintenance.
    - d. Let go a little. For example, eat something special. Choose the best and leave the rest. That is, when you decide to eat a special high fat food, choose quality, not quantity. Choose the best thing available, take a small portion, eat slowly, and enjoy every mouthful.
    - e. Get extra activity. If you slip with eating a little, this will often compensate.
  - 4. If you tend to be tense on vacation, ask why and what you can do about it.**
    - a. Avoid extended periods when you are doing what others want and not what you want. Be assertive about what you want to do.
    - b. Plan daily times to relax. Try not to get overtired (e.g., by doing too much sightseeing in a short period of time).
    - c. Plan regular breaks while driving. Carry low-calorie snacks and take breaks to get out of the car and walk.
  - 5. Decide what you want to do about alcohol.** Alcohol may lower self-control. If you drink, are you aware of the calories involved?
  - 6. Try to balance rest with activity.** Look for ways to be active that you enjoy.
  - 7. Prepare for old friends or relatives you haven't seen in a while.** Decide how and when you will want to be assertive with them about eating and activity. Consider talking with them in advance.
  - 8. Plan for pleasures *after* your vacation.** Coming back from a vacation is often a let-down. Try to get back to regular activities gradually and plan some extra pleasures to offset post-vacation blues. Consider allowing an easy day at home before getting back to work full-steam.
5. (Note: The next handout, **Lifestyle Balance on Vacation: Problem Solving**, is for problem solving issues related to a specific vacation plan, whereas the previous one provides general guidelines. So this handout may or may not be appropriate for participants at this point, depending on whether or not they know their vacation plans.) Distribute the handout, **Lifestyle Balance on Vacation: Problem Solving**. First review a general problem solving strategy for vacations (analyze, write, plan, reward) and provide examples:
1. Take time to think about the problems in advance. For example, you normally

- walk every morning before work, but you plan to sleep in on vacation.
2. Write out the problem and list some possible solutions. Could you walk every afternoon to a scenic area (such as along the beach)?
  3. Decide on your best solution and write it out.
  4. Agree with yourself in advance that if you are able to carry out the plan, you will somehow reward yourself afterwards. Be specific about the goal and the reward.
- Ask the participant(s) for some examples of problems and work together on a couple of specific plans to be recorded on the handout.
6. Summarize main points, answer questions, and wish participants a happy vacation.

# Lifestyle Balance on Vacation



## Ways to Handle Vacations

### 1. Plan pleasures other than food or drink.

- C Plan the kind of vacation *you* want.
- C Think about what you like to do for physical activity. Can you make that a part of your vacation?

### 2. Hold a family meeting ahead of time.

- C What did we like or dislike about our last vacation? What will we do this time?
- C How will we handle food and eating out?
- C Can we find a fun way to all be physically active this vacation?
- C Get the family to agree not to nag you about your eating or activity.
- C Talk about ways your family can help.

### 3. Have reasonable expectations for your vacation.

- C Keep track of your eating and activity.
- C Weigh yourself often. But remember, scales differ.
- C Plan to *maintain* your weight.
- C Let go a little. Eat something special. (Choose the best. Have a small portion.)
- C Get extra activity.

### 4. If you tend to be tense on vacation:

- C Avoid long periods when you're doing what others want and not what you want.
- C Plan daily times to relax.
- C Plan regular breaks while driving.

### 5. Decide what you want to do about alcohol.

Alcohol may lower self-control.

If you drink, be aware of the calories.

### 6. Balance rest with activity.

Look for ways to be active that you enjoy.

### 7. Prepare for friends or relatives you haven't seen in a while.

### 8. Plan for pleasures *after* your vacation.

# Lifestyle Balance on Vacation: Problem Solving

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Healthy eating and being active *are* possible on vacation.  
The key is to plan ahead:

**1. What problems might come up?**

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**2. Choose one problem. List some possible solutions.**

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**3. Choose the best solution. What will you need to do to make that happen?  
How will you handle things that might get in the way?**

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**4. Plan to reward yourself. What will the reward be? What will you need to do to earn that reward?**

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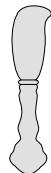
# Give yourself credit for your success.

It's important to remember your successes. Put a check beside the changes you've made.

## **I eat these low-fat foods instead of high-fat foods.**

### **Fat Substitutes/Add Fats**

- 9 Low-fat or fat-free margarine
- 9 Fat-free cream cheese or sour cream, jelly, jam
- 9 Vegetable cooking spray
- 9 Low-fat/nonfat salad dressing or mayonnaise, mustard, catsup
- 9 Other \_\_\_\_\_



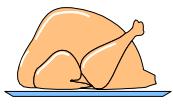
### **Dairy Foods**

- 9 Skim or 1% milk
- 9 Low-fat or fat-free creamer
- 9 Low-fat or fat-free cheese
- 9 Other \_\_\_\_\_



### **Meats, Main Dishes**

- 9 Grilled or roast chicken sandwich, without mayonnaise-based sauce
- 9 Sliced turkey, chicken, or water-packed tuna, with low-fat mayonnaise or mustard
- 9 Lean red meats (round or loin cuts, extra lean ham), with fat trimmed off
- 9 Fish, baked, broiled, or grilled
- 9 Chicken or turkey, without skin, broiled, baked, or grilled
- 9 Other \_\_\_\_\_



### **Side Dishes, Breads**

- 9 Baked or boiled potato with fat-free sour cream
- 9 Bagels, English muffins, low-fat muffins, bread, plain rolls
- 9 Vegetables, raw or cooked with no fat
- 9 Other \_\_\_\_\_



### **Snacks, Desserts**

- 9 Fruit
- 9 Pretzels; plain air-popped popcorn; low-fat chips
- 9 Sherbet, ice milk, fruit ice, low-fat frozen yogurt
- 9 Other \_\_\_\_\_



## **I eat these high-fat foods less often or in smaller amounts.**

I do these things to **be more active**.

- 9 Set aside one block of time 3 to 7 days a week to be active.
- 9 Use 10 to 15 minutes of free time during the day for activity.
- 9 Make active choices throughout the day. Turn inactive into active time.
- 9 Prevent boredom by doing something new, having fun, and challenging myself.



I do these things to **eat less fat/calories**.

- 9 Keep track of the fat/calories I eat.
- 9 Weigh and measure foods.
- 9 Eat more grains, vegetables, and fruits.
- 9 Cook foods without added fat, and serve foods without high-fat toppings.
- 9 Look for high-fat/calorie foods in recipes. Use low-fat/calorie foods instead.



I do these things to **take charge of what's around me**.

- 9 Keep high-fat/calorie foods out of my house and work place.
- 9 Keep lower-fat/calorie foods in sight and ready to eat.
- 9 Add positive activity cues to my life.
- 9 Get rid of cues for being inactive.
- 9 Handle problem social cues by planning ahead, staying away from the cues, changing the cues, responding in a more healthy way, or adding helpful cues.



I do these things to **eat healthy when I eat out**.



- 9 Plan ahead for healthy eating out.
- 9 Ask for what I want when I eat out.
- 9 Take charge of what's around me when I eat out.
- 9 Choose foods carefully when I eat out.

I do these things to **talk back to negative thoughts and manage slips**.

- 9 Talk back to negative thoughts with positive thoughts.
- 9 Regain control the very next time I can after slips.
- 9 Talk to someone supportive after slips.



## What are some non-food ways to give yourself credit?

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# How do successful weight losers do it?



There's an old saying, "A path is made by walking on it."



Researchers have studied people who've lost weight and kept it off.

What path did these successful weight losers "make by walking on it"?

What steps did they take? What turns in the road did they navigate?

Studies suggest the following:

Successful weight losers move from:	Toward:
Trying to fool themselves	<ul style="list-style-type: none"><li>• Being honest with themselves</li></ul>
Looking for a "magic" cure	<ul style="list-style-type: none"><li>• Recognizing that behavior change takes hard work and persistence</li></ul>
Looking for a "cookbook" approach that applies to everyone	<ul style="list-style-type: none"><li>• Fitting the tried-and-true ways of losing weight into their own lifestyle</li></ul>
Looking for someone else to fix their weight problem or take the blame for it	<ul style="list-style-type: none"><li>• Taking "lonely responsibility" for doing what needs to be done or for not doing it</li></ul>
Thinking of weight loss as an end in itself	<ul style="list-style-type: none"><li>• Thinking of weight loss as part of an overall process of learning about themselves and their priorities</li></ul>
Being afraid to fail and/or punishing themselves when they do fail	<ul style="list-style-type: none"><li>• Being willing to make mistakes, learn from them, and try again</li></ul>
Wanting to do it perfectly right away	<ul style="list-style-type: none"><li>• Being willing to settle for "small wins" and build on the positive, one step at a time</li></ul>
Seeking approval or forgiveness from others	<ul style="list-style-type: none"><li>• "Owning" their own successes and mistakes</li></ul>
Relying on willpower, control, or discipline	<ul style="list-style-type: none"><li>• Making choices one at a time, being flexible, and trusting themselves</li></ul>
Blaming themselves or seeing the needs of others as more important than their own	<ul style="list-style-type: none"><li>• Maintaining a healthy self-interest</li></ul>

Think about yourself. What path have you been on? \_\_\_\_\_

What steps can you take now on your own path toward weight loss? \_\_\_\_\_

## A Tough Day

What happened? What were your thoughts and feelings?  
How was your eating and activity affected?



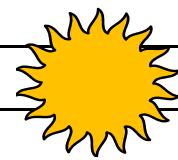
What were some of the *good* things about this day?  
Do “tough days” make your life better in some ways?

## Strengths and Skills

What are you “good at”?  
What strengths and skills do you have?

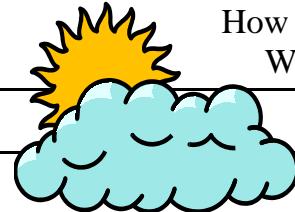
## A Better Day

What was different? What were your thoughts and feelings?  
How was your eating and activity affected?



What were some of the things you did to make this a better day?

To create “better days” more often, what would need to change?  
How could you use your strengths and skills?  
What risks would be involved?



What's the next step? \_\_\_\_\_

# What if the scale doesn't budge?

Even if you're eating less and being more active, your weight might stay about the same for a while or "plateau."

What are your thoughts and feelings when the scale doesn't budge?

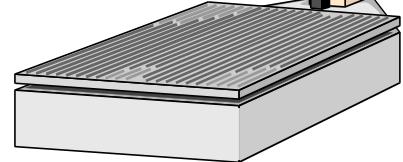
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**If you're frustrated or discouraged by a weight loss plateau, ask yourself these questions:**

	Yes	No
Am I self-monitoring my fat/calorie intake accurately?		
Are my portion sizes accurate?		
Based on my current weight, am I restricting my calories enough to lose weight?		
Am I keeping my fat intake to less than my fat gram goal?		
Am I meeting my weekly goal for physical activity?		

Did you answer "no" to any of the questions?

If so, what could you do to tighten up your weight loss program?



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Did you answer "yes" to all of the questions? If so:

**What could you do to stay motivated while the plateau lasts?**

**How could you measure your progress other than by your weight?**

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# If You Believe You Can't Lose Weight.

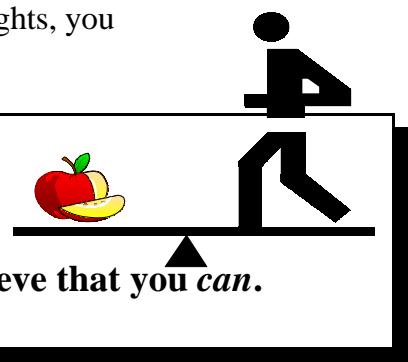
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When weight loss isn't going well, it's natural to wonder, "Is something keeping me from losing weight that's beyond my control?" Consider the facts below:

- C **Age** Many people gain weight with age. But it's not because of age itself. Two things are involved. First, body metabolism slows down somewhat with age. Second, people are often less active as they age. So in general, older people burn fewer calories. But no matter what your age, you can offset this by eating less and being more active.
- C **Menopause, hormones, or menstrual bloating** Weight gain during menopause is related to aging (see above), not to menopause itself. This is probably because many women are less active as they age. Women who take hormone pills gain no more weight than other women. And water retention comes and goes with the menstrual cycle. Again, none of these things can keep you from losing weight--if you eat less and are more active.
- C **Family History of Obesity** People with overweight parents are more likely to be overweight adults. So are those who were overweight as children. But many people with a family history of obesity succeed at weight loss. Their secret? Eating less and being more active.
- C **Metabolism** Some people have a slower metabolism. They burn fewer calories at rest than other people. But no matter how slow your metabolism, you can lose weight. The keys (you guessed it) are to eat less and be more active.
- C **Medications** A few medications affect body metabolism. Some cause water retention. However, no medication can keep you from losing weight if you eat less and are more active.
- C **Weight Training** People who begin weight training may gain a pound or so at first. But then the muscles that are being built begin to replace body fat. And muscles use more energy than body fat. So building muscle helps you *lose* weight in the long run.
- C **Psychological Factors** Some people say, "I'm just not the type of person who can succeed at weight loss," or "my life is too stressful to do what I need to do to lose weight." The truth is that *thinking* this way *does* get in the way of losing weight. But it's not a *fact*. If you work on countering these thoughts, you *can* eat less and be more active.

The bottom line is tried and true:

To lose weight, eat less and be more active. Believe that you *can*.



# DPP Lifestyle Progress Summary

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Participant ID \_\_\_\_\_ Name Code \_\_\_\_\_ Today's date \_\_\_\_\_

1. Reasons for joining DPP \_\_\_\_\_

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2. Progress toward goals (review graphs)

	Weight (lbs)	Activity (min/week)
Session 1 (Date: _____ )		
Most Recent Visit (Date: _____ ) (Week since randomization: _____ )		
DPP Goal		
Personal Goal		

Fat goal (grams) \_\_\_\_\_ Calorie goal \_\_\_\_\_

Typical fat intake \_\_\_\_\_ Calories \_\_\_\_\_

3. Major challenges

To weight loss \_\_\_\_\_

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To physical activity \_\_\_\_\_

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**4. Changes made**

In eating \_\_\_\_\_  
\_\_\_\_\_

In activity \_\_\_\_\_  
\_\_\_\_\_

Other \_\_\_\_\_  
\_\_\_\_\_

**5. What has helped**

In eating \_\_\_\_\_  
\_\_\_\_\_

To improve activity \_\_\_\_\_  
\_\_\_\_\_

**6. What are your thoughts about your progress so far?**

\_\_\_\_\_  
\_\_\_\_\_

**7. How *important* is it to you to make any new changes?  
(On a scale of 1-10, with 1= not important at all and 10 = very important)**

In eating \_\_\_\_\_

In physical activity \_\_\_\_\_

**8. How *confident* are you than you can make any new changes?  
(On a scale of 1-10, with 1= not confident at all and 10 = very confident)**

In eating \_\_\_\_\_

In physical activity \_\_\_\_\_

# The Decision Balance

If you were to *eat less fat and calories*:

	<b>Pros of eating less fat and calories</b>		<b>Cons of eating less fat and calories</b>	
<b>Consequences to yourself</b>				
<b>Consequences to others</b>				
<b>Your own reactions</b>				
<b>Reactions of others</b>				

Why the DPP is asking you to eat less fat and calories:

- C Reaching your DPP weight goal is highly likely to prevent diabetes.
- C Losing weight and eating less fat will reduce your risk of heart disease and many cancers.
- C If enough participants reach their weight goals, the DPP will be able to show whether or not losing weight will prevent diabetes.

Think about the pros and cons you've listed. What's your next step?

Remember, we have confidence in you, and your Lifestyle Coach is always here to help.

# The Decision Balance

If you were to *get more exercise*:

	<b>Pros of getting more exercise</b>		<b>Cons of getting more exercise</b>	
<b>Consequences to yourself</b>				
<b>Consequences to others</b>				
<b>Your own reactions</b>				
<b>Reactions of others</b>				

Why the DPP is asking you to get more exercise:

- C Reaching your DPP activity goal is highly likely to prevent diabetes.
- C Getting more exercise will reduce your risk of heart disease and many cancers.
- C If enough participants reach their physical activity goals, the DPP will be able to show whether or not physical activity will prevent diabetes.

Think about the pros and cons you've listed. What's your next step?

Remember, we have confidence in you, and your Lifestyle Coach is always here to help.

# The Lifestyle Balance *Problem Solver*

Describe a problem you have that's related to today's topic. Be specific.

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<b>Find the action chain.</b>	<b>Brainstorm your options.</b>
<b>Links</b>	<b>Options</b>

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

**Make a positive action plan.**

Problems  
can be solved.

I will: \_\_\_\_\_

When? \_\_\_\_\_

I will do this first: \_\_\_\_\_

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

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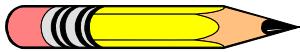
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I will do this to make my success more likely:

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How can we help you?



## To do next month:

**I will:**

**9 Keep Track of my weight, eating and physical activity.**

**9 Try my action plan.** Did it work? If not, what went wrong?



# **Do More of What Works.**

One way to solve a problem is to “do more of what works.”

- C Look carefully at any “exceptions” to the problem. (An exception is a time when the problem **doesn’t** occur, or when it is less frequent, shorter lasting, or less intense.) That is, catch yourself being healthy.
- C Repeat those exceptions.

Describe a problem that gets in the way of your DPP goals:

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## **Portrait of An Exception**

Think about a typical “exception” to the problem.

Where were you? \_\_\_\_\_

Who were you with? \_\_\_\_\_

What time of day/week was it? \_\_\_\_\_

What else were you doing? \_\_\_\_\_

What were you thinking/feeling? \_\_\_\_\_

What were doing right before this? \_\_\_\_\_

What was *your* role in making the exception happen?

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What could you do next week to repeat that exception?

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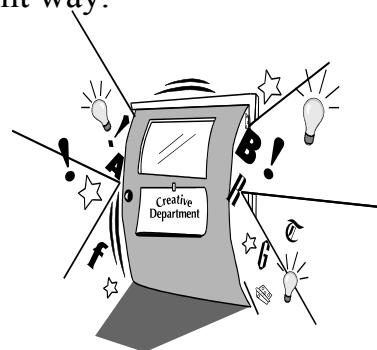
# Shake Things Up a Little.

One way to change a habit is to do the behavior in a different way.

This may help you to:

- C Be more aware of the thoughts, feelings, cues, and actions related to the problem.
- C Feel some control over the behavior.
- C Discover new options for change.

Here's how to "shake things up a little."



## **Describe a behavior that gets in the way of your DPP goals:**

(Example: After tough days at work, I stop at the bakery. I buy a bag of cookies and eat them on the way home.)

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## **Next week, how could you do the behavior in a different way?**

- 9 Change the place (e.g., order cookies at a sit-down coffee shop).
- 9 Change the time of day (e.g., eat cookies before noon).
- 9 Change the extent of the behavior (e.g., buy one cookie).
- 9 Change it from being done at the spur of the moment to being done at planned times (e.g., go to the bakery on a certain day of the week).
- 9 Change it from being done in a predictable way to being done in a random way (e.g., flip a coin to decide whether or not to stop at the bakery).
- 9 Change who you do the behavior with (e.g., go to the bakery with a friend).
- 9 Do something different beforehand (e.g., walk around the block before you go to the bakery).
- 9 Other: \_\_\_\_\_.

**Write an action plan.** Then follow the plan *exactly*, no matter how odd it feels. Remember, the point is to *shake things up*. So just try it.

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**What did you learn?** \_\_\_\_\_

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# How to Use “Measuring My Hand.”

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The optional participant handout, Measuring My Hand, is designed to help participants refine their skills in estimating portion sizes and learn to use their hands as a measuring tool. The approach is based on intervention materials from the Women’s Health Initiative.

To use the handout, you will need the following materials:

- C The handout, Lifestyle Balance Problem Solver.
- C An index card.
- C Pens.
- C Six “stations” set up around the room. At each station, place the following:
  1. Play dough, set of measuring spoons, table knife for leveling.
  2. Ruler, calculator.
  3. Play dough, set of measuring cups, set of measuring spoons, table knife for leveling.
  4. Ruler, calculator.
  5. Set of measuring cups, large bowl, smaller bowl, glass marbles or a food item that survives handling (such as dried beans or lentils).
  6. Fat Counter, calculator, 1-2 rulers, food scale, measuring cups and spoons, table knife for leveling, 5-10 food samples--either actual foods, food models, or play dough molds (the foods chosen should be commonly eaten high-fat and high-calorie foods, such as a hamburger patty, chicken leg, pork chop, ice cream, peanut butter, margarine, mayonnaise, sugar cookie, coffee creamer, whole milk in a glass, oil in a large pan). Weigh or measure the food samples in advance.  
Optional: Also have on hand the following tools to help the participant visualize serving size amounts: Small paperback book ( $4 \times 7 \times 1/2 = 9$  oz.), mayonnaise jar lid (3 oz.), deck of cards or audio cassette tape (3 oz.), lipstick tube (1 oz), golf ball (1 oz), 3.5" computer disk ( $3 - 5/8 \times 3 - 1/2 \times 1/16 = 1/2$  oz.), tennis ball (2-1/2" diam.=medium fruit).

Note: To save time or reduce the amount of play dough manipulation (e.g., for participants with arthritis), you may want to pre-measure play dough amounts for thumb tips (1/2 teaspoon, 1 teaspoon, 1-1/2 teaspoons) and fists (3/4 cup, 1 cup, 1-1/4 cups), shaped into thumb-tip or fist-like mounds. Have the participant compare his or her thumb tip and fist to the samples and select the one that's closest to his or her size.

Introduce the handout by saying that, over time, many of us become more complacent about or less interested in the amounts we are eating. This may be one reason for weight plateaus or weight gain. The participant might be keeping thorough self-monitoring records and meeting his or her fat/calorie goals in writing but still eating more than he or she realizes because of misjudgments in serving size estimation. Even small misjudgments can add up, particularly when it comes to high-fat/calorie foods and foods eaten often. The purpose of the handout is to

give the participant a chance to check up on and refine his or her portion size estimating skills.

Have the participant move through each of the stations and complete the worksheetAlso, give the participant an index card on which to record his or her hand measurements (the purpose is to provide a reference card to take home and carry in a wallet or purse). Then provide the actual measurements and fat grams for the foods at the stations. Ask the following or similar questions to stimulate discussion:

- C     What tools made it easier to estimate serving sizes?
- C     Which foods were the most difficult for you to estimate? Why?

Make the following points:

- C     You don't need to be perfect. The aim is to come up with reasonable estimates.
- C     Focus on avoiding these two major sources of error: underestimating sizes of higher-fat/calorie foods, and underestimating serving sizes of foods you eat often.
- C     Keep the index card in your purse or wallet or post it on your refrigerator.

Finally, have the participant complete the problem solving worksheet with regard to one problem related to one of the stations.

# Measuring My Hand.



**Station 1.** Mold a piece of play dough into the shape and size of your thumb tip (up to the first knuckle). Measure the amount using the measuring spoons.

**My thumb tip is equal to \_\_\_\_\_ (number of teaspoons).**

**Station 2.** Use a ruler to measure: My thumb width = \_\_\_\_\_  
My thumb length (to the second knuckle) = \_\_\_\_\_  
My thumb thickness = \_\_\_\_\_  
Then multiply:  
(Width \_\_\_\_\_) x (length \_\_\_\_\_) x (thickness \_\_\_\_\_) x 0.6 = \_\_\_\_\_ ounces

**My entire thumb is equal to \_\_\_\_\_ (number of ounces).**

**Station 3.** Mold a piece of play dough into the shape and size of your fist. Measure the amount using t measuring cups.

**My fist is equal to \_\_\_\_\_ (number of cups).**

**Station 4.** Use a ruler to measure: My palm length = \_\_\_\_\_  
My palm width = \_\_\_\_\_  
My palm thickness = \_\_\_\_\_

Then multiply:  
(Length \_\_\_\_\_) x (width \_\_\_\_\_) x (thickness \_\_\_\_\_) x 0.6 = \_\_\_\_\_ ounces

**The palm of my hand is equal to \_\_\_\_\_ (ounces).**

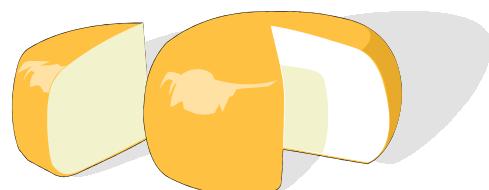
**Station 5.** Grab a handful of the food from the larger bowl and place it in the smaller bowl. Measure the handful using a measuring cup. Record the amount of one handful below. Repeat using both hands and record below as two handfuls.

**My one handful is equal to \_\_\_\_\_ (number of cups)**

**My two handfuls are equal to \_\_\_\_\_ (number of cups)**

**Station 6.** Look at the sample foods. Estimate the serving sizes using your hand measurements on the previous page. Then use the Fat Counter to look up the fat grams/calories.

Food	What I think the serving size is	Actual serving size	Fat grams in actual serving



# **Buyer Beware!**

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The fat and calorie content of fast foods and other food products can change from one minute to the next.

- C The company may decide to change the ingredients or the way the food is prepared.
- C The company may decide to offer different foods in different parts of the country. For example, McDonald's may offer a low-fat blueberry muffin in Kansas City but a high-fat one in Pittsburgh.

The changes in fat and calories will not show up in books or brochures until new editions are published.

For example, Jack in the Box recently changed the recipe for their milkshakes. Now, instead of low-fat ice cream, they use regular ice cream. Compare:

	<b>Jack in the Box Vanilla Shake</b>	
	Before the recipe changed (source: <i>Nutrition in the Fast Lane</i> , 1995)	After the recipe changed (source: Jack in the Box, 1997)
Fat grams per shake	7	31
Calories per shake	350	610

So be a wise Fat Detective:

1. **Ask the store for up-to-date nutrient values before you buy.** Many fast food chains provide brochures that contain fat grams and calories. Check the date on the brochure.
2. **Read labels.** The product label must show the fat and calorie content of that specific product.
3. **Ask questions before you buy.** For example, "Is the blueberry muffin low in fat?" "What ingredients are in your vanilla shake?"

# The Angel and the Devil.

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We all face temptation, especially when we're changing lifelong habits.  
Can you identify with Garfield in this cartoon?

[Cartoon omitted: Cartoon depicts a sullen Garfield sitting in front of a glazed donut. Fluttering above his right shoulder is an “angel” donut and hovering over his left shoulder is a “devil” donut]

Angel:       “Now, Garfield. You know you should eat a piece of fruit instead.”  
Devil:       “Come on, Garfield. You **want** it.”

This kind of “inner battle” is common. If the angel wins, you’re likely to feel resentful and deprived. If the devil wins, you’re likely to feel guilty. Both can backfire and, in the long run, keep you from reaching your goals. (In the cartoon, Garfield ends up eating the doughnut *and* the angel and devil!)

Take a minute to imagine a wiser inner voice: “I do like doughnuts. But what I really want is to be healthy and lose weight. A piece of toast with strawberry jam sounds good.”

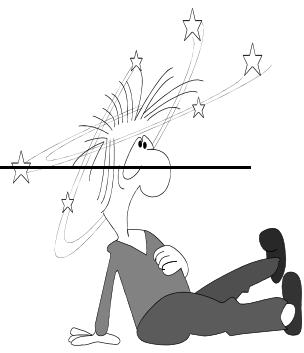
Think of a temptation you’ve faced. What might your inner voices say?

Angel: \_\_\_\_\_

Devil: \_\_\_\_\_

Wise Voice: \_\_\_\_\_

# Mental gremlins.



What are your thoughts when you “slip” in your efforts to make a lifestyle change? The way you talk to yourself can make all the difference.

Do you recognize the voices of any of the “mental gremlins” below?

Example: You worked long hours this week and overate fast food on 3 nights.

## Mental Gremlins

- C **The Scolder** (“You did it again! Stupid! When will you ever learn?”)
- C **The Labeler** (“Face it. You’re a fast food junkie.”)
- C **The Threat Maker** (“Okay. No food for you tomorrow.”)
- C **The Commander** (“You’ve got a meal plan to follow. So just do it!”)
- C **The Lecturer** (“You know better. This always happens. You should’ve brought something low-fat from home.”)
- C **Mr. or Ms. Sarcasm** (“Brilliant! Lock you up and throw away the key, and then you might lose weight.”)
- C **The Comparer** (“What’s the big deal? Sue can work all night and not eat a thing.”)
- C **The Worrier** (“With your bad habits, you’ll never lose weight.”)
- C **The Quitter** (“You blew it! Might as well give up trying.”)

Here’s how to talk back to those nasty mental gremlins.

1. **First, describe what you did right.** “On four days this week, I stayed under my fat and calorie goals.”
2. **Give information without insult. Instead of describing what you did wrong, point out what still needs to be done.** “I need to make a plan for dinner on nights when I work late.”
3. **Offer yourself a choice.** “Next time I work late, I can get a turkey sandwich around the corner at the sandwich shop. Or plan what I’m going to eat at McDonald’s and use the drive-through so I’m not tempted to overdo it.”
4. **Say it with a word or two.** Next time you work late, think: “Drive-through.”
5. **Describe what you feel, without reference to your character.** “I’m disappointed and frustrated that I went back to old habits.”
6. **Put it in writing.** Put a note on your car’s dashboard: “Drive-through.”
7. **Believe in yourself.** Keep the faith. Say to yourself, with a confident tone of voice, “I can do this.”

# Practice.

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Describe an example “slip” from your own life: \_\_\_\_\_

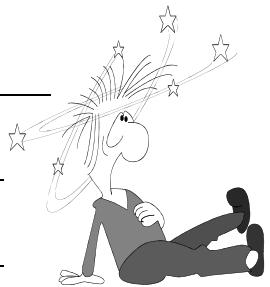
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What do your “mental gremlins” say?

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Practice talking back:

**1. Describe what you did *right*.** \_\_\_\_\_

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**2. Give information without insult (point out what still needs to be done).** \_\_\_\_\_

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**3. Offer yourself a choice.** \_\_\_\_\_

---

**4. Say it with a word or two.** \_\_\_\_\_

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**5. Describe what you feel (no reference to character).** \_\_\_\_\_

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**6. Put it in writing.** \_\_\_\_\_

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**7. Believe in yourself. Say to yourself, in a confident tone, “I can do this.”**

# **Participant Worksheets for Contacts after Core**

## **Physical Activity Topics**

## **After-Core Sessions on Physical Activity**

With physical activity, it is often more important to **do** than to talk. The best way to promote physical activity after the core curriculum may be to be active with the participant, for example, take a walk together or meet for an initial visit at an exercise club. In these cases, participants will not be given worksheets.

However, some after-core sessions on physical activity will require worksheets. Handouts on the following topics are nearly complete:

Staying Active on Vacation

Staying Active on Holidays

Make It Fun

Make It Fit

Join the DPP Marathon!

How to Train for a Race

Stretching Do's and Don'ts

Muscle Training

Additional worksheets on physical activity will be developed throughout the study.

# Staying Active on Vacation.

Vacation means freedom from the demands of work and home life. So it's easier to be active, right? Not always. The change of routine and surroundings can bring new challenges.



For most people, the key to staying active on vacation is planning.

Take a minute to think ahead about your next vacation.

- C Where will you be?
- C What might the weather be like?
- C What days and times of day will you have available for exercise?
- C Are there places nearby to exercise?
- C Who will you be with? Are they supportive of your being active?
- C What kind of "vacation mind" thoughts might get in the way of staying active (e.g., I'm off now)?
- C If you're traveling, what gear or clothing will you need to pack?
- C How can you make staying active extra fun?

## Make a positive action plan.

I will: \_\_\_\_\_

When? \_\_\_\_\_

I will do this first: \_\_\_\_\_

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

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I will do this to make my success more likely:

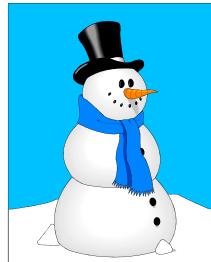
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How can we help you? \_\_\_\_\_



# Staying Active on Holidays.



For most of us, staying active on holidays isn't easy. Holidays upset our routine. They also challenge us with unique social cues. What's more, holidays may involve inactive habits that have developed over many years.

The key to staying active on holidays is planning.

Take a minute to think ahead about your next holiday.

- C Where will you be?
- C What might the weather be like?
- C What days and times of day will you have available for exercise?
- C Are there places nearby to exercise?
- C Who will you be with? Are they supportive of your being active?
- C What kind of "holiday mind" thoughts might get in the way of staying active (e.g., I'm off now)?
- C If you're traveling, what gear or clothing will you need to pack?
- C How can you make staying active extra fun and festive?

Make a positive action plan.

I will: \_\_\_\_\_

When? \_\_\_\_\_

I will do this first: \_\_\_\_\_

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

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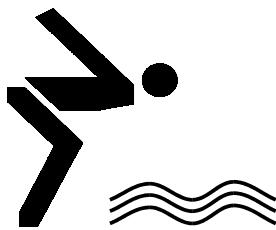
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I will do this to make my success more likely:

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How can we help you? \_\_\_\_\_



## Make It Fun.

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One key to staying active is to make it fun.

1. List some ways to be active that you've liked in the past: \_\_\_\_\_
- 

2. Check the "fun factors" below that apply to you.

**I like being active:**

- 9 In the morning.
- 9 During the day.
- 9 In the evening.
- 9 At any time of day.
- 9 Indoors.
- 9 Outdoors.
- 9 With music.
- 9 Alone.
- 9 In teams.
- 9 In groups of friends.
- 9 With one or two friends.
- 9 With my family.

**I like to:**

- 9 Compete against myself.
- 9 Compete against someone else.
- 9 Compete against a team.
- 9 Not compete at all.

**I like ways to be active that:**

- 9 Are really fast.
- 9 Aren't too fast.
- 9 Are hard.
- 9 Are easy.
- 9 Attract an audience.

**Other:**

---

3. List below some activities you'd like to try. Then look at the fun factors you checked above. Put a check beside each activity below for each of your fun factors it matches.

I'd like to try:	How many fun factors it matches

What did you learn? \_\_\_\_\_

(Adapted from **Building Your Activity Pyramid**, Institute for Research and Education HealthSystem Minnesota, 1996.)

# Make It Fit.

One key to staying active is to make it fit your lifestyle.

List some activities you like across the top of the chart below. Then check which of the “Does It Fit?” factors that apply to each one.



<b>Does It Fit?</b>	<b>Activities I Like</b>			
<b>Time</b>				
It can be done at most times of the day.				
It usually fits my schedule.				
It's not too time-consuming.				
It does not disrupt my day.				
<b>Location</b>				
It can be done at a nearby location.				
It can be done from home or work.				
It doesn't require a long drive or parking hassles.				
<b>Seasonal</b>				
It can be done in any weather.				
<b>Other</b>				
It does not require special clothing.				
It does not require special gear.				
It is within my budget.				
It can be done alone or with others, if I prefer.				

Which activities fit best into your lifestyle? \_\_\_\_\_

(Adapted from **Building Your Activity Pyramid**, Institute for Research and Education HealthSystem Minnesota, 1996.)

# How to Use the “Just Do It” Worksheets.

The purpose of the Just Do It worksheets is to give participants a chance to role play responding to various barriers to physical activity. The worksheets are intended to be interactive and fun, so feel free to use the props listed below and “ham it up” yourself if you want (wear a cap, whistle, etc.):

- C For Getting Moving in the Morning. Pillows, alarm clock, exercise shoes, newspaper.
- C For Getting Going at Work or After Work. Props to simulate a work place (e.g., table or desk with a stack of papers). Easy chair or chair with pillows.
- C For Staying Active on Holidays and Vacations. Beach towel, paperback novel, easy chair or chair with pillows.

Introduce one or more of the worksheets (use those that apply to the individual participant) by saying:

- C Nike advertisements often include the phrase “Just Do It.”
- C This simple phrase captures a powerful and complex reality: for most of us, being active means *facing the things that get in our way and being active anyway*.
- C Each and every time we are able to “be active anyway,” we build a new habit.
- C The purpose of the worksheet(s) is to give you (the participant) a chance to role play responding to different barriers to physical activity. After the practice, we will make an action plan related to one situation that is particularly challenging for you.

As the participant role plays each item on the worksheet(s), remark on any examples of skills the participant uses such as taking charge of what’s around you, talking back to negative thoughts, problem solving, planning ahead, being assertive, and so on. Stress the fact that pre-planning and setting up a commitment with someone else often helps. For example, if we have arranged to meet a walking partner at the park or scheduled a tennis lesson, we are more likely to follow-through even when the barriers (sleepiness, negative thoughts) kick in.

Finally, have the participant complete the Just Do It Commitment. Emphasize that the commitment should be realistic and doable (for example, don’t commit to exercising in the morning if he or she has a six o’clock plane to catch). Explain that you will call the participant during the coming week as a reminder of the commitment. Emphasize that no excuses (short of death!) are acceptable, even if they never exercise in the morning (or whatever) again. The point is to try it and see what it’s like.

# **Just Do It: Getting Moving in the Morning.**

**Situation:** You have planned to exercise first thing in the morning.

1. Imagine you are in bed. Reach over and turn off the alarm.

State some negative thoughts you have about exercising in the morning.

Examples: "I need more sleep."

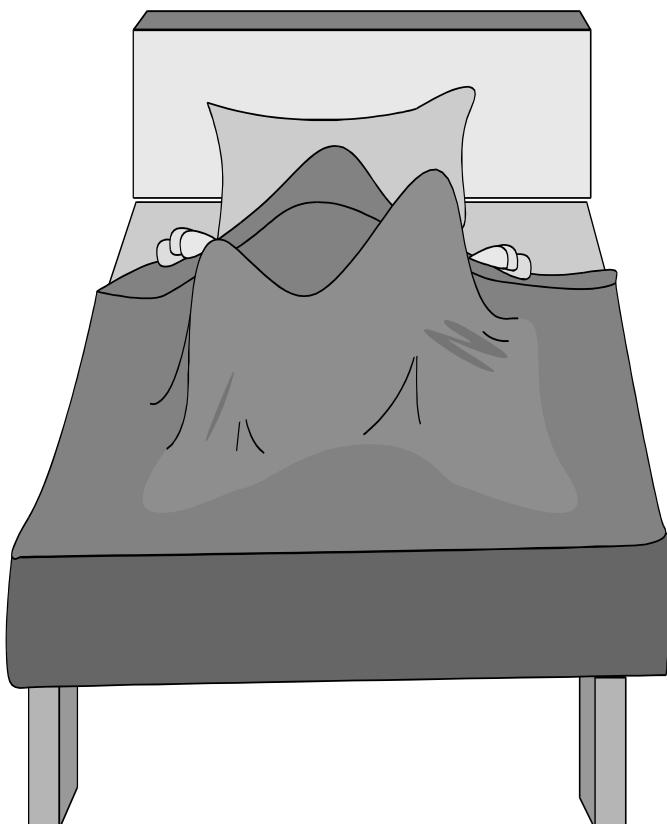
"This is too much to expect of myself. Nobody else gets up at this hour."

"I deserve some time to read the paper this morning."

"It's raining! I'm going to get soaked."

"The sidewalks are covered with ice."

Practice talking back.



2. Role play responding to a spouse or child who says or does things in the morning that get in the way of your exercising.
3. Role play asking a spouse or child to do something specific that would support your exercising in the morning. Examples: Make you a cup of tea. Turn on the radio while you put on your exercise clothes. Plan to walk with you.
4. Imagine looking around your bedroom, bathroom, or kitchen. Imagine seeing positive cues that would prompt you to exercise in the morning. What are those cues?

# Just Do It: Getting Going at Work or After Work.

**Situation:** You have planned to exercise either during or after work.

1. Imagine that you're at work (or working at home). The lunch hour or a break time arrives. State some negative thoughts you have about exercising during work.



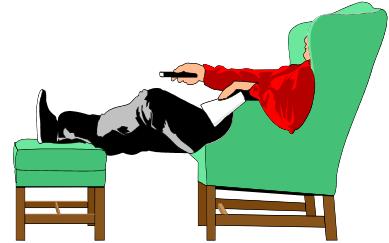
Examples:

- C "I should keep working to meet this deadline."
- C "The only time I get to talk with my coworkers is when we go out for lunch."
- C "I know my boss (or coworkers) resent it when I go out for a walk instead of staying at my desk all day."
- C "I'll get too sweaty."

Practice talking back.

2. Imagine that you've just come home from work.

Sit down in an imaginary easy chair. State some negative thoughts you have about exercising after work.



Examples:

- C "I'm exhausted."
- C "I should spend less time on myself. I should spend more time on getting a decent dinner on the table for my family (or cleaning up after dinner, or helping the kids with their homework, or relaxing with my spouse)."
- C "I deserve a rest after a day like this."
- C "I shouldn't have to go out (for a walk, to the club) now--I've been running around all day."
- C "I'll just take a few minutes to read the paper (or watch TV) first."
- C "If I go out for a walk now (after dinner), I won't be able to sleep."

Practice talking back.

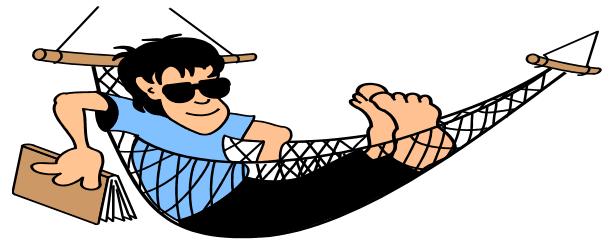
3. Role play responding to a spouse, child, client, or coworker/boss who does or says something that gets in the way of your exercising during or after work.
4. Imagine looking around your work place and home. Imagine seeing positive cues that would prompt you to exercise during or after work. What are those cues?

# Just Do It: Staying Active on Holidays and Vacations.

**Situation:** You have planned to be active during a holiday or vacation.

1. Imagine you are on vacation (at the beach or another scene that would be typical for you) or on a holiday.

Name your favorite nonactive things to do during vacations and holidays. Examples: Reading, watching TV or movies, eating out, shopping, taking naps. State some negative thoughts you have about exercising during vacations and holidays.



Examples: “The point of a holiday is to take a break.”

“Nobody else is worrying about fitting in exercise.”

“I don’t like exercising except at my gym at home.”

“I’m not going to worry about it on vacation.”

Practice talking back.



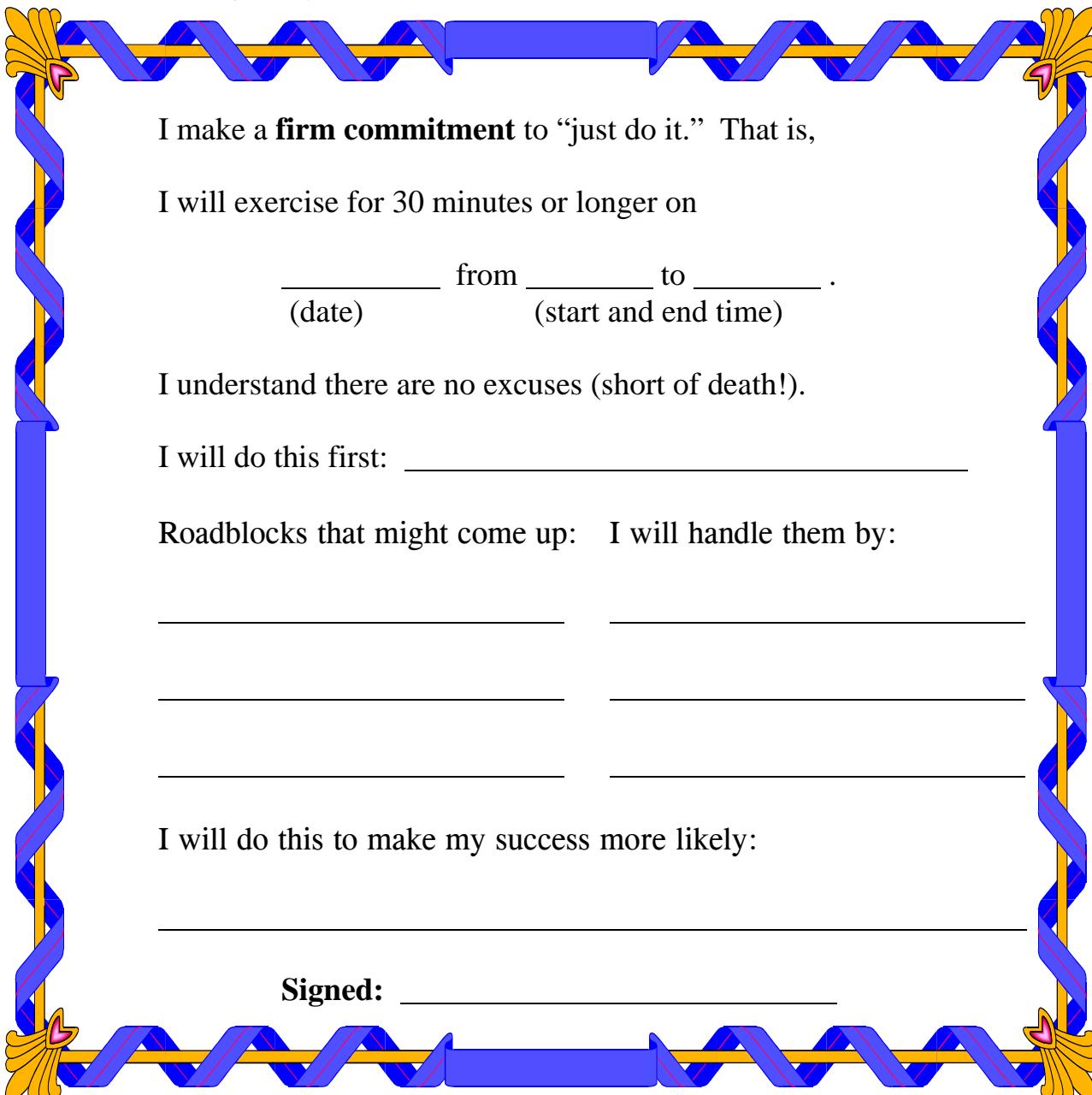
2. Role play responding to a spouse, child, other family member, or friend who does or says something that gets in the way of your exercising during holidays or vacations.
3. Imagine looking around your home or holiday/vacation spot. Imagine seeing positive cues that would prompt you to exercise during a vacation or holiday. What are those cues?

# Just Do It Commitment.

It's not easy for me to be active (choose one):

- 9 In the morning.
- 9 During the day.
- 9 In the evening.
- 9 During vacations or holidays. (Choose this only if next week includes a vacation or holiday.)

But I am willing to try it at least once next week to see how it feels.



I make a **firm commitment** to "just do it." That is,

I will exercise for 30 minutes or longer on

\_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.  
(date) (start and end time)

I understand there are no excuses (short of death!).

I will do this first: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will do this to make my success more likely:

\_\_\_\_\_  
\_\_\_\_\_

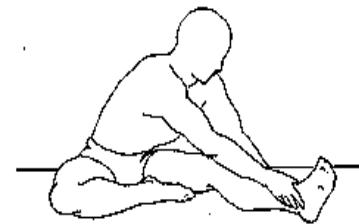
Signed: \_\_\_\_\_

# Focus on Flexibility

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Stretching can give you more freedom of movement to do the things you need and want to do. It can also help prevent injuries.

*Warning:* Experts study the way people stretch and what can cause injuries. Sometimes what was taught years ago (for example, bouncing when you stretch) is now known to be unsafe. Always consult an up-to-date and reputable source for stretching instructions. (The attached stretches were approved in 1999 by national experts in exercise physiology.)



Here are some do's and don'ts for safe and effective stretching:

## DO

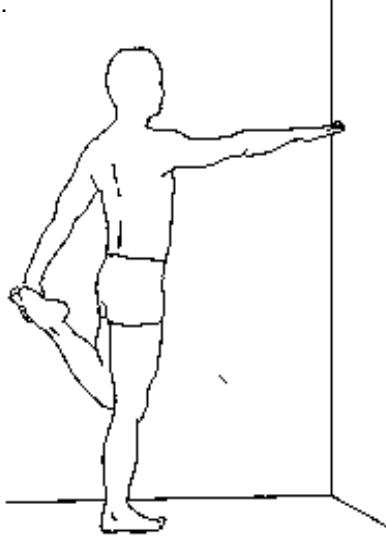
- C **Always warm up before stretching.** Stretching your muscles before they are warmed up may result in injury. **For example, stretch after you do your regular exercise, not before.**
- C Slowly stretch into the desired position. Go as far as possible without pain. **Hold the stretch for 10-30 seconds.** The longer, the better. Relax, then repeat, trying to stretch farther, but not so far that it hurts.
- C **Do each stretch 3-5 times.** The total stretching session should last 15-30 minutes.
- C **At minimum, do one of the quadriceps stretches, the hamstring stretch, and one of the calf stretches.** (See attached.)
- C **Breathe slowly and deeply during the stretches.**

## DON'T

- C **Stretching should never cause pain.** If it does, you are stretching too far. Reduce the stretch so it doesn't hurt. (Mild discomfort or a mild pulling sensation is normal.)
- C **Never "bounce" into a stretch.** Jerking into position can cause muscles to tighten and may result in injury. Make slow, steady movements instead.
- C **Don't "lock" your joints** into place when you straighten them during stretches. Your arms and legs should be straight when you stretch them but don't lock them in a tightly straight position.
- C **Don't hold your breath.**

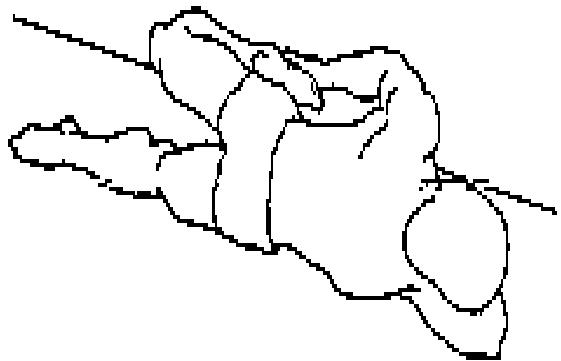
### **1. Quadriceps (Front Thigh) - Standing**

1. Stand upright with one hand against a surface for balance and support.
2. Flex one leg and raise your foot to your buttocks.
3. Slightly bend the supporting leg.
4. Exhale, reach down, grasp your ankle with one hand, and pull your heel toward your buttocks.
5. Hold the stretch and relax.
6. Remember to keep your knee pointed at the ground.



### **2. Quadriceps (Front Thigh) - On side**

1. Lie on your side with your hips slightly flexed.
2. Flex one leg and bring your heel toward your buttocks.
3. Exhale, swing your arm back to grasp your ankle, and pull your heel toward your buttocks.
4. Hold the stretch and relax.



### **3. Inner Thigh**

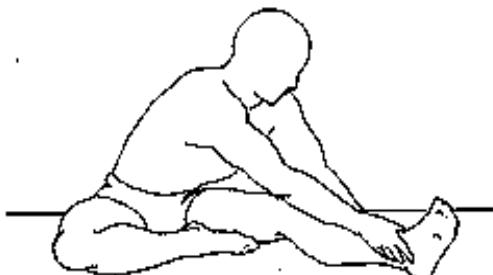
1. Sit upright on the floor.
2. Flex your knees and bring the heels and soles of your feet together as you pull them toward your buttocks.
3. Place your elbows on the inside portion of both upper legs.
4. Exhale, and slowly push your legs to the floor.
5. Hold the stretch and relax.

NOTE: This stretch is more effective with your back against a wall.



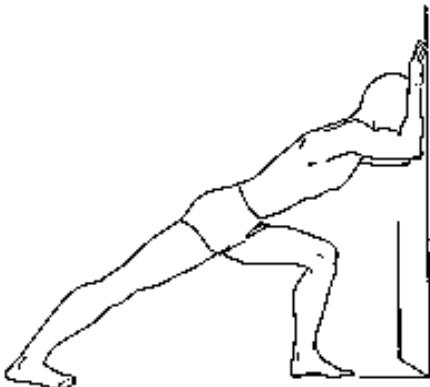
### **4. Hamstring**

1. Sit upright on the floor with both legs straight.
2. Flex your right knee and slide your heel toward your buttocks.
3. Lower the outer side of your right thigh and calf onto the floor.
4. Place your right heel against the inner side of your left thigh so that a 90 degree angle is formed between your extended left leg and flexed right leg.
5. Exhale. Keeping your left leg straight, bend at the waist, reach out toward your left ankle, and lower your extended upper torso onto your thigh.
6. Hold the stretch and relax.
7. If you can't reach your foot, you may use a folded towel around your foot to help you do the stretch.



## 5. Calf

1. Stand upright 4-5 steps from a wall.
2. Step back into a lunge position so that your front leg is bent in a 90-degree angle and your back leg is straight.
3. Lean against the wall without losing the straight line of your head, neck, spine, pelvis, right leg, and ankle.
4. Keep your rear foot *down, flat, and parallel to your hips*.
5. Exhale, bend your arms, move your chest toward the wall, and shift your weight forward.
6. Hold the stretch and relax.



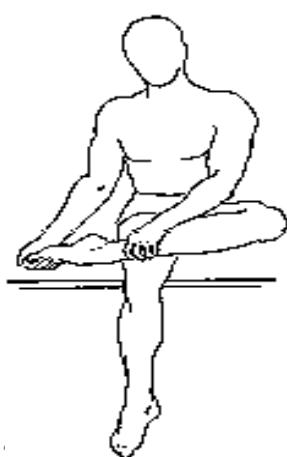
## 6. Calf

1. Sit upright on the floor with both legs straight.
2. Cross one leg and rest it on the opposing knee.
3. Exhale, lean forward, and grasp hold of your foot or use a folded towel.
4. Exhale, keep your extended leg straight, and pull on your foot.
5. Hold the stretch and relax.



## 7. Shin

1. Sit upright in a chair or on the floor with one leg crossed over the opposite knee.
2. Grasp hold on/above your ankle or heel of your foot with one hand.
3. Grasp hold of the top portion of your foot with your other hand.
4. Exhale, and slowly pull the bottom of your foot to your body (*plantar-flexion*).
5. Hold the stretch and relax.



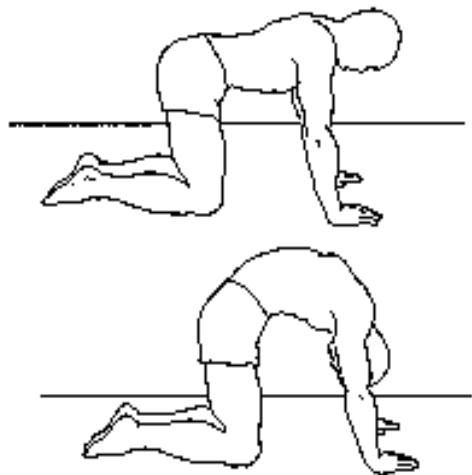
## 8. Torso

1. Sit upright on the floor, hands behind your hips for support, and your legs extended.
2. Flex your left leg, cross your left foot over your right leg, and slide your heel toward your buttocks.
3. Reach over your left leg with your right arm and place your right elbow on the outside of your left knee.
4. Exhale, look over your left shoulder while twisting your trunk and *gently pushing back* on your left knee with your right elbow.
5. Hold the stretch and relax.



### **9. Low Back**

1. Kneel on all fours with your toes facing backward.
2. Inhale, contract your abdominals, and round your back.
3. Exhale, relax your abdominals, and return to the "flat back" position.



### **10. Low Back**

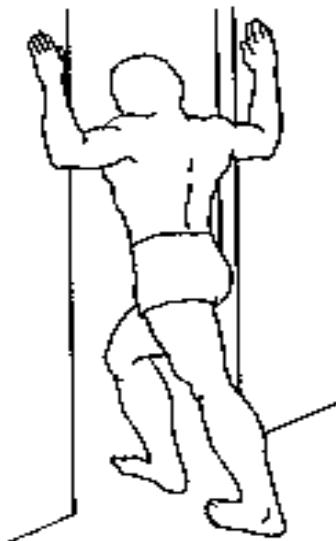
1. Lie flat on your back with your body extended.
2. Flex your knees and slide your feet toward your buttocks.
3. Grasp behind your thighs.
4. Exhale, pull your knees toward your chest/shoulders and keep your low back on the floor.
5. Hold the stretch and relax.

CAUTION: Upon completing the stretch, the legs should be reextended slowly one at a time to prevent possible pain or spasm.



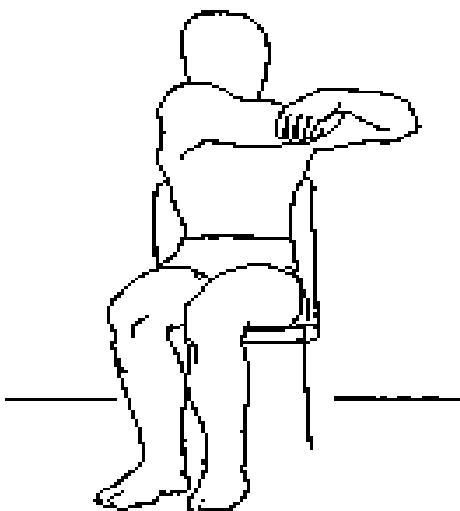
### **11. Pectoralis (Chest)**

1. Stand upright facing a corner or open doorway.
2. Raise your arms to form the letter "T" (elbows level with your shoulders).
3. Exhale, and lean your entire body forward.
4. Hold the stretch and relax.



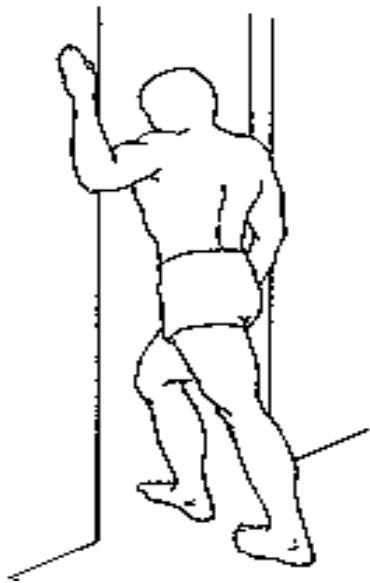
### **12. Shoulder - Posterior**

1. Sit or stand upright with one arm raised to shoulder height.
2. Flex your arm across to the opposite shoulder.
3. Grasp your raised elbow with the opposite hand.
4. Exhale, and gently push your elbow backward.
5. Hold the stretch and relax.



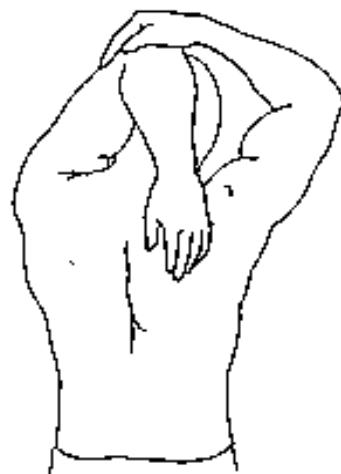
### **13. Shoulder - Front**

1. Stand upright facing the edge of a door frame.
2. Raise your arm, flex your elbow, and place your hand on the frame.
3. Exhale, and turn away from your fixed arm as it remains on the frame, against your side.
4. Hold the stretch and relax.



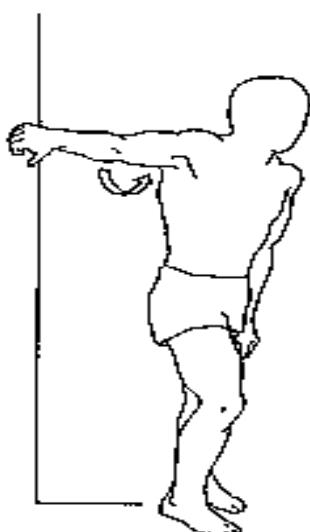
### **14. Triceps**

1. Sit or stand upright with one arm flexed, raised overhead next to your ear, and your hand resting on your shoulder blade.
2. Grasp your elbow with the opposite hand.
3. Exhale, and *gently* push your elbow behind your head.
4. Hold the stretch and relax.



### **15. Biceps**

1. Stand upright with your back to a door frame.
2. Rest one hand against the door frame with your arm rotated at the shoulder, forearm extended, and your thumb pointing down.
3. Exhale, and attempt to roll your biceps so they face upward,
4. Hold the stretch and relax.



# Muscle training.

---

Susan turns on the evening news and picks up a small, 3-pound dumbbell. After only about 15 minutes of simple exercises, she has strengthened and toned her chest, back, shoulders, arms, belly, and legs.

Here's why Susan trains her muscles:

- C **It keeps her looking good.** Her muscles are firm, but not bulky or large.
- C **It keeps her strong.** She can carry her groceries without getting tired or sore.
- C **It helps her lose weight.** At first, she might gain a pound or two from new muscle. But in the long-run, it will help her weight loss efforts.
- C **It keeps her bones strong.** That helps fight off osteoporosis (weak bones).

Here's how to start a simple muscle training routine of your own:

- C **Warm up.** March in place for a few minutes, doing arm circles while you march. Do a few stretches.
- C **Follow up-to-date instructions to the letter,** such as those attached. For example, you may have been taught to do sit-ups with your legs straight out. Now we know it's important to bend your knees to prevent back problems.
- C **Never lift more weight than you can handle safely.** A good way to start is by doing the exercises first without weights.
- C **Move slowly and smoothly, and never hold your breath.** Breathe out and count 1-2 when you lift. Breathe in and count 1-2-3-4 when you return to a resting position. This is very important for preventing a dangerous rise in blood pressure.
- C **Try to include all 10 exercises on the next pages.** Do them **in the order given**, working your chest and back first.
- C **Do the exercises on 3 days per week.** Take a day off between workouts to allow your muscles to rest and recover, which prevents injuries.
- C **Progress slowly** (see the next page).

# How to progress

## **For muscle training exercises that use weights:**

1. Do each exercise *without weights first*, to get used to the motions.
2. When you are comfortable doing an exercise 5 times without weight, add a light weight.
3. Gradually increase the number of times you repeat the exercise (“rep”) until you are comfortable doing it 12 times. Each time you complete a series of reps for an exercise, it is called a “set.”
4. If it becomes easy to complete one set, then either add weight or do another set with the same weight. Rest for 30 seconds to one minute between sets.
5. If you don’t have access to heavier weights, but feel you should be increasing the amount you lift, keep increasing the reps.

## **For exercises that don't use weights (such as curl ups):**

1. Gradually add reps until you can do the exercise about **20** times comfortably.
2. Then go on to the next exercise, and **repeat the entire set again.**

## **For exercises that alternate the use of arms or legs:**

A set is completed once you have performed the same number of repetitions on each side.

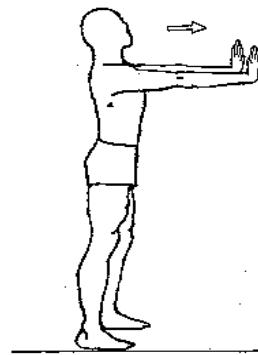
Example: If your goal is to complete 15 reps, do 15 on your left side and 15 on your right side. If you do not do the same number of reps on each side, unequal muscle development or injury may occur.

Ask your Coach to show you the exercises on the next pages. **You can do it!**

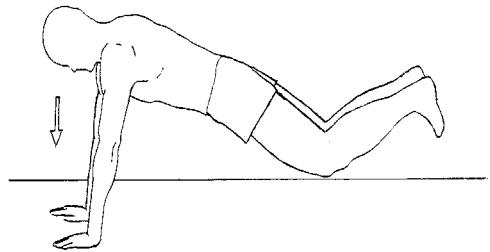
# Muscle training exercises.

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1. **Chest.** *Wall Push-Up:* Stand a little more than an arm's length from a wall. Lean forward against the wall with both hands spread. Keep your feet firmly planted. Slowly lower yourself, then push back up using your upper chest muscles.

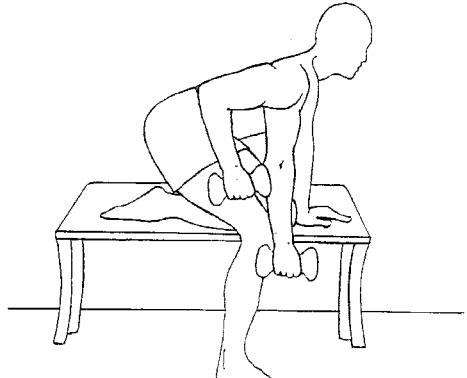


If this exercise becomes easy, you may want to try a *modified floor push-up*. Your hands and knees are touching the floor, with your hands slightly more than shoulder-width apart. Keeping your back straight, lower yourself until your face is one to two inches from the floor. Then push yourself up to the starting position.



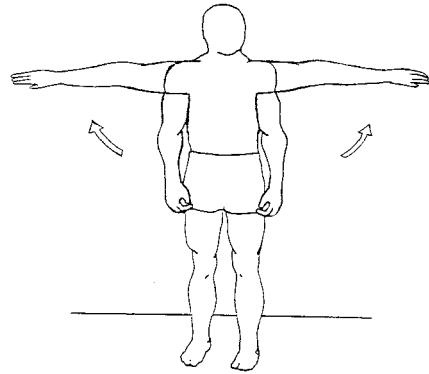
2. **Back.** *One-Arm Dumbbell Row:* Stand beside a bench or chair. Place one knee and the hand of the same side of the body (for example, start with your left knee and left hand) on the bench or chair. Keep the other foot flat on the floor.

With your free hand, hold a dumbbell at full extension with your palm facing your body and your hand lined up slightly in front of your shoulder. Slowly pull the dumbbell up to your side until it is level with your upper body, with your hand close to your hip. Then slowly return to starting position.

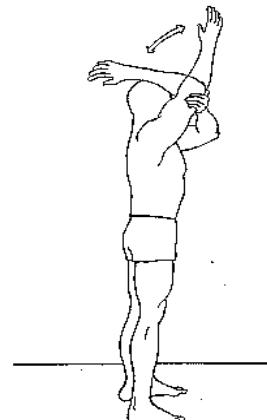


When lifting, remember not to move your back or jerk the weight.

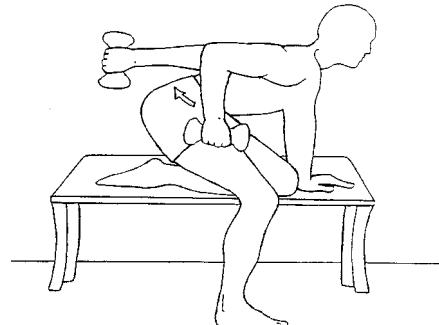
- 3. Shoulders.** *Lateral Raise:* Stand. Hold your arms at your side. Lift your arms outward. Your palms should be down and your arms nearly straight (just a slight bend at the elbow). Stop when you reach shoulder level.



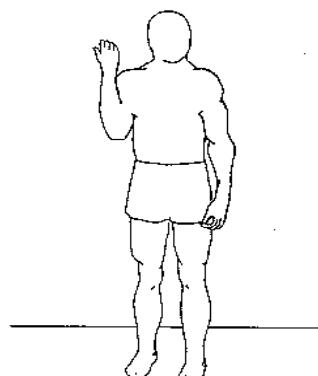
- 4. Back of Arms.** *Triceps Press:* Stand with your arms at your side. Slowly lift one arm above your head, with the elbow bent. Keeping your elbow above your head and next to your ear, slowly lower and lift your forearm from behind your head.



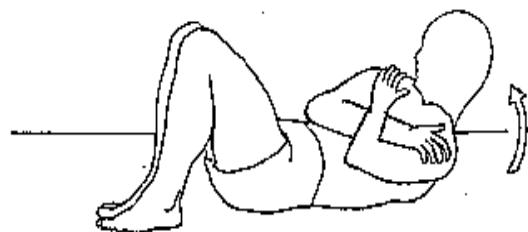
Or *Triceps Extension:* Begin in the same starting position as a one-arm dumbbell row. Pull the weight up your side until it is level with your upper body. This will be the starting position. Keeping your upper arm in place, extend your forearm and hand directly behind you and then bring them back down to your side.



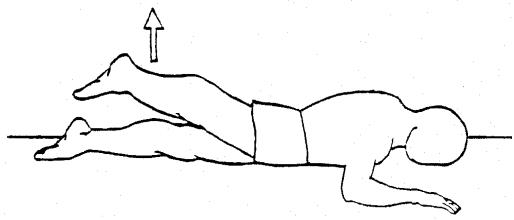
- 5. Front of Arms.** *Biceps Curl:* Stand. Hold your arms at your side. Lock your elbows at your hips and gradually curl your arms upward. Your thumbs should be out and palms up as you go. Stop when your palms are almost to your shoulder.



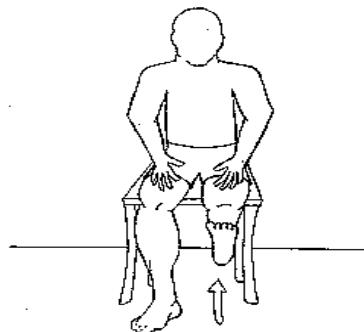
- 6. Belly. Curl Up:** Lay on your back with your knees bent, feet flat on the floor. Cross your arms in an X over your chest. (Caution: If you have neck problems, check with your Lifestyle Coach about whether this exercise is safe for you.) Slowly curl up, keeping your chin tucked in toward your chest. Start by lifting only your head and neck off the floor. Down the road, you may try lifting your upper back off the floor. It's not necessary to go beyond lifting the middle of your back off the floor. The key is to squeeze your stomach during each rep.



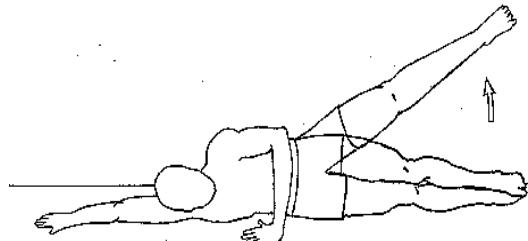
- 7. Back of Thighs. Leg Lift:** Lay on the floor on your stomach, with your arms on the floor, perpendicular to your trunk and slightly bent. Slowly lift one leg from the hip. Slowly return to resting position. Don't bend your knees.



- 8. Front of Thighs: Seated Leg Lift:** Sit on a chair, with your feet on the floor. Slowly lift your foot until your leg is straight, then lower.



- 9. Outer Thighs. Outer Thigh Lift:** Lay on your side. One arm should be under your ear, straight out above your head and in line with your body. The other arm should be bent, hand flat on the floor in front of your chest. Keep your legs straight, in line with your upper body. Slowly lift and lower your upper leg.



- 10. Inner Thighs. Inner Thigh Lift:** Assume the position for the Outer Thigh Lift. Then bend the upper leg at the knee, with the foot flat on the floor in front of the other leg. Slowly lift and lower your lower leg from the hip.

# Muscle Training Record

---

Use this form to record your progress.

Week starting \_\_\_\_\_

	Chest	Back	Shoulders	Back of Arms	Front of Arms	Belly	Top of Thighs	Bottom of Thighs	Outer Thighs	Inner Thighs
Date _____ Set 1	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep
Set 2										
	Chest	Back	Shoulders	Back of Arms	Front of Arms	Belly	Top of Thighs	Bottom of Thighs	Outer Thighs	Inner Thighs
Date _____ Set 1	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep
Set 2										
	Chest	Back	Shoulders	Back of Arms	Front of Arms	Belly	Top of Thighs	Bottom of Thighs	Outer Thighs	Inner Thighs
Date _____ Set 1	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep
Set 2										

# **Participant Worksheets for Contacts after Core**

## **Healthy Eating Topics**

## **How to Use “Managing Binges.”**

---

The attached optional participant handouts, Managing Binges, may be given to selected participants during an individual In-Person visit or may be used to support a discussion during a group class.

It is very important to keep in mind that periods of overeating or emotional eating do not constitute a diagnosis of binge eating disorder. Also, highly structured behavioral weight loss programs with reasonable weight loss goals, such as the DPP Lifestyle Balance Program, have been shown to help individuals with binge eating problems normalize their eating patterns. If you have ongoing concerns regarding the clinical severity of a participant’s binge behavior, call the Lifestyle Resource Core and/or consult your local behavioral scientist.

Also attached is “Binge Eating in Obesity,” a chapter from **Binge Eating: Nature, Assessment and Treatment** (edited by Fairburn, CG and Wilson, GT, 1993, Guilford Press). This is for your professional reference (not for participants).

Note: An excellent book for participants is **Overcoming Binge Eating** (1995, Guilford Press) by Dr. Christopher Fairburn, a well-known international authority and researcher on eating disorders. If you recommend the book to a participant, make it clear that some of the book may not follow the DPP goals exactly but it stresses the behavioral skills (e.g., self-monitoring and problem solving) that are key aspects of the Lifestyle Balance Program.

# Managing Binges

A binge is when you eat much more food than usual and feel a sense of being out of control or feel that you have lost control of your eating.

The first step to managing binges is to **self-monitor**. Record exactly what you eat and drink, including binges, as soon as possible after you eat. Leave nothing out. Also record anything that affects your eating (e.g., feelings and situations). Use your records to answer the following questions.

## **Describe a recent binge:**

C Where were you? What was the time of day?



C How were you feeling?  
\_\_\_\_\_

C What happened before the binge?  
\_\_\_\_\_

C During it?  
\_\_\_\_\_

C Afterwards?  
\_\_\_\_\_

## **Review some other binges. How were they the same? Different?**

\_\_\_\_\_

There are three basic ways to manage binges: **try to prevent the binge, get back on track as soon as possible, and learn from the binge.**

# Try to Prevent the Binge

---

- 1. Don't let yourself get too hungry.** Plan three meals and two or three snacks, no more than 3-4 hours apart. Do not skip meals and snacks. Stay at your DPP fat/calorie goals.

I will eat meals and snacks at these times:

---

- 2. Watch for any warning signs that a binge might occur.** For example, certain feelings or situations may place you at risk for a binge.

I will look for these warning signs of a binge:

---

- 3. Plan to do something not related to food as soon as you notice any warning signs of a binge.**

Keep a list of things on a small card. Carry it with you. Take the list out as soon as you feel the urge to binge, and work through it one by one. Include on your list:



- C **Things you enjoy doing.** Visiting a friend. Listening to music. Taking a shower or bath.
- C **Physical activity.** Taking a brisk walk, hiking on a favorite trail, or going for a bike ride will lift your spirits. It will also get you out of the kitchen.
- C **Talking to someone about your feelings.**

I plan to do the following things when I notice any warning signs of a binge:

---

---

- 4. When you feel the urge to binge, wait at least 10 minutes.** Set a timer. Then get busy doing something distracting on your list. After 10-30 minutes, the urge to binge may pass.

# **Get Back on Track As Soon As You Can**

---

- 1. After a binge, talk back to negative thoughts with positive thoughts.** Don't let guilt overtake you. That can make matters worse.

For example, you might be thinking, "I've blown it. I might as well keep on eating." Stop this thought. Replace it with something like, "I'm not a failure. I can get back on track again."

**Negative thoughts I might have**



**Positive thoughts**

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- 2. Focus on all the positive changes you've made.** Make a list of how you have changed since joining the Lifestyle Balance program. List things you can do now that you couldn't do before.

**Positive changes I have made:**

---

---

---

- 3. Return to your fat and calorie goals right away.** Start with a clean slate. Do not try to starve yourself as a form of punishment.

# Learn from the Binge

The best way to learn from a binge is to use problem solving.

**Describe the problem in detail.** Be specific.

What led up to the binge? What were the early warning signals? What situation or foods put you at risk? How did you try to prevent the binge? What went wrong? Were you able to get back on track as soon as possible? If not, what got in the way?

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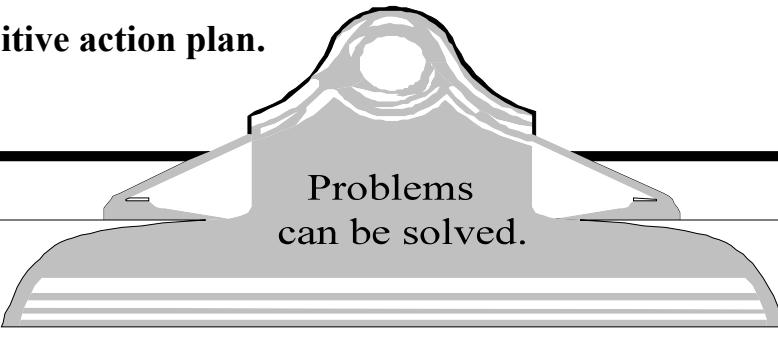
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<b>Find the action chain.</b>	<b>Brainstorm your options.</b>
<b>Links</b>	<b>Options</b>
	

**Pick one option.** Weigh the pros and cons. Choose one that is **very likely to work** and that **you can do**.

---

**Make a positive action plan.**



Problems  
can be solved.

I will: \_\_\_\_\_

When? \_\_\_\_\_

I will do this first: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will do this to make my success more likely:

\_\_\_\_\_

How can we help you?

5. **Try it. See how it goes.** Did it work? If not, what went wrong? Problem solve again.

## **How to Use “Solving the Problem of Buffets and Receptions.”**

---

The attached optional participant handout, Solving the Problem of Buffets and Receptions, is designed to give participants a chance to practice a variety of ways to respond when faced with tough food and social cues at a buffet or reception. The handout may be particularly useful to review before the holiday season, either at an individual In-Person visit during the After Core period or as part of a one-session group class, such as one on preparing for the holidays.

If used as part of a one-session group class, set up a buffet table with at least some food selections and beverages, and have participants role play each item on the handout in pairs or small groups, then reassemble as a large group to discuss the experience. The class leaders may wish to circulate, acting the part of the waiter who brings a tray of high-fat/calorie appetizers and/or the friend who insists the participant has some.

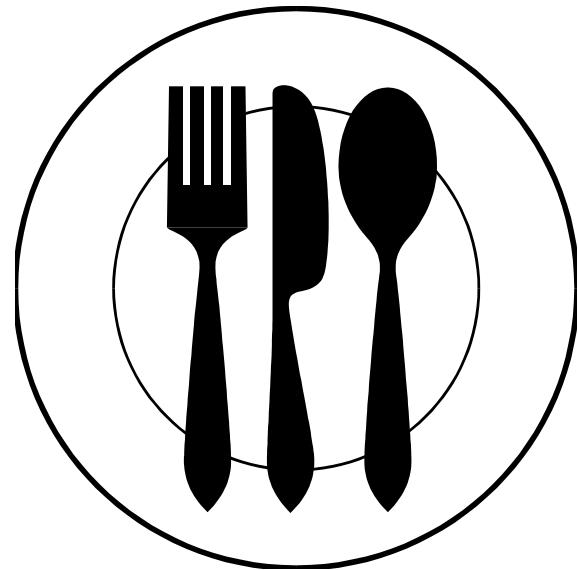
During or after the role plays, point to examples observed of skills such as taking charge of what's around you, talking back to negative thoughts, problem solving, planning ahead, being assertive, and so on.

Finally, have the participants complete a problem solving worksheet, such as the Lifestyle Balance Problem Solver, with regard to one problem related to buffets and receptions.

# Solving the Problem of Buffets and Receptions.

Imagine that you are at a buffet-style party. There are many low and high-fat options available. Everyone is standing, mostly near the table of food and drinks.

1. Set a reasonable fat/calorie goal for this meal for yourself. Explain why you chose it.
2. Practice standing at a distance from the buffet table.
3. Practice “buffet strategies.” Examples: Survey the scene. Decide how to approach it. Use the smaller plate. Fill up with lower-fat items first. Eat the best and leave the rest.
4. Practice eating slowly and “mindfully,” tasting and enjoying each item.
5. Practice focusing on non-food aspects (e.g., imaginary background music, conversation).
6. Role play ordering a low-calorie drink from a bartender.
7. Practice “nursing” a drink.
8. State some negative thoughts you have at buffets/receptions. Examples: “My plate is empty. This is a dumb party. I wish I had more food.” Practice talking back.
9. Role play responding to a waiter who brings a tray of high-fat/calorie appetizers. Role play responding to a friend nearby who insists you have some.

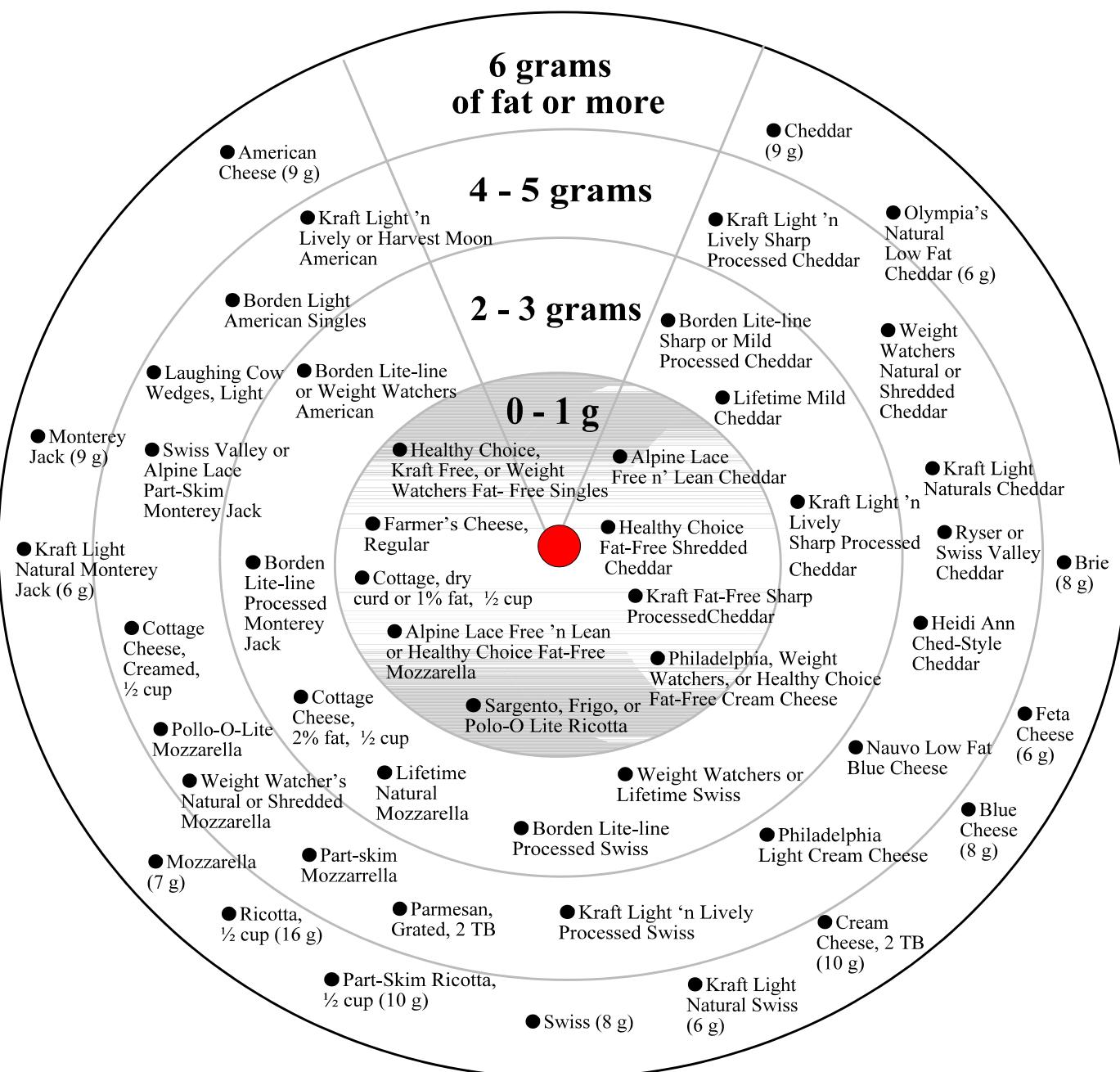


Note: The **Target In On Fat** handouts that follow are designed to support the self-monitoring process by providing a visual image of foods differentiated by fat content. The purpose is not to suggest that the foods in the bull's eye are "good" and the other foods are "bad." Rather, the message is that participants have a wide variety of choices, and, armed with a knowledge of the fat content of foods, they can fit any food into their daily fat gram budget. (For example, a participant may decide to "spend" part of her budget on 1/2 oz. of feta cheese, at 6 grams per ounce, rather than on a lower-fat cheese she doesn't like, such as a fat-free American.)

# Target In On Fat: *Cheeses*

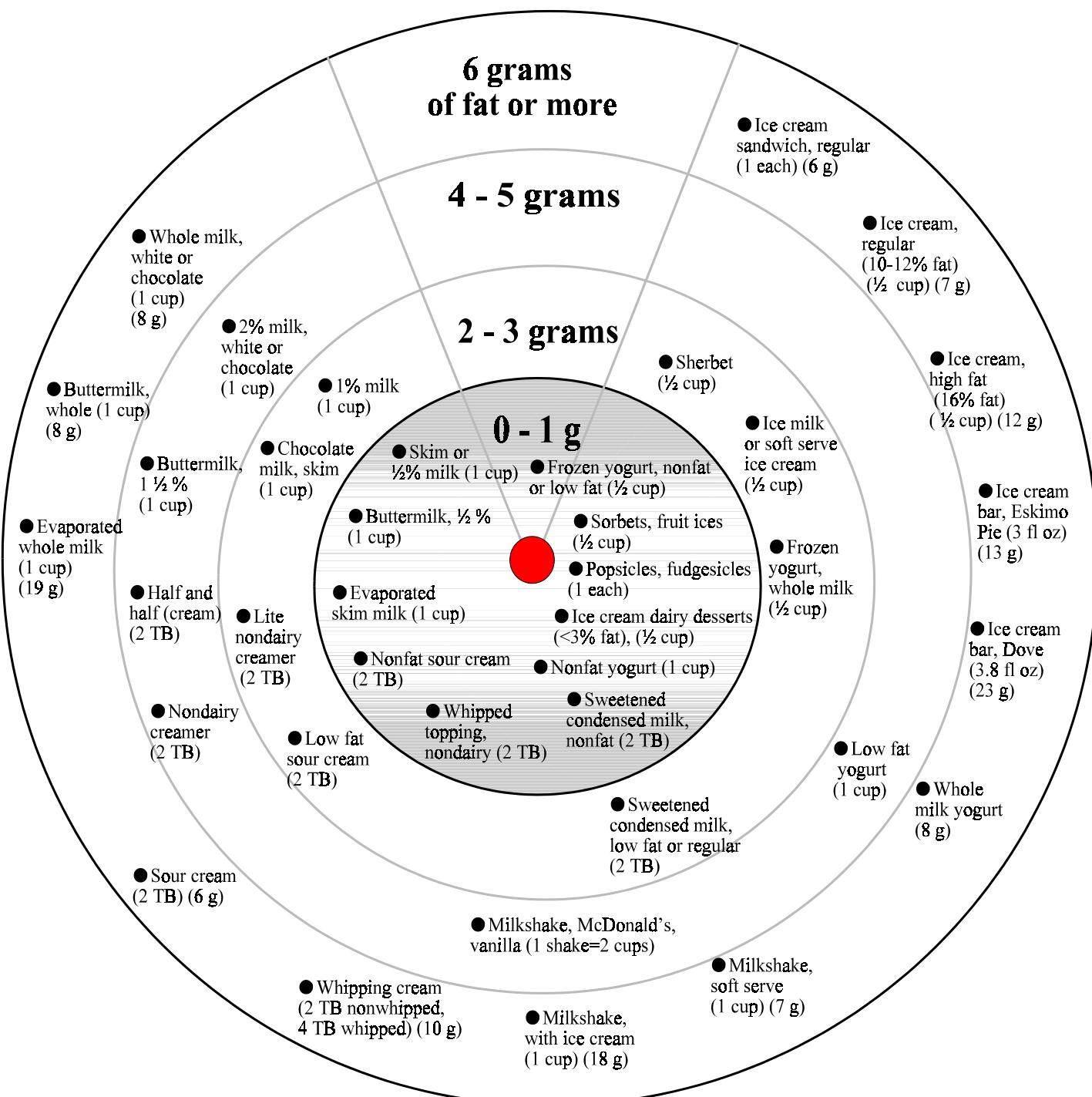
**Compare the fat content of the cheeses below. Keep your daily fat budget in mind when you choose the kind and amount of cheese you eat.**

**Note:** Each is a **1-ounce serving**, unless another amount is given. (When comparing processed cheeses, check the serving size. Some slices weigh only  $\frac{2}{3}$  to  $\frac{3}{4}$  ounce.) For the highest fat cheeses, fat grams are given in parentheses to show the range.



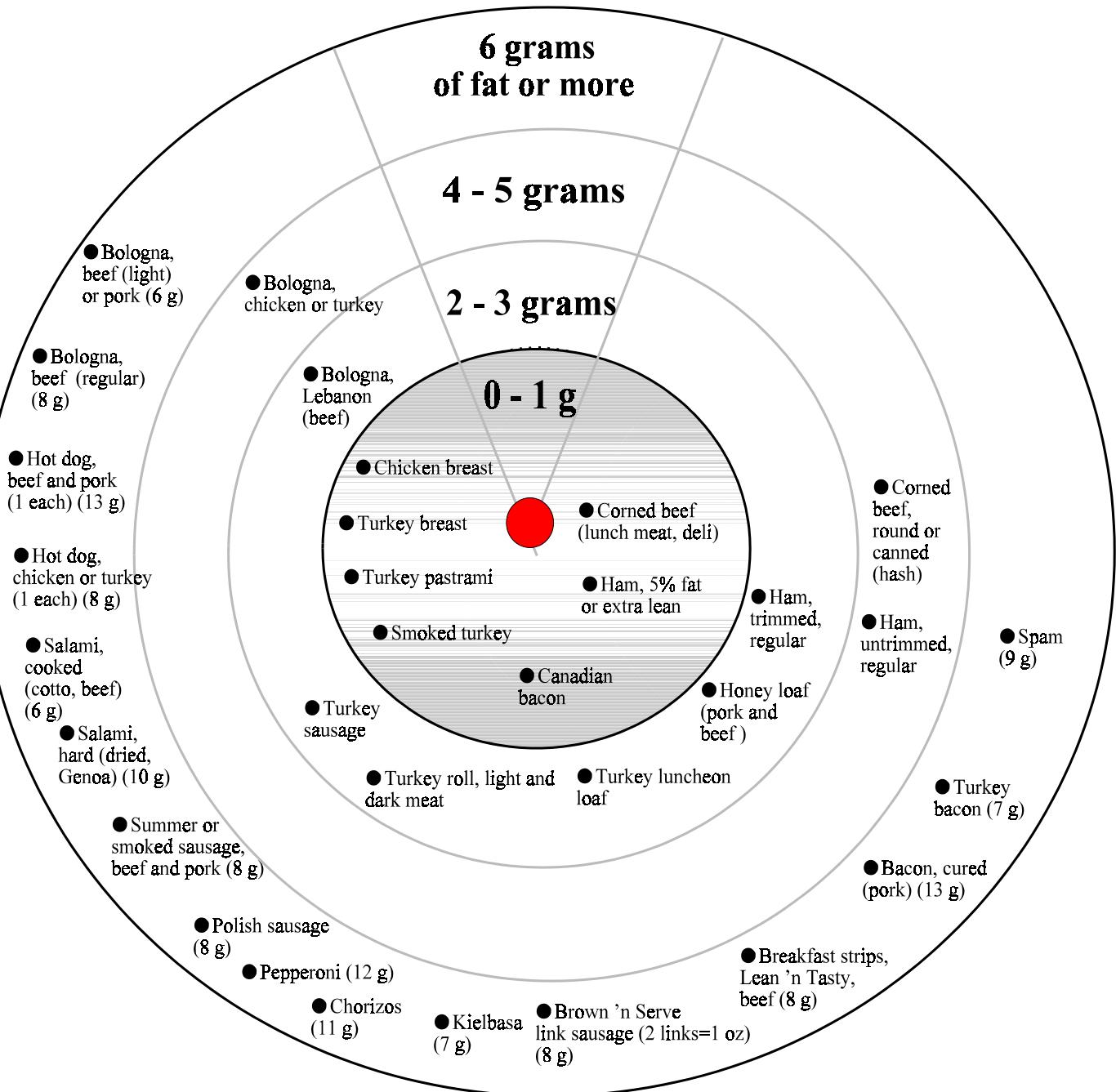
## **Target In On Fat: *Dairy Foods***

**Compare the fat content of the dairy foods below (doesn't include cheese). Keep your daily fat budget in mind when you choose the kind and amount of dairy foods you eat.** Note: Low-fat dairy foods with added sugar (e.g., frozen desserts) are often high in calories. For the highest-fat items, fat grams are given in parentheses to show the range.



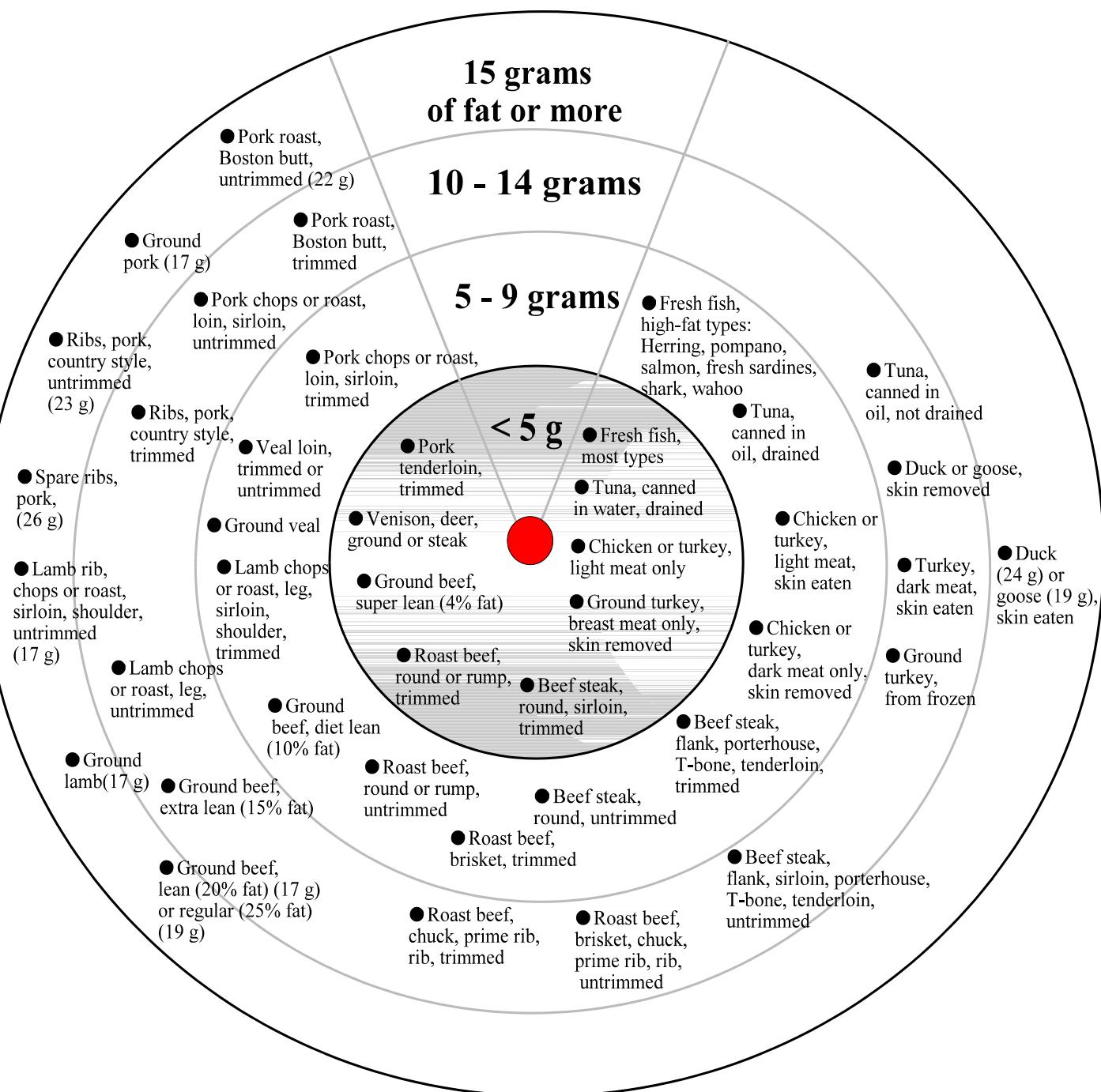
# Target In On Fat: *Luncheon Meats*

Compare the fat content of the luncheon meats below. Keep your daily fat budget in mind when you choose the kind and amount of luncheon meats you eat. Note: Each is a 1-ounce serving, cooked (unless another amount is given). For the highest-fat luncheon meats, fat grams are given in parentheses to show the range.



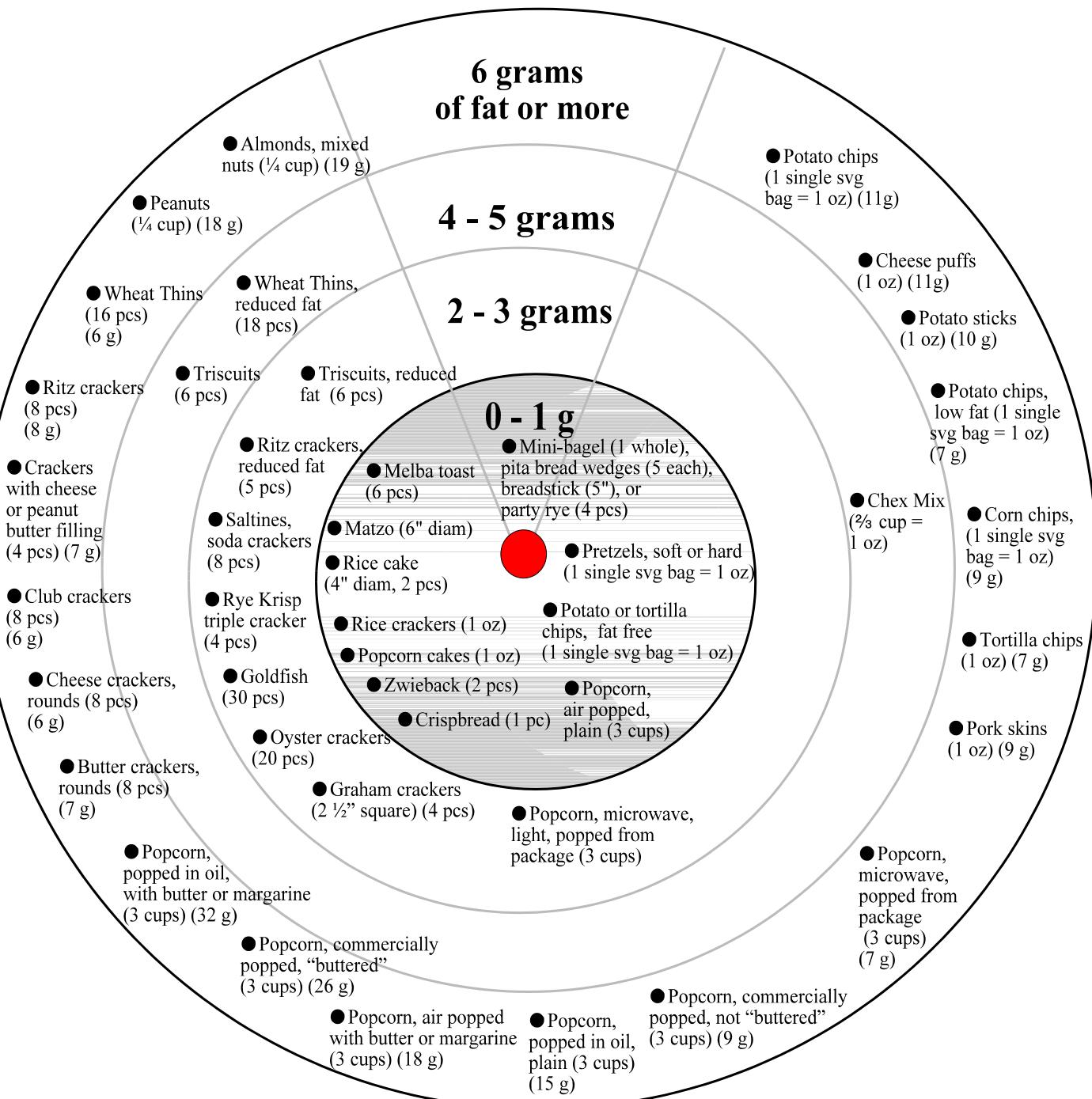
# Target In On Fat: Meats

**Compare the fat content of the meats listed below. Keep your daily fat budget in mind when you choose the kind and amount of meats you eat.** Note: Each is a 3-ounce serving, cooked *without fat*. Even low-fat meats become high in fat if you cook or serve them with fat (such as oil, butter, gravy, mayonnaise, or fatty sauces). For the highest fat meats, fat grams are given in parentheses to show the range.



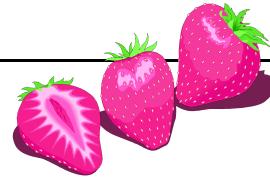
# Target In On Fat: Party Snacks

**Compare the fat content of the party snacks below. Keep your daily fat budget in mind when you choose the kind and amount of party snacks you eat.** Note: Even low-fat snacks become high in fat if you eat them with fatty dips or spreads. Instead, use salsa, fruit sauces, or low-fat dips made with beans, nonfat yogurt or nonfat cream cheese. (For the highest fat items, fat grams are given in parentheses to show the range.)



# **Build a better breakfast.**

Do you usually eat in the morning?    9 Yes    9 No



If yes, what do you usually eat? When? Where?

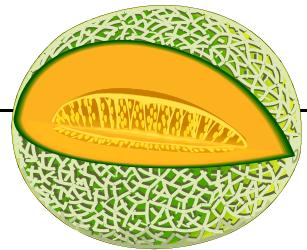
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If no, what are your reasons?

---

How does your morning eating pattern vary on weekends?

---



## **Did you know...?**

- C Breakfast can take less than 5 minutes to make and eat.
- C People who eat breakfast tend to make healthier food choices during the day.
- C Breakfast eaters tend to be in a better mood, have more energy, and do better on memory tasks.
- C People who don't eat breakfast tend to overeat during the day, especially at night. So the next morning, they're less hungry and less likely to eat breakfast.

## **Do you skip breakfast and overeat at night?**

If so, what food(s) could you eat less often at night? (List calories/fat.)

---

What food(s) could you gradually start eating in the morning? (List calories/fat.)

---

# Planning a morning meal.

## Keep it simple.

Breakfast can be a glass of orange juice, followed by a glass of skim milk, then a bagel later in the morning when you get to work.

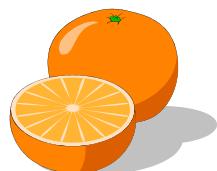
## Concentrate on “carbo’s.” Limit fat and sugar.



<b>Cereal</b>	Choose cereals that are low in sugar. Eat less often: “frosted” or sweetened cereals, granolas, or cereals with nuts. Good choices are _____
<b>Bread</b>	Try toast, an English muffin, or a bagel. Top with nonfat cream cheese, jam, jelly, or all-fruit spread. Eat less often: croissants, biscuits, doughnuts, and most muffins.
<b>Pancakes</b>	Top with a small amount of low-fat margarine or reduced-calorie syrup, fresh fruit, or fruit purees like applesauce.
<b>Potatoes</b>	Make your own home fries with pan spray instead of oil. Heat a leftover baked potato in the microwave. Top with nonfat sour cream.
<b>Leftovers</b>	Use the microwave to reheat leftovers from last night’s dinner. Rice, pasta, or tortillas can be just as delicious at breakfast.

## Add low-fat milk or yogurt and fresh fruit.

- C Choose skim or 1% milk, nonfat or low-fat yogurt, either plain or sugar-free.
- C Eat less often: Whole or 2% milk, regular sweetened yogurt.
- C Choose fresh fruits or canned fruits packed in water or juice (not heavy syrup). Whole fruits are higher in fiber than juices.



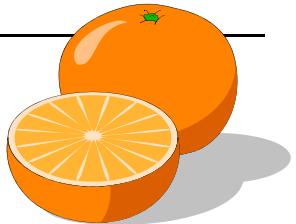
## Eat these foods less often:

- |                                 |                                    |
|---------------------------------|------------------------------------|
| C Bacon (except Canadian bacon) | C Margarine, butter, peanut butter |
| C Sausage                       | C Pastries, coffeecake, doughnuts  |
| C Eggs                          |                                    |
| C Sugar, honey, regular syrup   |                                    |

# **My best breakfast.**

---

Look through several of your completed Keeping Track booklets.  
Find some examples of healthy breakfasts.



## **What food choices work well for you?**

---

---

---

## **How many fat grams and/or calories at breakfast are best?**

Fat goal for breakfast: \_\_\_\_\_ grams

Calorie goal for breakfast: \_\_\_\_\_ calories

## **Use the examples to build 3 “standard” breakfast menus for yourself.**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

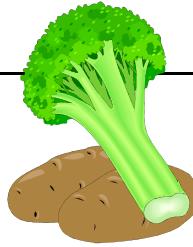
3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Build a better main meal.

Plan the meal around pasta, rice, bread, or potatoes.



Add little or no fat. Add plenty of vegetables.

Pasta	Top spaghetti with meatless tomato sauce and steamed vegetables. Make lasagna with low-fat cheese and a layer of spinach or zucchini.
Rice, Other grains	Serve rice with stir-fried vegetables. Add rice to vegetable soup or chili. Experiment with barley, couscous, wild rice, millet, kasha, and bulgur.
Bread, Tortillas	Make pita bread pizzas, topped with vegetables and low-fat cheese. Fill tortillas with steamed vegetables, rice, and salsa. Sandwiches can be a main meal, too (e.g., grilled chicken, hot turkey). So can breakfast foods (e.g. pancakes with low-fat spread, applesauce).
Potatoes	Top baked potatoes with steamed vegetables and nonfat sour cream. Make a delicious stew with plenty of potatoes, carrots, and onions. Try scalloped potatoes made with low-fat cheese sauce.

Add low-fat cuts of meat, poultry, or fish, cooked without fat.

And serve dried beans, in the place of meat, more often.



C Think of meat as a garnish, side dish, or flavoring, not as the center of the meal.

**Two to three ounces of meat per person is plenty.**

To make it look like a larger portion, slice it thin, spread it out on the plate, or serve it with a fat-free sauce or gravy.

Or cut lean meat in small bits or strips. Add to rice, pasta, stew, or soup.

C Make chili with more beans and less or no meat.

C Try lentil dishes, bean soups and split pea soup, and baked beans. Avoid cooking beans with fatty meats.



Serve fruit as a side dish or for dessert.

C Slice several kinds of fresh or canned fruit (without syrup) into an attractive bowl.

C As a topping, try a small amount of sherbet, sorbet, or low-fat, sugar-free yogurt.

# My best main meal.

Look through several of your completed Keeping Track booklets.  
Find some examples of healthy main meals.

## **What food choices work well for you?**

---

---

---

## **How many fat grams and/or calories at your main meal are best?**

Fat goal for main meal: \_\_\_\_\_ grams

Calorie goal for main meal: \_\_\_\_\_ calories

## **Use the examples to build 3 “standard” main meal menus for yourself.**

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

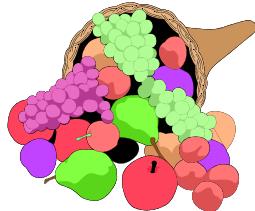
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3. \_\_\_\_\_

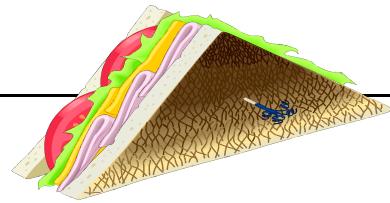
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# Build a better light meal.

Make one meal each day a “light” meal.



Have a simple, light lunch if you’re planning to go out to dinner.

Or make dinner a light meal if you’ve had a large lunch.

Think simple and quick: Sandwich, fruit, milk. Salad, bread, fruit, yogurt.

Pasta, veggies, beans. Rice, stir-fried veggies, chicken.

Burrito, salad, fruit. Frozen entree, salad, fruit.

## Keep healthy, “quick-to-fix” foods on hand.

With the following foods in your ’fridge, freezer, or pantry,  
you’ll be able to pull together a packed lunch or light dinner at a moment’s notice.

### Grains

- C Low-fat breads,  $\leq 2$  g fat/slice (whole grain bread, bagels, English muffins, plain rolls, pita bread, tortillas)
- C Low-fat crackers
- C Cold cereal, hot cereal
- C Quick cooking brown rice
- C Pasta (angel-hair pasta and fresh pasta cook most quickly)

### Fruits/vegetables

- C Fresh fruit
- C Peeled carrots
- C Prepared raw vegetables from the salad bar
- C Salad greens in a bag
- C Canned fruit, in water or juice
- C Canned tomatoes
- C Frozen mixed vegetables, for soups, stir-fries, etc.
- C Frozen potato wedges (no fat added)



### Dairy

- C Skim or 1% milk
- C Nonfat or low-fat cheeses
- C Nonfat, sugar-free yogurt

### Meat, poultry, fish, beans

- C Water-packed tuna, salmon, chicken
- C Sliced turkey or chicken breast
- C Sliced, extra lean ham
- C Canned dried beans (garbanzos, black beans, navy, kidney beans, black eye peas, etc.)
- C Vegetarian refried beans

### Miscellaneous

- C Canned, low-fat soups and broth
- C Bottled low-fat sauces, including spaghetti sauce
- C Bottled nonfat salad dressings
- C Flavored vinegars
- C Salsa
- C Spicy mustard
- C Low-calorie frozen entrees ( $\leq 300$  calories, 10 grams of fat)

# My best light meal.

Look through several of your completed Keeping Track booklets.  
Find some examples of healthy light meals.

## **What food choices work well for you?**

---

---

---

## **How many fat grams and/or calories at your light meal are best?**

Fat goal for main meal: \_\_\_\_\_ grams



Calorie goal for main meal: \_\_\_\_\_ calories

## **Use the examples to build 3 “standard” light meal menus for yourself.**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Build better snacks.

To improve your snack choices, first think about where and when you snack.

A snack you eat often:	Fat grams/calories per serving	Where and when do you usually eat the snack?
1.		
2.		
3.		
4.		
5.		

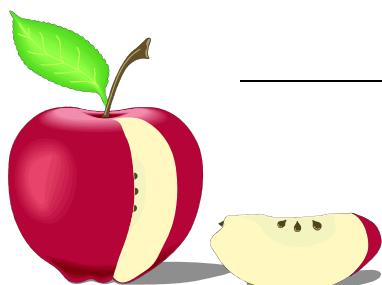
Are most of your snacks planned or unplanned? \_\_\_\_\_

For many people, unplanned snacks are often triggered by one or more of the following. Check the triggers (cues) that apply to you:

- |  |   |
|--|---|
| 9 Being too hungry                                 | 9 Doing certain things or being in certain places (e.g., watching TV) |
| 9 Being tired or overworked                        | 9 Celebrating on holidays or at family gatherings                     |
| 9 Feeling stressed, anxious, bored, or angry       | 9 Other _____   |
| 9 Seeing or smelling food, or seeing others eating | _____   |

What could you do to avoid these situations/feelings or handle them differently?

Example: If the TV room triggers eating potato chips for you, you could stop buying potato chips and keep a bowl of fresh fruit in the TV room.



# My best snacks.

Look through several of your completed Keeping Track booklets.  
Find some examples of healthy snacks.

## **What food choices, times, and places for snacks work well for you?**

---

---

---

## **How many total fat grams and/or calories for snacks are best?**

Fat goal for snacks: \_\_\_\_\_ grams

Calorie goal for snacks: \_\_\_\_\_ calories



**Use the examples and the “Satisfying Snacks” list on the next page to build 7 “standard” snacks for yourself.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Satisfying Snacks

Choose a healthy snack that matches the taste and texture you're looking for.  
And remember to watch the portion size.

## **Crunchy Snacks**

- C Fresh fruit (apple, pear)
  - C Raw vegetables (broccoli, carrots, cauliflower, green pepper, celery)
  - C Low-fat crackers (oyster, Melba, matzo, rice crackers, crispbread)
  - C Popcorn, air-popped or light
  - C Pretzels
  - C Baked tortilla chips
  - C Baked potato chips
  - C Rice cakes, popcorn cakes
  - C Other \_\_\_\_\_
- 

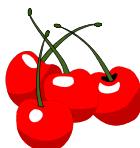


## **Chewy Snacks**

- C Dried fruit (raisins, apricots)
  - C Chewy breads (English muffin, bagel, pita bread, breadsticks)
  - C Other \_\_\_\_\_
- 

## **Sweet Snacks**

- C Fresh fruit (orange, banana, cherries, kiwi, grapes, blueberries, strawberries, peach, plum, pineapple, melon)
  - C Jell-O gelatin
  - C Licorice
  - C Hard candy
  - C Jellied candy
  - C Low-fat cookies (ginger snaps, graham crackers, vanilla wafers)
  - C Other \_\_\_\_\_
- 



## **Chocolate Snacks**

- C Coco Puffs cereal
  - C Fudgesicle, regular or sugar-free
  - C Chocolate pudding pop
  - C Chocolate pudding made with skim milk
  - C Chocolate Instant Breakfast made with skim milk
  - C Chocolate nonfat milk
  - C Chocolate graham crackers
  - C Other \_\_\_\_\_
- 

## **Smooth or Frozen Snacks**

- C Applesauce, unsweetened with cinnamon
  - C Pudding, made with skim milk
  - C Yogurt, nonfat
  - C Nonfat cream cheese on a graham cracker
  - C Frozen yogurt, nonfat
  - C Sherbet
  - C Ice milk
  - C Frozen fruit bars
  - C Lemon ice
  - C Frozen grapes, bananas, berries
  - C Popsicle
  - C Other \_\_\_\_\_
-

# Happy Holidays!

A holiday dinner doesn't have to be a nutrition disaster.  
Here are some suggestions for making your dinner healthier.



Traditional Menu	Calories	Fat (grams)	Healthy Changes	Calories	Fat (grams)
<i>Fresh raw veggies (½ c.)</i>	50	0	<i>No change</i>	50	0
<i>Vegetable dip (2 TBSP)</i>	60	4	<i>Made with non-fat sour cream</i>	20	0
<i>Dark turkey (5 oz.)</i>	262	10	<i>White turkey (3 oz.)</i>	129	3
<i>Gravy (½ cup)</i>	58	4	<i>Use only ¼ cup</i>	29	2
<i>Stuffing (1 cup)</i>	340	18	<i>½ cup serving</i>	170	9
<i>Cranberry sauce (¼ cup)</i>	90	0	<i>No change</i>	90	0
<i>Potatoes, mashed with butter and whole milk (½ cup)</i>	130	6	<i>Mashed with nonfat sour cream</i>	82	0
<i>Vegetable casserole (¾ c.)</i>	135	8	<i>Steamed veggies (½ c.)</i>	25	0
<i>Dinner roll with butter</i>	100	6	<i>Don't add butter</i>	60	2
<i>Sweet potatoes, candied with brown sugar and butter (½ cup)</i>	164	3	<i>Mashed with syrup (no butter)</i>	106	0
<i>Pumpkin pie with whipped cream</i>	350	20	<i>½ piece, no whipped cream</i>	160	8
Traditional Total:	1739	79	Healthier Total:	921	24
<i>This meal is 41% fat.</i>			<i>This meal is 23% fat.</i>		

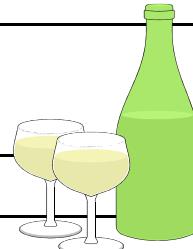
You save 818 calories and 55 grams of fat by making these small changes!

Note: Even the “healthy changes” menu is high in fat and calories. So plan to eat less for breakfast and lunch, and less on the days before and after, if you expect to eat this large of a meal. Better yet, make *even healthier menu changes*. Serve a colorful fresh fruit salad instead of pie, rice instead of stuffing (try mixing wild and white rice for a special touch), and fewer foods (e.g., only one type of potato). You'll save another 290 calories and 17 grams of fat!

Adapted with permission from a handout developed for the MOPS Study.

# If you drink alcohol...

1. Keep in mind that alcohol contains calories.



1 gram of carbohydrate or protein	4 calories
1 gram of alcohol	7 calories
1 gram of fat	9 calories

2. The calories in alcohol are “empty.” They contain no nutrients like vitamins.
3. Many alcoholic beverages contain extra calories from sugar, carbohydrate, or fat:

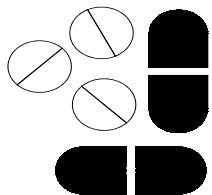
Drink	Calories	Fat (grams)
Light beer (12 oz)	101	0
Beer, regular, malt, or no alcohol (12 oz)	148	0
Table wine, red or white (3 oz)	63	0
Sweet dessert wine (3 oz)	90	0
Wine coolers (12 oz)	About 200	0
Liquor (e.g., gin, scotch, whiskey) (1 jigger, 1½ oz)	About 100	0
Cocktails (e.g., Daiquiri, martini) (3 oz)	About 200	Varies
Martini (gin and vermouth) (3 oz)	156	0
Whiskey sour (3 oz cocktail)	123	0
White Russian (3 oz), made w/cream	225	7
Alexander w/gin (3 oz), made w/cream	236	9
Grasshopper (3 oz), made w/cream	253	9
Eggnog (1 cup)	342	19

4. If you do drink alcohol, follow these tips:
  - C Don't drink on an empty stomach.
  - C Alternate alcoholic and nonalcoholic drinks.
  - C Sip slowly. Make one drink last a long time.
  - C Notice the effects of drinking. Stop before over-doing it.



# Vitamin Supplements: Who Needs Them?

**It's best to get your vitamins and minerals from foods** by following the Food Pyramid. That way you'll get the benefits of the vitamins and minerals plus the protective effects of other substances in the foods, such as fiber and phytochemicals.



However, in some situations, it may be difficult to get enough of a vitamin or mineral without a supplement. Talk with a registered dietitian or your doctor about your individual needs. Here are some general guidelines for healthy adults:

- C **Most women of childbearing years** should take a supplement containing 400 micrograms of **folacin** (also called folic acid). This vitamin has been shown to prevent two devastating birth defects. Many women don't get enough folacin in their diet. The best food sources are leafy green vegetables, dried beans and peas, and citrus fruits and juices. In addition, folacin has been added to enriched flours, cereals, breads, and pastas.
- C **Pregnant and nursing women** should take a **prenatal vitamin** prescribed by their doctor.
- C **People who don't drink milk or eat dairy products** such as cheese or yogurt may need a **calcium and vitamin D supplement**.

Age	Recommended Daily Amount
9-18 years	1300 mg. calcium, 200 IU vitamin D
19-50 years	1000 mg. calcium, 200 IU vitamin D
51-70 years	1200 mg. calcium, 400 IU vitamin D
71+ years	1200 mg. calcium, 600 IU vitamin D

- C **Vegetarians who eat only plant foods** need a **vitamin B12 supplement** (at 100% of the Recommended Dietary Allowance or Daily Value) or should eat foods fortified with vitamin B12.

Even if none of the above apply to you, you may want to take a **multivitamin** for extra nutritional insurance. If so, get one that has **no more than 100 percent of the Recommended Dietary Allowances or Daily Value** for the major nutrients.

# Should You Trust Herbal Remedies?

People have used leaves, bark, roots, and seeds as medicine since earliest history. Today, about 50 percent of all medicines can be traced to plants, and most of the rest to minerals, animals, or the human body.



Are there advantages to using herbs themselves instead of medicines derived from them? In most cases, no. In a few cases, perhaps. Here are some guidelines:

- C **Before taking an herb, try changing your lifestyle to reach a health goal.** For example, to lower your cholesterol, try exercising and cutting your intake of saturated fat before taking garlic pills.
- C **Most drugs are more predictable and safer than the related herb.** You could brew the bark of the white willow (the source of the active ingredient in aspirin) to treat a headache. But you wouldn't know how much bark to use because the active ingredient can vary so much.
- C **Herbal remedies should be taken only for familiar conditions that are helped by self-care.** For example, you may choose to treat minor indigestion with peppermint tea or a superficial burn with aloe. But it would be very unwise to treat what you think may be an ulcer or cancer with an herb.
- C **Tell your doctor before taking herbal remedies.** Some herbs interact with medicines and may be dangerous. For example, combining gingko and aspirin increases risks of bleeding.
- C **Don't trust hearsay, folklore, tradition, or advertisements.** Look for scientific evidence for the effectiveness of herbs. **Two helpful sources of reliable information are *The Honest Herbal* and *Herbs of Choice*,** both by Varro Tyler, an expert in the medicinal use of plants.
- C **Remember that not all herbs are naturally gentle or safe. Many are dangerous, typically causing liver or kidney damage.** Some of the most risky herbs are borage, chapparal, coltsfoot, comfrey, foxglove, pennyroyal, pokeweed, rue, sassafras, and sweet woodruff.
- C **Children, pregnant or nursing women, and anyone with chronic and serious health problems should not take herbal medicines without a doctor's supervision.**
- C **Keep in mind that no government agency monitors the quality of herbal remedies.** Some herbal products don't contain any of the herb named on the label. Some contain tampered or watered-down formulas.
- C **Stop taking an herbal remedy right away if you notice a problem. Call your doctor.** For example, stomach pain, darkened urine, and yellowed skin can be a sign of liver problems.

## Section 6: Guidelines for Conducting Lifestyle Classes after Core

### 6.1. Basic Guidelines

Each DPP center is **required to offer three classes per year** to lifestyle participants who have completed the 16-session core curriculum. The classes will **last 4-6 weeks**, and it is anticipated that one class per year will focus on a physical activity topic, one on a behavioral topic, and one on healthy eating/weight loss. The classes should be offered at times that are convenient to most participants, which is likely to be in the evening or on weekends.

**Participants will not be required to attend the classes.** However, those who are having trouble reaching their weight loss and physical activity goals will be strongly encouraged to attend, and all participants in the lifestyle intervention will be invited. The classes, like the supervised activity sessions for participants, are optional.

The purpose of the classes is to **offer participants a group intervention**, that is, not simply to present a topic of interest but rather to deliver sufficient contact, feedback, and social support to help participants reach and maintain their DPP goals for weight loss and physical activity. Therefore, **each session should include a weigh-in, a review of self-monitoring records for weight, eating, and activity; and a review of participants' goals (weight, fat/calories, activity)**. In a sense, regardless of the topic, the after-core classes are opportunities for participants to “restart” the Lifestyle Balance Program and get back on track toward their study goals.

The centers **may shorten, lengthen, or modify any of the class outlines and related participant materials** that are included in this manual after reviewing the proposed changes with the Lifestyle Resource Core. For example, some sessions may take more time than is available, and centers should feel free to modify the format, allowing some of the activities to wait until the next session, assigning some as homework, if appropriate, or adding an additional session or more to the class.

Centers **are also encouraged to develop their own class outlines and materials** and send them to the LRC for review before use. The LRC will share the locally-developed materials with the other DPP centers. (Detailed guidelines are given below.)

The classes must be conducted by a Lifestyle Coach or by a Coach in conjunction with a local expert in behavioral psychology, nutrition, or physical activity. For example, a local exercise expert might be invited to conduct a class on resistance training, or a popular local chef might conduct a class on low-fat cooking. The Lifestyle Coach should be on hand to open and close the classes, answer study-related questions, and supervise the co-leader. (Note: The Coach who leads a class may or may not be the case manager for the participants in the class.) **In some classes with a strong behavioral focus (such as**

**Being Assertive and Family Support), participants may bring up challenging personal issues during the sessions, so the leader should be the behavioral consultant at your center or a senior Lifestyle Coach with extensive group experience.**

If desired, any of the handouts from the after-core classes may also be given to an individual participant during an In-Person visit, provided that the Coach is comfortable presenting the topic and that it is tailored to the needs of the participant.

**Before each class, the Lifestyle Coach should:**

- C Send all lifestyle participants who have completed the core curriculum an invitation to the class and a reply card for registering.
- C Phone the participants who have registered and remind them to attend.
- C Prepare materials for the class, including handouts; low-fat/calorie snacks and beverages (if desired); name tags; a notebook or folder for each participant (with some blank pages for taking notes) to hold handouts and homework; flipchart and markers, or chalk for a blackboard; scale; Keeping Track records returned at the previous session with comments from Coaches.

**During the class, the Lifestyle Coach should:**

- C Begin with a private weigh-in of each participant. At that time, collect any completed self-monitoring records, distribute blank records, and return any that the participant brought in at the last session with written comments from his or her Coach. Privately comment on the participant's progress toward the weight and activity goals and whether the participant needs more frequent individual In-Person visits with his or her Coach.
- C At the start of the group class, the Coach should introduce him or herself and other DPP staff present.
- C Have the class members introduce themselves (e.g., one option would be to ask them to give their name, when they entered the study, and their current goals for weight and physical activity).
- C Review the main points from the previous session and any homework. Answer questions.
- C If this is the first session of the class, describe the class structure and schedule, stressing the importance of attending all sessions.
- C If this is the first session of the class, discuss the class as an opportunity for participants to "restart" the Lifestyle Balance Program. Ask participants to set specific goals for the duration of the class (keeping them realistic considering the time frame) for weight loss, physical activity, and eating, including fat grams and calories. Have participants record these goals in writing and review their progress toward these goals at each session.
- C Conduct the session (see the outline for the class). Note: For the sake of participants with lower literacy skills, be careful to review the key information on the handouts aloud in simple terms and make sure participants understand how to use the information.

- C Allow time to socialize informally during a break and enjoy low-fat/calorie refreshments if appropriate.
- C Summarize the session. Assign homework, including self-monitoring.

**After the class, the Coach should:**

- C Give any completed self-monitoring records to the appropriate Coaches, who will make written comments and return them to the leader for the next session (another option is to have the Coach return them directly to the participant by mail or at the next in-person contact).
- C Schedule individual make-up sessions for participants who miss a session, if needed.

Note:

An excellent time to **offer a supervised activity session** would be **immediately before or after** the class. In this way, participants would come to expect that physical activity (for example, a group walk) would be part of the classes, regardless of the topic. The activity sessions need not be supervised by the leader of the class; any trained staff person could arrive before or after the class to supervise the activity.

## 6.2. Group Facilitation Skills

To help prepare for an after-core class, the group leader may wish to **review the attached instructional materials on the fundamentals of skillful group facilitation which were developed by the Women's Health Initiative (WHI)** (NIH #N01-WH-2-2110) for the WHI Dietary Modification Intervention. WHI generously gave the DPP permission to include a copy of these materials in the DPP Manual for Contacts After Core.

In addition, for some classes with a strong behavioral, **keep the following additional guidelines in mind:**

- C Make it clear to participants that the purpose of the class is to teach general concepts and skills (e.g., for being assertive or managing time), not to respond to the details of a participant's own specific challenges. The concepts and skills may help a participant address his or her own problems or clarify the need for one-on-one professional help.
- C When participants do bring up questions and comments related to examples from their own lives, briefly relate the examples to general principles and redirect the group to the skills being addressed in the session. It is important not to let individual participants talk at length about their personal symptoms and challenges. For example, you might redirect by saying, "That brings up a good point, Mr. Jones," and relate the comment to a general principle or skill. Another example: "Your situation with your boss is really frustrating. What assertiveness techniques have you learned so far that might help you deal more effectively with that situation?"
- C Some participants may express resistance or argue against strategies recommended in the sessions. If so, acknowledge their perspective and ask if other group members have a different perspective or experience. Use the other group members to make counter-arguments if possible, and urge participants to at least try the suggested strategies.

- C Whenever possible, include examples related to the DPP goals (e.g., role play assertively asking for what you want at a restaurant or asking a spouse to watch the kids while you walk).

### 6.3. Guidelines for Developing An After-Core Class

We strongly encourage centers to develop their own after-core classes, keeping them simple, of interest to their own participants, and easy to conduct for the staff available. When you first have an idea for an after-core class, please send or FAX a **brief, written proposal** to the Lifestyle Resource Core, Attention: Bonnie Gillis, as early as possible before conducting the class. Describe the topic, what you think will attract participants to the class, the number of sessions and how often sessions will be held, the topics for each session and ideas for handouts, any activities or exercises that will help stimulate group interaction, and who will lead the sessions. The Lifestyle Resource Core will review your proposal and make suggestions.

The next step is to develop a **detailed class outline** similar to those for existing classes. These can be short (one page per session) but be sure to include enough detail so that other Lifestyle Coaches will be able to lead the class (keep in mind that some of the Coaches may have very different backgrounds than you). Include instructions regarding *how* to present the topics, including how to stimulate group interaction, any tough questions or comments that might come from participants and how to answer them, and so on. Keep in mind that group interaction should be the emphasis, and the didactic portions should be kept to a minimum.

Send your outline to the LRC for review before conducting the class. We will make suggestions and help you develop any participant handouts if you like. The final draft of the class will then be sent to the Lifestyle Advisory Group for review and approval, which may take up to one month, and finally to the other DPP centers so they can offer the class if they wish.

### 6.4. One-Session Classes

From time to time, you may want to invite participants to a one-session class. (**Note: A one-session class will not take the place of one of the three after-core classes, consisting of 4-6 sessions each, required by the protocol.**) One-session classes are not the form of after-core group contact that is required by the protocol because one-session classes do not allow participants to develop group support over time, focus with adequate depth on one topic, or receive frequent enough contact to renew or “jump start” their progress toward DPP goals. However, we can think of several possibilities that *would* lend themselves to one-session classes. For example, you might meet with participants as a group to review briefly how to prepare for an upcoming community walk (this would not be as in depth as the Getting Ready for a Walking Event class). Or you may want to select one or more of the after-core handouts and use them as a springboard for a group activity (e.g, use the handout Mental Gremlins to stimulate group discussion of self-talk, then work in small groups or pairs to complete the related worksheet and support one another).

As with the longer classes, we strongly recommend that a group physical activity session, such as a walk, be held either before or after a one-session class.

**Please send the LRC a brief, written proposal as early as possible (we recommend at least two months before you plan to conduct the class);** follow the instructions above for writing proposals for the longer classes. The LRC will review your proposal and send you written comments.

Next, develop a **detailed outline** (follow instructions above for writing outlines for the longer classes) **and send it to the LRC on diskette (we use Word Perfect 6.1 for Windows) as early as possible (we recommend at least one month before you would like to conduct the class).** The LRC will edit and format your outline and help you develop any participant handouts with the same style, reading level, and “look” of the existing Lifestyle Balance handouts. The final draft of the class will then be sent to the Lifestyle Advisory Group for review and approval, which may take up to one month. This approval is necessary before the class outline can be distributed to other DPP centers.

See the Code Book (Series 600) for instructions for coding one-session classes. Code the activity session, if held, on the Lifestyle Physical Activity Log, L04.

## **6.5. One-Time Group Get-Togethers**

Feel free to invite participants to one-time group get-togethers (for example, a seasonal party or a get-together to discuss what class topics are of interest to the participants). We strongly recommend that a group physical activity session, such as a walk, be held either before or after the get-together.

See the Code Book (Series 600) for instructions for coding group get-togethers. Code the activity session, if held, on the Lifestyle Physical Activity Log, L04.

There is no need to contact the LRC regarding your plans for one-time group get-togethers.

## **Section 7: Outlines for Lifestyle Classes after Core**

This section includes instructions for conducting specific after-core classes and related handouts for participants. Refer to Section 6 for general guidelines for conducting after-core classes.

# **Outlines for Lifestyle Classes after Core**

## **Behavioral Topics**

# **Winning at Losing: How Do Successful Weight Losers Do It?**

## **Class Overview**

In this four-session class, participants will learn what many individuals who have succeeded at losing weight and keeping it off have in common.

### **Session 1: What We Know About Weight Loss/Maintenance**

Participants will be introduced to two research studies of successful weight losers/maintainers. The “parent-child pitfalls” described in **Keeping It Off** by Colvin and Olson will be discussed, and several letters of successful losers sent to The National Weight Control Registry will be read aloud.

### **Session 2: The Four Phases of Change in Successful Losers**

Participants will review the four major phases of change that Colvin and Olson recognized in the successful weight losers/maintainers they studied: 1) stopping the vicious cycle, 2) starting the positive spiral, 3) dealing with success, and 4) maintenance.

### **Session 3: Strategies for Success**

Participants will review some of the “strategies for success” in weight loss and maintenance that Colvin and Olson describe. Participants will also review some of the findings of the National Weight Control Registry.

### **Session 4: Panel of Successful Losers in the DPP**

A panel of four or five DPP participants who have lost weight and kept it off will present their weight loss stories and answer questions. (A carefully selected individual of average weight may also be on the panel to describe his or her strategies to maintain a balance between physical activity and eating.)

## Session 1: What We Know About Weight Loss/Maintenance

**Objectives:** Participants will be introduced to two research studies of successful weight losers/maintainers. The “parent-child pitfalls” described in **Keeping It Off** by Colvin and Olson will be discussed, and several letters of successful losers sent to The National Weight Control Registry will be read aloud.

**Materials needed:**

- C Handouts (attached): “Winning at the Losing Game” (article from Health, Jan/Feb. 1996) and several letters from The National Weight Control Registry participants (select those letters you believe would most likely encourage the participants enrolled in this particular class).
- C **Keeping It Off** by Robert H. Colvin, PhD and Susan C. Olson, PhD, 1989, Gilliland: Arkansas City, KS. To order copies, call 1-800-535-6425. (Purchase one copy of the book for each participant registered for the class plus a few extras to bring to class for participants who don’t bring their copies with them.)
- C For Lifestyle Coach reference only (attached): “A descriptive study of individuals successful at long-term maintenance of substantial weight loss” (in press; do not quote without written permission from Dr. Klem) and “Maintenance and relapse after weight loss in women: Behavioral aspects.”

**Before the session:**

- C Give (or send) the participants who register for the class a copy of the book **Keeping It Off**. Ask them to read Chapters 1 and 2 before the first session. Instruct them to bring the book with them to refer to during the class.

1. **Explain the purpose of the class:** to give participants a chance to learn what individuals who succeed at losing weight and keeping it off have in common. Recently there has been an increased effort to study and describe these “winners,” and the good news is that most of the data suggest that winners are ordinary people varying in age, sex, and marital status, who don’t possess superhuman will power, and who use simple but predictable strategies of their own making.
2. **Review the topics, schedule and locations** for each upcoming session.
3. **Have participants share their reasons for signing up for the class.** Ask them to discuss what they think might be helpful about learning more about people who are “models” of successful weight loss/maintenance. (Note: If not brought out in the

discussion, introduce the possibility that the success of others may be discouraging at times. Remind participants that we want them to make reasonable, healthy changes over time, keep an open mind about the weight loss/maintenance strategies that have worked for others, and consistently practice those strategies that work best for themselves. Also, encourage participants to remember that the weight loss and physical activity goals for the DPP may seem modest compared to the amount of weight loss and levels of activity that some others have achieved. However, the DPP goals have been carefully established, based on previous research, as the goals most likely to support long-lasting lifestyle change and diabetes prevention. In addition, these are **minimum** goals, and we encourage participants to surpass them.)

4. **Introduce the book, Keeping It Off.** In 1983, Robert Colvin, PhD and Susan Olson, PhD, looked at 54 men and women who lost weight and kept it off. They found that these “winners” had in common some of the same “hows” and “whys” for successful weight loss but the bottom line was that successful weight loss strategies were “highly personal and individualized.” Colvin and Olson published a book, **Keeping It Off**, about their research, which we sent you to begin reading before this session. (Ask if anyone needs a copy to refer to during the discussion.)
5. **Discuss the “parent-child pitfalls” from Keeping It Off.** In Chapter 2 of **Keeping It Off**, Colvin and Olson describe the dieting “pitfalls” that plagued their participants before becoming winners. A defining feature of their success was taking personal responsibility for one’s efforts, and many of the most common traps that got in the way of their success fit into a category of either “parent” or “child” states (thoughts and related behaviors). (There’s nothing inherently pathological about these thoughts/behaviors, and many of us fall in and out of them when we are engaged in the difficult process of changing our eating and activity habits.) Several “child” states are the “guilty but rebellious” child, the “I believe in magic” child, the “watch me be good” child, and the “I’m not having any fun” child. (Ask participants to name some examples for each of these.) The parent states include the “perfectionist parent”: whenever you experience a slip, you talk to yourself like a critical and punitive parent who says, “shape up or ship out.” Unfortunately, that kind of black and white, all-or-nothing thinking puts us at risk for frustration, hopelessness, and giving up. (Ask participants to name some other parent traps.) It’s important to remember that the DPP Lifestyle Coaches are not perfectionistic parents but rather we are here to help you in whatever ways we can to take personal responsibility for your weight control efforts.
6. **Introduce The National Weight Control Registry.** The National Weight Control Registry is an ongoing study of individuals who have lost at least 30 pounds and

maintained the loss for at least 1 year. As of 1996, 851 women and 196 men have enrolled. The Registry was established by Rena Wing, PhD of the University of Pittsburgh Obesity Nutrition Research Center (she is the Principal Investigator at the Pittsburgh DPP center and directs the Lifestyle Intervention for the DPP) and James Hill, PhD of the Center for Human Nutrition at the University of Colorado. During the coming sessions, we'll review some of the Registry's findings.

7. **Ask volunteers to read aloud several of the attached letters to the Weight Control Registry.** Discuss participants' responses to hearing the letters. Be sure to emphasize the points outlined on the cover sheet to the letters.
8. **Distribute the “Winning at the Losing Game” article, (if desired) additional letters from Registry participants, and the handout, “Parent-Child Pitfalls.”** Assign home activity:
  - C Read the article and letters.
  - C Stay on the look-out for any “parent” or “child” thoughts/behaviors you experience and record them on the “Parent-Child Pitfalls” worksheet.

## Session 2: The Four Phases of Change in Successful Losers

Objectives: Participants will review the four major phases of change that Colvin and Olson recognized in the successful weight losers/maintainers they studied: 1) stopping the vicious cycle, 2) starting the positive spiral, 3) dealing with success, and 4) maintenance.

Materials needed:

C Handouts: How Do Successful Weight Losers Do It?

1. **Briefly review the main points of the last session.** Also, ask what “parent” or “child” thoughts/behaviors the participants noticed since the last session.
2. **Explain purpose of this session:** to discuss the readings distributed last week (the article from **Health** and Chapters 1 and 2 of **Keeping It Off**), review the four major phases of change that Colvin and Olson describe, and discuss how the phases of change apply to the participants’ own paths of weight loss and maintenance.
3. **Discuss the readings distributed last week.** Use the following or similar questions to stimulate discussion:
  - C Were you surprised by anything you read?
  - C Did you identify particularly strongly with anything or anyone in the article, book chapters, or letters?
  - C Comment on what this quote means to you: “While losing weight is obviously a *necessary* goal in a program of permanent weight loss, that alone is not a *sufficient* goal.” (*Keeping It Off*, page 41)
  - C The author of the **Health** article refers to a stage called “tentative acceptance” in which “dieters come to terms with their lot and achieve a peaceful sense of resolve” (last paragraph on page 68). Comment on what this means to you.  
You may want to also ask for comments on any particularly significant quotes from the Registry letters you distributed.
4. **Discuss the four phases of change.** Ask participants to name the four phases of change that Colvin and Olson describe in Chapter 1 (write these on the board): 1) stopping the vicious cycle, 2) starting the positive spiral, 3) dealing with success, and 4) maintenance. Use the following or similar questions to stimulate discussion:
  - C What is the “vicious circle” in general and in terms of your own experience?
  - C Have you experienced a “critical moment”?
  - C What is the “positive spiral”? Have you experienced “small wins”?
  - C Have you experienced tough times dealing with weight loss success? Maintenance?

5. **Distribute the handout, How Do Successful Weight Losers Do It?** Explain that it summarizes much of the findings reported in **Keeping It Off**. Have volunteers read the handout aloud.
6. **Assign home activity:**
  - C Answer the two questions at the bottom of the handout.
  - C Stay alert to any specific examples in your own life of the kind of behaviors in the right hand column of the handout. Record on the back of the handout an example you would like to share with the group (if any; sharing is completely voluntary).
  - C Bring the handout back with you to the next session.

## Session 3: Strategies for Success

**Objectives:** Participants will review some of the “strategies for success” in weight loss and maintenance that Colvin and Olson describe. Participants will also review some of the findings of the National Weight Control Registry.

**Materials needed:**

- C Handouts: How Do Successful Weight Losers Do It? (extra copies for people who forget to bring their copy back to class), The National Weight Control Registry.

Note: Because of unavoidable technical terms, the handout, The National Weight Control Registry, is written at a 10th-grade reading level. Be sure to review the main points of the handout aloud and reinforce them in several ways, so that participants with lower literacy skills need not rely on reading the handout to benefit from the information.

1. **Briefly review the main points of the last session.** Also, ask participants who wish to do so to share a specific example of one of the behaviors from the right hand column of the handout that they noticed in their own lives since the last session.
2. **Explain purpose of this session:** to review some additional conclusions from **Keeping It Off** and some of the findings from The National Weight Control Registry.
3. **Discuss some additional conclusions from Keeping It Off.** As we've said, Colvin and Olson concluded that successful weight control strategies tend to be highly personal and individualized. Yet they also found some strategies that many of the “winners” used in common (write these on the board or flip chart):
  - C A new eating and cooking style (**much** less food, less sugar and fat, more fruits and vegetables).
  - C Setting small, attainable goals.
  - C **Persisting** until there was a sense of stability and personal ownership of the new eating patterns.
  - C **De-emphasizing** food in their lives.
  - C Developing a variety of coping strategies besides eating to deal with life's problems. (Ask participants to comment in general about their own past experience of using any of these strategies. Also ask them where they are **right now** with respect to each one.)
4. **Review the handout, The National Weight Control Registry.** Ask participants the following or similar questions to prompt discussion: Are you surprised by any of the findings? Encouraged by any? (If a general discouragement is expressed, briefly

acknowledge and reframe it in a positive light, such as by reminding participants that we don't expect perfection, that we set high standards in order to do our best to prevent diabetes, and that change takes time. However, if a participant expresses marked discouragement, ask to problem solve with him or her privately after the session. Keep in mind that the purpose of the discussion is to encourage DPP lifestyle participants to continue their efforts to reach and maintain their DPP goals. For example, emphasize the findings that Registry members had tried to lose weight before and on this attempt were successful with a stricter approach to diet and exercise. Emphasize that, like the Registry members, DPP lifestyle participants are contributing to our understanding of how people lose weight and maintain it and that their contributions will help their families and future generations.)

## Session 4: Panel of Successful Losers in the DPP

**Objectives:** A panel of four or five DPP participants who have lost weight and kept it off will present their weight loss stories and answer questions. (A carefully selected individual of average weight may also be on the panel to describe his or her strategies to maintain a balance between physical activity and eating.)

**Materials needed:**

C Handout: Facing the Music.

The style and content of this session will depend on the participants who serve on the panel, the size of the audience, and the questions that come from the audience.

Although the panel of DPP participants will present their stories, the Lifestyle Coach should firmly manage the tone and content of this session. Meet with the panel members individually and well in advance of the session to develop an outline for them to use that will keep their presentations brief, positive, and on topic. Feel free to ask them not to include particular details that you think would have a negative impact on the audience or to reframe their presentation of those details so that the message delivered is set in the context of problem solving and movement toward the DPP goals.

You may wish to invite an individual of average weight who is not a DPP participant to join the panel and describe the strategies he or she uses to maintain a balance between physical activity and eating. Select this individual very carefully. For example, you do not want someone who says, “I’ve always eaten whatever I want and I just don’t gain weight,” but rather someone who stays alert for any weight gain and responds by making behavioral adjustments in eating and activity in order to stay weight stable. The purpose is to dispel the myth that weight stable individuals have “miracle genes” and don’t need to work at behavior changes.

Another way for the Coach to manage the session is to ask the audience to write their questions on note cards. This may have the added benefit of encouraging the more reticent participants to contribute, and it will also allow the Lifestyle Coach to briefly screen the questions, remove those that might be unhelpful, and insert other questions as needed to stimulate or direct the discussion. The purpose is to have a group experience that is uplifting, encouraging, and supportive of the DPP goals.

After the panel presentation, distribute the handout, “Facing the Music?” Ask participants to take a few minutes to *think seriously* about the strategies for weight loss success that are listed on the handout. Then have them break up into pairs or small groups and if they choose to, gently

confront themselves about what strategies they are not using wholeheartedly in their efforts to lose weight and be more active. (Make it clear that sharing their worksheet answers is completely voluntary and that any participant may pass.) Emphasize that at this point, participants should not go on to problem solve about particular strategies, although ultimately that is the outcome we're looking for and will undoubtedly happen in their individual sessions with their Lifestyle Coaches. For now, the purpose is to seriously reflect on what's honestly going on for them and courageously name the areas in which they are not "facing the music" (the work required for behavior change).

# **Parent-Child Pitfalls.**

---

It's natural to think or act like a parent or child when you're making lifestyle changes. And *sometimes* it works. For example, "tricking yourself" into doing the right thing or being "good" to please someone else might work for the moment. But in the long run, being stuck in the role of a parent or child can get in the way of real progress.

During the coming week(s), be as honest as you can be. Check any of the following you notice in yourself. Do these approaches work for you?

"There you go again.  
You'll never learn!"

- 9 Scolding yourself.
- 9 Demanding that you "shape up or ship out."
- 9 Labeling yourself or calling yourself names.
- 9 Expecting yourself to be perfect.
- 9 Punishing yourself for poor choices (e.g., denying yourself pleasure)

## **Parent States**

- 9 Comparing yourself to someone else.
- 9 Shaming yourself.
- 9 Trying to "trick yourself" into doing the right thing.
- 9 Lecturing yourself.
- 9 Other \_\_\_\_\_

"I can't help it.  
I just don't have the willpower."

- 9 Feeling guilty but rebellious (like you "got away with" something).
- 9 Blaming something or someone else for poor choices you've made.
- 9 Sneaking food.
- 9 Asking someone else to make a decision about your eating or activity.
- 9 Acting helpless.
- 9 Waiting to "get motivated" by something or someone else before taking action.

## **Child States**

- 9 Blaming a lack of willpower or control.
- 9 Believing in magic.
- 9 Expecting a miracle.
- 9 Being "good" to impress someone else.
- 9 Seeking approval or forgiveness from someone else.
- 9 Complaining that you're "not having any fun."
- 9 Thinking that you shouldn't have to "work at it."
- 9 Other \_\_\_\_\_

# How do successful weight losers do it?

There's an old saying, "A path is made by walking on it."



Researchers have studied people who've lost weight and kept it off.

What path did these successful weight losers "make by walking on it"?

What steps did they take? What turns in the road did they navigate?

Studies suggest the following:

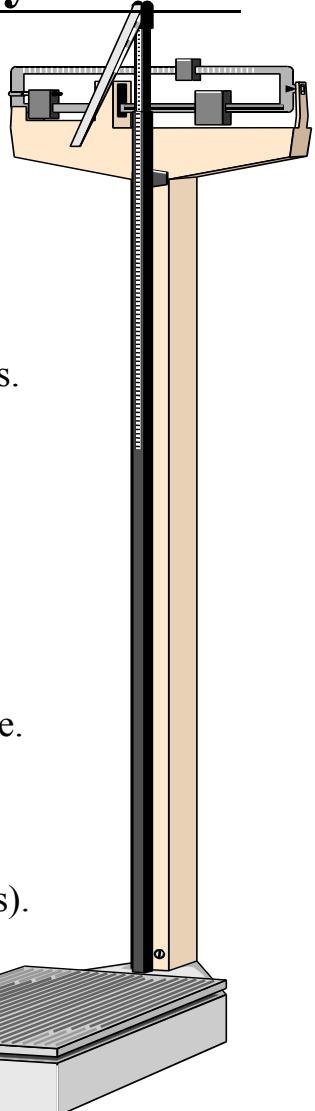
<b>Successful weight losers move from:</b>	<b>Toward:</b>
Trying to fool themselves	<ul style="list-style-type: none"><li>• Being honest with themselves</li></ul>
Looking for a "magic" cure	<ul style="list-style-type: none"><li>• Recognizing that behavior change takes hard work and persistence</li></ul>
Looking for a "cookbook" approach that applies to everyone	<ul style="list-style-type: none"><li>• Fitting the tried-and-true ways of losing weight into their own lifestyle</li></ul>
Looking for someone else to fix their weight problem or take the blame for it	<ul style="list-style-type: none"><li>• Taking "lonely responsibility" for doing what needs to be done or for not doing it</li></ul>
Thinking of weight loss as an end in itself	<ul style="list-style-type: none"><li>• Thinking of weight loss as part of an overall process of learning about themselves and their priorities</li></ul>
Being afraid to fail and/or punishing themselves when they do fail	<ul style="list-style-type: none"><li>• Being willing to make mistakes, learn from them, and try again</li></ul>
Wanting to do it perfectly right away	<ul style="list-style-type: none"><li>• Being willing to settle for "small wins" and build on the positive, one step at a time</li></ul>
Seeking approval or forgiveness from others	<ul style="list-style-type: none"><li>• "Owning" their own successes and mistakes</li></ul>
Relying on willpower, control, or discipline	<ul style="list-style-type: none"><li>• Making choices one at a time, being flexible, and trusting themselves</li></ul>
Blaming themselves or seeing the needs of others as more important than their own	<ul style="list-style-type: none"><li>• Maintaining a healthy self-interest</li></ul>

Think about yourself. What path have you been on? \_\_\_\_\_

What steps can you take now on your own path toward weight loss? \_\_\_\_\_

# The National Weight Control Registry.

The National Weight Control Registry is the first large study of people who have lost at least 30 pounds and kept it off for at least one year.



## Who is in the National Weight Control Registry? (As of 1996)

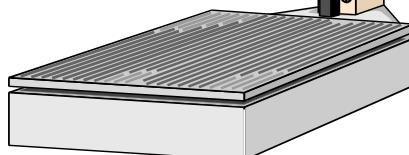
- C 196 men, 851 women (1047 total).
- C On average, they have lost 66 pounds.
- C They have kept off at least 30 pounds for an average of 5 ½ years.
- C 71% were overweight as a child.
- C 73% have one or two overweight parents.

## How did they lose weight?

- C 55% used a formal program; 45% lost weight on their own.
- C 77% had a “triggering event” before this weight loss.
- C 89% changed **both** diet and physical activity to lose weight.
- C They used many different ways to change diet and be more active.

## How do they keep the weight off?

- C 88% are still very active **and** watch calories and fat closely.
- C On average, they eat 24% of calories from fat ( $\frac{1}{3}$  eat 20% or less).
- C On average, they eat five times a day.
- C On average, they eat less than one meal per week in fast food restaurants.
- C 75% weigh themselves at least once a week.



## How was this weight loss different than before?

- C 81% used exercise more during this attempt to lose weight than before.
- C 63% used a stricter dietary approach than before.

## How has their weight loss affected their lives?

- C 85% or more reported an improvement in their:
  - C General quality of life,
  - C Energy level,
  - C Physical mobility,
  - C General mood,
  - C Self-confidence, and
  - C Physical health.
- C 50% or more reported improved interactions with same and opposite-sex friends and strangers, time spent interacting with others, job performance, and hobbies.

## **Letters from Members of the National Weight Control Registry**

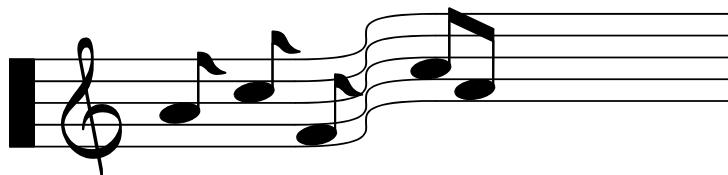
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The attached letters were written by members of the National Weight Control Registry.

Please keep the following points in mind as you read the letters:

- C These letters describe the members' own ideas about weight loss. These ideas are not necessarily supported by the DPP or scientific evidence.
- C The purpose of reading the letters is not to endorse or argue with the information in them but rather to convey the spirit and determination with which Registry participants approached their weight loss programs.
- C The DPP wants you to make reasonable, healthy changes over time, keep an open mind about the weight loss/maintenance strategies that have worked for others, and consistently practice those strategies that work best for *you*.
- C The weight loss and physical activity goals for the DPP may seem modest compared to the amount of weight loss and levels of activity that some Registry members describe. However, the DPP goals have been carefully established, based on previous research, as the goals most likely to support long-lasting lifestyle change and diabetes prevention. In addition, the DPP goals are **minimum** goals, and we encourage you to surpass them.

# Facing the Music.



Those who win at weight loss agree. To lose weight and keep it off, you've got to "face the music." That is, accept the work that needs to be done. Then do it. Take a few minutes to complete the chart below. Be courageous in your honesty.

## **To be completely honest, I have NOT really accepted that I need to:**

- 9 Eat much less food.
- 9 Eat less fat.
- 9 Eat fewer desserts and/or drink less alcohol.
- 9 Eat more fruits and vegetables.
- 9 Find the time to be active on most days of the week.
- 9 Be active even when I don't feel like it.
- 9 Set small goals that I can reach.
- 9 Be satisfied with "small wins."
- 9 Do what works even if "I shouldn't have to."
- 9 Take charge of what's around me.
- 9 Find ways to enjoy myself and other people that don't center around food.
- 9 Say "No" at times, even when it's hard to do.
- 9 Do what works even if I don't feel ready or motivated to.
- 9 Do what I need to do no matter what those around me are doing.
- 9 Take responsibility for my choices (stop blaming a lack of willpower or control).
- 9 Do what's right for me out of a healthy self-interest.
- 9 Stop trying to fool myself or other people.
- 9 Stop waiting until a "better time" to do what I need to do.
- 9 Make food less important in my life.
- 9 Find other ways to cope with life's problems besides eating.

# Being Assertive

Parts of this class are based on portions of **The Relaxation and Stress Reduction Workbook and Leader's Guide** by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay. The Lifestyle Core will have several copies of this excellent resource and related audio cassettes available for loan purposes only. Let us know if you want to borrow them. To order copies for yourself, call Courage to Change at 1-800-935-8838. Another excellent reference is **Your Perfect Right** by Robert Alberti and Michael Emmons (Impact Publishers, 1995).

Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

Note: **All after-core classes should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). To accomplish this, all classes should include weigh-ins, encouragement to self-monitor, and collection and review of self-monitoring records. At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the course.

## Class Overview

In this class, participants will learn the definition of assertiveness; the difference between aggressive, passive, and assertive interactions; and the three parts of an assertive statement. Participants will role play making assertive statements. Whenever possible, examples will be given that are pertinent to the DPP lifestyle goals.

**Session 1: What Is Being Assertive?** Assertiveness will be defined, and participants will learn the difference between aggressive, passive, and assertive interactions.

**Session 2: The Three Parts of an Assertive Statement** Participants will identify areas of life in which they want to be more assertive and review the three parts of an assertive statement.

**Session 3: Practice Being Assertive in Typical Situations** Participants will role play making assertive statements using some **typical scenarios** provided by the leader.

**Session 4: Practice Being Assertive in Real-Life Situations** Participants will continue to role play making assertive statements using some **situations from their own lives**.

## Session 1: What Is Being Assertive?

**Objectives:** Assertiveness will be defined, and participants will learn the difference between aggressive, passive, and assertive interactions.

**Handouts:** What Would You Do If...?; Aggressive, Passive, or Assertive?; KT booklets

1. **Introductions.**
2. **Purpose of class:** help participants reach/maintain DPP goals for weight and activity by learning and practicing how to be more assertive.
3. **Define assertiveness:** standing up for your legitimate rights, without violating the rights of others. Almost everyone can be assertive in some situations but not in others, so the goal is to be assertive in as many situations as possible.
4. Ask pts: Name some **situations** related to healthy eating and physical activity in which you have been assertive or would like to be more assertive.
5. Acknowledge **common barriers** to assertiveness: sometimes people are punished not rewarded for being assertive, don't want to seem pushy or make a fuss. Explain that each pt. can explore their own barriers in an individual problem-solving session with their Coach; the focus for this class is to practice *new* behaviors.
6. Handout: **What Would You Do If...?** Ask participants to complete, then set aside.
7. Handout: **Aggressive, Passive, or Assertive?** Three basic styles of interacting: aggressive, passive, or assertive. Ask two volunteers to read Person A and B of each scene. Ask the group to label Person A's words as aggressive, passive, or assertive, and explain why they chose that label. Discuss the correct answer with the group.

Answers:

- C Scene 1: aggressive. A's opening question is actually an accusation in disguise. A's insistence on immediate action without regard for B's state of mind sets up a conflict in which B is likely to feel wrong and defensive.
- C Scene 2: passive. A's timid opening line is followed by completely giving in. The problem of needing someone to watch the kids is now something A must deal with alone.
- C Scene 3: assertive. A states a different opinion in a clear, nonthreatening way and offers an alternative that would meet both of their needs.

8. Ask pts. to return to their answers on What Would I Do If...? Have volunteers read some of their responses that they think were assertive. Ask for group input. Could the responses be improved? If so, How?
  
9. Summarize. Assign **homework**:  
Record in your Keeping Track booklets (have participants write this on the covers):
  1. Situations in which being assertive might have helped you better maintain your healthy eating and exercise behaviors.
  2. Aggressive, passive, or assertive statements that you notice. Include your own statements and those made by other people.
  3. Your weight, eating, fat grams/calories, and physical activity.

## Session 2: The Three Parts of an Assertive Statement

**Objectives:** Participants will identify areas of life in which they want to be more assertive and review the three parts of an assertive statement.

**Handouts:** Target Areas, Assertive Statements Worksheet, KT booklets

1. **Review last session and homework.** Ask participants to translate some aggressive or passive statements into assertive ones.
2. Handout: **Target Areas.** Ask participants to complete. Ask volunteers to share real-life examples. Highlight ones related to weight loss and activity.
3. Review handout: **Assertive Statements Worksheet.** Write Facts, Feelings, and Wants on the board and an example: Facts: “You’ve been working late four nights this week and so you’ve not been able to watch the kids while I go for my walk.” Feelings: “I’m really frustrated about this.” Wants: “Would you let me know which nights next week you might work late so I can plan for a babysitter?”

Give **guidelines:** Review each part in your mind before speaking. State each part in order (may be awkward at first but good for practice and will become more natural with time). Be careful to not blame the other person and to use “I” statements (other person more likely to cooperate). Avoid trying to prove your needs are more important than the other person’s. Watch that your tone of voice and body posture don’t convey blaming.

Write an assertive statement on the board that could be improved and ask for suggestions for improvement: Facts: We’ve eaten at a Mexican restaurant the last three times we’ve gone out for dinner. Feelings: I feel frustrated because I don’t have many low-fat options at those restaurants. Wants: I want you to stop dictating where we eat. (Harsh, attacking, and not specific. Revision: Tonight I’d really like to go to the Italian restaurant we both like.)

Emphasize: Learning to be assertive takes time and practice. It will also take the other person time to develop a new way of responding to you. Be patient. Show appreciation for other person when he/she does respond favorably (e.g., “Thanks for listening to how I’m feeling about x. It really helps to be able to say what’s important to me.”).

4. Ask participants to write an assertive statement on the Assertive Statements Worksheet for one of their Target Areas related to weight and activity. Ask volunteers to role play an example. Ask the group for feedback (Are there three parts: facts, feelings, wants? Is it

clear? Does it avoid blaming? Is the request specific enough?)

5. Summarize. **Assign homework:**

Record in your Keeping Track booklets (have participants write this on the covers):

- C Situations in which being assertive would help you lose weight and be more active.
- C Your weight, eating, fat grams/calories, and physical activity.
- C Assertive statements that you make (practice in your target areas).

## Session 3: Practice Being Assertive in Typical Situations

Objectives: Participants will role play making assertive statements using some **typical scenarios** provided by the leader.

Handouts: Practice Situations, Assertive Statements Worksheet (multiple copies per participant), KT booklets

1. **Review last session and homework.** Ask for any additional target areas and some examples of assertive statements made. Give encouragement and feedback.
2. Handouts: **Practice Situations and Assertive Statements Worksheet.** Select a volunteer to pick a scenario from the Practice Situations handout (you could make this a game by picking the scenarios out of a hat.) Have each pt. write on the Assertiveness Statements Worksheet an assertive response. Then have the volunteer role play making an assertive response with the Lifestyle Coach. Ask the group for feedback (Are there three parts to the assertive statement: facts, feelings, wants? Is it clear? Does it avoid blaming? Is the request specific enough?). Encourage participants to express appreciation for the other person (e.g., "Thanks for listening to how I'm feeling about x. It really helps to be able to say what's important to me."). Continue with additional situations as time permits.
3. Summarize. Assign **homework:**  
Record in your Keeping Track booklets (have participants write this on the covers):
  - C Situations in which being assertive would help you with your efforts to lose weight and be more active.
  - C Assertive statements you make (practice in your target areas).
  - C Your weight, eating, fat grams/calories, and physical activity.

## Session 4: Practice Being Assertive in Real-Life Situations

Objectives: Participants will continue to role play making assertive statements using some **situations from their own lives**.

Handouts: Assertive Statements Worksheet, KT booklets

1. **Review last session and homework.** Ask for any additional target areas and some examples of assertive statements made. Give encouragement and feedback.
2. Handouts: **Practice Situations** and **Assertive Statements Worksheet**. Have participants identify some situations they are having trouble handling (you might want to have them write the situations on pieces of paper anonymously and turn them in to the Lifestyle Coach). Select a volunteer to pick one of the situations (you could make this a game by picking the scenarios out of a hat.) Have each pt. write on the Assertiveness Statements Worksheet an assertive response. Then have the volunteer role play making an assertive response with the Lifestyle Coach. Ask the group for feedback (Are there three parts to the assertive statement: facts, feelings, wants? Is it clear? Does it avoid blaming? Is the request specific enough?). Encourage participants to express appreciation for the other person (e.g., "Thanks for listening to how I'm feeling about x. It really helps to be able to say what's important to me."). Continue with additional situations as time permits.
3. Summarize. Assign **homework:**
  - C Continue to watch for situations in which being assertive would help you lose weight and be more active.
  - C Keep practicing making assertive statements. It's a lifelong learning process.
  - C Share with your Lifestyle Coach your efforts to be more assertive.

# **What Would You Do If...?**

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What would you tend to say or do in the following scenes?

1. You see a pasta dish on a menu that looks good but you're not sure how it is prepared.

*I would* \_\_\_\_\_

---

2. Two co-workers want to go to a fast food restaurant for lunch. You'd rather go to a restaurant that offers more low-fat/calorie options.

*I would* \_\_\_\_\_

---

3. Your order a salad with dressing on the side. It arrives with the dressing on the salad.



*I would* \_\_\_\_\_

---

4. You've planned to go walking with a friend after work. When you meet him at his house, he takes 30 minutes to get ready, which means you'll have to cut the walk short.

*I would* \_\_\_\_\_

---

5. Your spouse complains that you are exercising too much and not spending enough time with the family.

*I would* \_\_\_\_\_

---

# Aggressive, Passive, or Assertive?

Is Person A being aggressive, passive, or assertive in each scene below?

## **Scene 1     9 Aggressive  9 Passive  9 Assertive**

- A: Didn't you say you would do the laundry last night?  
B: I just didn't get to it, with everything else that needed to be done.  
A: Well, when *are* you going to do it?  
B: Not right now. I just got home from work.  
A: If you're not going to help with the laundry, just say so.  
B: I'll do it, but not right this minute. Just get off my back about it.



## **Scene 2     9 Aggressive  9 Passive  9 Assertive**

- A: Would you be willing to watch the kids so I could go for a walk?  
B: Not tonight. I brought a lot of work home that needs to be done by the morning.  
A: I really hate to bother you, but I need to get my walk in somehow.  
B: Well, I have a deadline, and you know my boss.  
A: Okay. I understand. You work really hard, and I appreciate that.

## **Scene 3     9 Aggressive  9 Passive  9 Assertive**

- A: Sue and Jim are coming for dinner on Saturday night. I think I'll make that stir-fried chicken recipe we like.  
B: Not again! Can't we have fried chicken once in a while? We used to have it all the time.  
A: Well, I'm really trying to cook low-fat most of the time so I keep losing weight. It's really made a big difference. Sue's watching her weight, too.  
B: But Jim likes fried chicken as much as I do.  
A: I have an idea. You and Jim like steak, so how about you grill a steak, and I'll make the stir-fry? That way, everybody's happy. I think I can get a nice lean steak at that new market on Fifth Avenue.

# Target Areas

**In what kind of situations would you like to be more assertive?**

- 9 Asking for something (such as help, cooperation, a service or favor, a date or appointment, negotiating for something I want)

Give a real-life example \_\_\_\_\_  
\_\_\_\_\_

- 9 Disagreeing with someone (saying “no,” speaking up about something that annoys me, responding when someone criticizes me unfairly, responding when I’ve been cheated, speaking up when I have a different opinion)

Give a real-life example \_\_\_\_\_  
\_\_\_\_\_

- 9 Taking charge (talking when everyone is looking at me, proposing an idea, dealing with someone who refuses to cooperate, dealing with someone who tries to make me feel guilty)

Give a real-life example \_\_\_\_\_  
\_\_\_\_\_

- 9 Other situations \_\_\_\_\_  
\_\_\_\_\_



**With whom would you like to be more assertive?**

- 9 Spouse or mate
- 9 Parents
- 9 Children
- 9 Other relatives
- 9 Employer
- 9 Co-workers, classmates
- 9 Old friends
- 9 Acquaintances
- 9 Strangers
- 9 Sales people, clerks, hired help
- 9 In a group of more than two or three people

- 9 Authority figures
- 9 Others \_\_\_\_\_  
\_\_\_\_\_

# Assertive Statements Worksheet



Assertive statements have three basic parts:

- 1. Facts...** (Describe. Stick to the **facts**. Don't blame or make assumptions about the thoughts or feelings of others.)
- 2. Feelings...** (Use "**I statements**" about your own emotional reaction to the problem. Don't imply that the other person is responsible for your feelings. Don't blame or try to prove the other person wrong.)
- 3. Wants...** (Ask for a **specific behavior change**. For example, instead of asking your spouse who is late to "be more considerate," ask that he or she call you if more than 15 minutes late.)

Practice writing assertive statements below.

1. Facts \_\_\_\_\_

2. Feelings \_\_\_\_\_

3. Wants \_\_\_\_\_

1. Facts \_\_\_\_\_

2. Feelings \_\_\_\_\_

3. Wants \_\_\_\_\_

1. Facts \_\_\_\_\_

2. Feelings \_\_\_\_\_

3. Wants \_\_\_\_\_

# Practice Situations



## **Asking for something**

1. Practice asking a friend or neighbor to make a regular date to walk or go to the gym together.
2. Practice asking a waitress to ask the cook how a pasta dish with sauce is typically prepared.
3. Practice asking your spouse to watch the kids while you go for a walk before or after work three times a week.
4. Practice asking a waitress to ask the cook to prepare a pasta dish without any fat.
5. Practice asking a group you belong to (e.g., committee, club) to meet at a different time so the meeting doesn't conflict with your regular time to exercise.

## **Disagreeing with someone**

1. Practice telling a waitress that a dish was not prepared as you requested.
2. Practice saying "no" to the head of an organization you belong to (e.g., volunteer group, church) who has asked you to join a committee that will meet too often for you to have time to exercise.
3. Practice disagreeing with a co-worker about what restaurant to go to for lunch.
4. Practice disagreeing with a spouse about the high-fat/calorie foods on your traditional Sunday dinner menu.
5. Practice saying "no" to a family member (e.g., your teenager) who wants you to do something (e.g., drive her to the mall) at a time that conflicts with your scheduled time for an aerobics class.

## **Taking charge**

1. Practice suggesting that a friend or spouse give you something else (e.g., a favorite magazine, hand lotion) instead of candy as a reward or gift.
2. Practice proposing that you and your family go on a biking or hiking trip for vacation this year.
3. Practice responding to a friend or spouse who criticizes your choice of food at a restaurant.
4. Practice telling your spouse/children you want to spend the evening roller skating (or another physical activity) instead of getting pizza and a movie.
5. Practice telling a spouse or your children that you will get a babysitter to watch the kids so you can go to an exercise class.

## Family Support

This class was developed by Dr. Albert Marston, behavioral consultant to the DPP center in Los Angeles. **The class has a strong behavioral focus and participants may bring up challenging personal issues during the sessions, so the leader should be the behavioral consultant at your center or a senior Lifestyle Coach with extensive group experience.**

If desired, any of the handouts from this class may also be given to a participant during an In-Person visit if the Coach is comfortable with the topic and tailors it to the participant.

Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

Note: **All after-core classes should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). To accomplish this, all classes should include weigh-ins, encouragement to self-monitor, and collection and review of self-monitoring records. At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the course.

### Class Overview

In this four-session class, participants will discuss and practice specific ways in which their family can support their efforts to lose weight and exercise more. (Note: **Family members will be invited to Session 3 only**. This will allow participants to speak more freely during the other sessions about challenging family issues.)

**Session 1: Family Help** Participants will discuss ways their family members have helped and not helped them in their efforts toward lifestyle change. Topics will include ways for the family to help and how to ask for help.

**Session 2: Praise and Nagging** Participants will discuss how to give and receive praise and how to handle nagging.

**Session 3: A Family Event** Family members **will** be invited to this session. The basics of the DPP (study design, lifestyle goals, rationale for the lifestyle goals, how the study is doing) will be presented as well as some ideas for how the family can help the DPP participants succeed.

Having a family talk about ways the family can help will be recommended as homework before the next session. Refreshments and time for socializing will be included.

**Session 4: Review of the Family Talk** Participants will discuss their family talks and problem-solve/role play any problems that arose. Participants will be encouraged to carry out plans reached at their family talks and reward themselves and their family for successful change.

## Session 1: Family Help

Objectives:	Participants will discuss ways their family members have helped and not helped them in their efforts toward lifestyle change. Topics will include ways for the family to help and how to ask for help. Family members will <b>not</b> be invited to this session.
Handouts:	Ways for Your Family to Help, Keeping Track booklets, invitations to the Family Event (Session 3)

- 1. Introductions.**
- 2. Purpose of class:** to further develop participants' skills for meeting and maintaining the DPP lifestyle goals, especially with greater support from their family members. Emphasize that many participants have had support from one or more family members and this course is designed to increase that support. Announce that Session 3 will be a Family Event to which all family members are warmly invited (distribute invitations). The basics of the DPP (study design, impact of diabetes, lifestyle goals, rationale for the lifestyle goals, how the study is doing) will be presented at that session as well as some ideas for how the family can help the DPP participants succeed. Refreshments and time for socializing will be included.
- 3. Ask each participant to describe his or her household** (names, relationship, ages, whether they are currently overweight and whether they are currently physically active; also ask if any family members in the household have diabetes.) It's a good idea for the group leader, who may not know these participants very well, to take notes and attempt to become familiar with the family situation of the participants in the group.
- 4. Ask each participant to name some helpful and not helpful things that their family has done with regard to their efforts to lose weight and be more active.** To illustrate, give one or two examples of each (examples of not helpful things: spouse brings home sweets, family member demands favorite high fat foods be on the dinner menu, spouse hasn't noticed when the participant lost weight, spouse isn't interested in taking walks with the participant, or teenagers only want to eat at fast food places when the family goes out for dinner; examples of helpful things: spouse brings home fresh fruit, family member compliments a new low-fat recipe you've tried, spouse praises you when you go for a walk, teenagers are willing to try a new restaurant where you have more low-fat options).

Reassure participants that they can pass if they aren't comfortable sharing. List the participants' responses in two columns, headed "Helpful" and "Not Helpful," on a

blackboard or flipchart.

Make the point that the items in the “not helpful” column must be addressed and you will be discussing some of them in detail, but it’s important to remember that in many cases, they are habits that the family has developed over time, and just as with other habits, it takes time to change. One of the best ways to begin to change these habits, and to support the changes as they develop, is to find new, positive ways for the family to help you and then praise your family whenever they do these things. Over time, the positive, helpful behaviors can gradually replace the “not helpful” ones. This session will focus on ways the family can help and the next session will focus on praise.

5. **Review the handout, Ways for Your Family to Help.** Go over each item and ask the participants for their opinions and experiences. Make sure each item is fully understood. Some participants may express resistance or make strong comments arguing against some of the items (such as, “I think it’s completely unfair to ask my husband to watch the baby so I can walk”). If so, acknowledge the comment and ask if other group members have a different perspective or experience (such as, “You know, my husband watches my kids while I go to the gym, and it works out really well”).

Encourage participants to select one type of help to ask for. Recommend that they select an area in which they feel there will be little (or less) resistance (then later they can try to ask for help in more difficult areas). Urge resistant participants to at least try to ask for help in one area.

Give participants time to complete the handout. Ask them to check those items on page one that they would like their family to do or do more often. Ask them to fill in the blanks on the second page. When they finish, ask for comments and questions.

Have volunteers role play with you how they would ask a family member for a specific form of help (when would you ask? what words would you use?). Ask for comments and input from the group.

6. **Summarize. Assign homework:**  
C Discuss one or more ideas from the handout, Ways for Your Family to Help, with a family member.

## Session 2: Praise and Nagging

Objectives:	Participants will discuss how to give and receive praise and how to handle nagging and sabotage. Family members will <b>not</b> be invited to this session.
Handouts:	Praise, Solving the Problem of Nagging, Keeping Track booklets, invitations to the Family Event (Session 3)

1. **Briefly review the main points of the last session.** Ask participants to comment on their discussions with family members about ways for the family to help.
2. **Introduce purpose of session:** two goals--to discuss how you and your family can 1) use praise (one of the most helpful behaviors) and 2) stop nagging and sabotage (two of the most un-helpful behaviors).
3. **Discuss the importance of praise.** Make the point that one of the most helpful things your family can do for you is praise you, and praise is also one of the best ways for you to encourage your family's support. However, many of us do not give or receive praise very often and may be uncomfortable with it. Distribute the worksheet, **Praise**. Ask participants to take a few minutes to answer the first three questions on the worksheet and then discuss their responses as a group:
  - C **How do you feel about getting praised?**
  - C **When might praise not feel good?** (Ask for examples, such as: when you don't trust the sincerity of the person giving the praise, when the praise is more intense than the behavior seems to warrant, when criticism follows praise or if it has in the past (e.g., You did a really good job, but..."), when you think the person will have unrealistic expectations of you in the future.)
  - C **Is it okay to ask for praise?**

During the discussion, stress that **it's important to have specific, positive, and realistic goals for yourself and clear and reasonable standards for your own performance.** This will make it possible for you to tell family members exactly what your goals are and that you would be delighted if they praised you when you reach a goal. You can also tell them *how* you'd like to be praised, exactly what to say, or just to smile and give you a hug or a pat on the shoulder or back. You can also praise yourself when you meet a goal and give yourself a reward (not food!).

Ask participants to take a few minutes to complete the rest of the worksheet on getting and giving praise. Discuss the responses as a group. Ask for volunteers to role-play some

examples of giving and getting praise, and ask for comments and suggestions from the group. Encourage participants to respond with appreciation when praised.

- 4. Discuss how to respond to nagging.** Nagging is a particularly *unhelpful behavior*. Distribute and review the handout, **Solving the Problem of Nagging**. Stress the importance of being patient with the nagger, of praising him or her if he stops nagging, and of praising him or her for any positive alternatives he tries. Discuss the fact that nagging is a tough habit to kick because a) the nagger usually believes he or she is helping and b) there is usually a kernel of truth in the content of the nagging (e.g., you plan to avoid taking second helpings at a buffet, but go ahead and take second helpings, then your husband nags you about it later). Above all, the participant needs to demonstrate that he or she is taking responsibility for the process of behavior change, including slips along the way.

Ask one participant to volunteer to role play nagging and ask another participant how he or she would respond. Ask the group to suggest alternative responses, and then ask the volunteer who played the role of responding to role play an alternative response.

**Discuss alternatives to nagging.** Ask the group if there are any ways that a family member could respond to a participant's mistake (e.g., taking second helpings at a buffet) without nagging. Examples:

- C You might be comfortable if you can agree with a family member in advance to **signal you privately (for example, with a touch) when you do something you want to avoid** (for example, taking a second helping at a buffet). If it's a private signal and no more is said, you might not feel nagged and find the feedback useful. If you agree to such a system, be sure to praise your partner later for helping you, and agree that he/she should praise you next time the signal seems to work (again, in some private way, like with a touch or smile).
- C Another alternative to nagging is for a family member to **ask you how you are feeling** at a time when he or she might typically have nagged, especially if you seem tired or upset (for example, when you seemed to have forgotten your after-dinner walk). This shows concern for your feelings and is a positive alternative to nagging.

- 5. Discuss how to handle sabotage.** Begin with an example, such as, "Sometimes a friend or relative will bring a high-calorie sweet home as a gift despite the fact that you have specifically asked him or her not to do so." Explain that this is an example of what is called "sabotage." Emphasize that in most instances this is not done with "ill will" but is simply an example of family habits.

Ask participants if they have experienced this and if they would be willing to share any

examples (be aware that this may be a particularly sensitive topic for some participants). Discuss the fact that there **may be various reasons for sabotage**. For example, a spouse or roommate may be threatened in some way by the participant becoming slimmer and physically more attractive or the family member may simply be missing the shared rituals with their favorite “eating buddy.” [Note: Be aware of related cultural issues that may be important for your participants, such as men in certain cultures tending to prefer overweight women. You may need to help participants reframe some of these issues. For example, stress that the Lifestyle Balance program is designed to help prevent diabetes rather than produce a certain type of physical appearance.]

Regardless of the possible reasons for sabotage, it can be quite difficult to respond to effectively. It’s important to **give a clear message that you don’t want the behavior (e.g., bringing candy home as a gift) to continue, while at the same time showing the spouse or friend that you know they mean well**. Also, **suggest something else that they can do to help**. The key is to be both firm and gentle. For example, you might say, “Thank you for thinking of me, but candy is just too tempting. I really love gifts that aren’t food. Could we go out to a movie to celebrate instead?” Be sure to give plenty of praise when the person does what you suggested would be helpful.

**6. Summarize. Assign homework:**

- C Practice praising, receiving praise, and asking for praise.
- C Invite your family members to the family event (next session). [Describe the event and give participants invitations.]

## Session 3: A Family Event

Objectives:	Family members <b>will</b> be invited to this session. The basics of the DPP (study design, impact of diabetes, lifestyle goals, rationale for the lifestyle goals, how the study is doing) will be presented as well as some ideas for how the family can help the DPP participants succeed. Having a family talk about ways the family can help will be recommended as homework before the next session. Refreshments and time for socializing will be included.
Handouts:	Ways for Your Family to Help (page 1 only), How My Family Can Help
Slides or overheads (optional):	How Is the DPP Doing? graphs (see Tool Box)

Note: If possible, include a group walk with the family members before or after the session.

1. **Introductions.**
2. **Describe the purpose of the session:** to provide an update for participants and their families on the DPP study, to recognize the hard work and progress of the DPP participants, and to thank family members for all they do to help the DPP participants succeed.
3. **Present the basics of the DPP** (study design, impact of diabetes, lifestyle goals, rationale for the lifestyle goals, how the study is doing nationally and locally). Keep this brief and simple. Emphasize the importance of the study and the progress and hard work of the participants. If possible, have the Principal Investigator do this. Depending on the data at your center, you may want to present the How Is the DPP Doing? graphs (see Tool Box) as slides or overheads.
4. State that another reason for inviting participants and family members to this gathering is to thank the families for all they do to help the DPP participants succeed. Ask the group to name some ways in which the families have helped the participants so far. Praise the families, and emphasize that these forms of day-to-day support are crucial to the success of the study and to our efforts to prevent diabetes. Also emphasize that their efforts contribute to the health of the entire family. Distribute page 1 of the handout, **Ways for Your Family to Help**, and review any items not already mentioned as examples of additional ways to help.
5. State that some DPP families have found it very helpful to sit down together and talk about how the family is already helping and to think about some additional things they could do to help. Distribute handout, **How My Family Can Help**. Explain that you are giving the

families some “homework” for the next session. They are to complete the worksheet together and the participant is to bring it to the next session. Recommend that the family pick a time that’s convenient for everyone (they may need 30-40 minutes) and a quiet place. They are to talk about each of the topic areas listed (skipping ones that don’t apply to them), and write down what’s going well in each area, what some of the problems are, what would help, what changes you would like to make in that area, and then come up with a plan together. Recommend that children be included in the family talk if possible. (Warn participants not to underestimate their kids. Many young children understand their parents’ needs and are delighted to be asked to help. For example, young children in the DPP and other studies have helped their parents complete self-monitoring booklets like Keeping Track. Others have agreed not to have candy in the house while Mom is in the DPP.)

Work through an example to illustrate the process, such as the following:

In the food shopping area,

- C What is going well: We are buying more fruits and vegetables that help me stay under my fat gram goal.
- C Problems: We buy cartons of ice cream for the kids which is tempting to me when I see it in the freezer.
- C What would help/what change would you like:  
Try buying ice cream sandwiches, popsicles, or other single serving frozen desserts because I can better control the amount I eat of them, or maybe we could stop buying ice cream at the grocery store and only buy it for the kids when we go out.
- C Our plans: Try some different types of low-fat frozen desserts that come in single servings at the grocery store (popsicles, frozen fruit juice bars, frozen yogurt bars) to find one that we all like.

Stress that the talk is to be positive. Every single thing you do as a family to help the DPP participant and to help each other stay healthy is a reason to feel proud. The DPP can’t thank you enough for all that you are doing.

6. Thank participants and family members for coming. Allow time for refreshments and to socialize. (One option would be coffee and a low-fat dessert.)

## Session 4: Review of the Family Talk

Objectives: Participants will discuss their family talks and problem-solve/role play some of the problems or issues that arose. Participants will be encouraged to carry out the plans made at their family talks and to reward themselves and their family for successful change. Family members will **not** be invited to this session.

Handouts: How My Family Can Help (2-3 copies per participant), Keeping Track booklets

**Spend most of the session discussing how the participants' family talks went.** Ask for comments and questions. If needed, use the following questions to stimulate discussion:

- C Were their families receptive to having the talk?
- C How did family members respond to a discussion of what things are going well? To a discussion of problems and desired changes?
- C Did family members come up with suggestions for change?
- C Were participants able to communicate the changes they'd like?
- C Did the families arrive at any plans? Ask participants to share some specific examples.
- C Did the families have a chance to begin to carry out any of their plans?
- C If some participants did not have a family talk, what got in the way? What would be some approaches for handling those difficulties?

Ask volunteers to role play with you some alternative responses to resistance from family members or other difficulties related to their family talk.

Encourage participants to carry out their plans and to reward themselves and their families for successful change. Ask the group to brainstorm some ideas for family rewards.

Distribute fresh copies of the worksheet, How My Family Can Help, for participants who want them for additional talks.

# Ways for Your Family to Help.



We all need help from our families. This is even more true when we're making lifestyle changes. But our family members may not know how to help us.

**Listed below are some ways to help.** Check one that you'd like your family to begin doing or do more often. Choose one that they may be willing to do.

## **Ways to help me eat healthy:**

- 9 Serve low-fat/calorie foods for meals.
- 9 Eat low-fat/calorie foods when I'm nearby.
- 9 Give me gifts other than tempting foods like candy.
- 9 Clear the table and put food away as soon as the meal is over.
- 9 Help with cooking, shopping, or cleaning up after meals.
- 9 Avoid offering me food, like second helpings.
- 9 Avoid bringing tempting foods like candy into the house.
- 9 Encourage me to cook new foods.
- 9 Praise me when I eat healthy foods, eat more slowly, leave food on my plate, or refuse a snack.
- 9 Other:

## **Ways to help me be more active:**

- 9 Go for a walk with me. Or do other physical activities with me.
- 9 Plan social events around being active.
- 9 Compromise when my being active conflicts with your schedule.
- 9 Show appreciation when I do my scheduled activity. Don't remind me when I don't.
- 9 Babysit for me so I can take a walk.
- 9 Set up a regular date with me to be active.
- 9 Encourage me to go out for a walk when I'm debating whether or not to go.
- 9 Try to achieve and maintain the DPP goals with me.
- 9 Other:

**Write a sentence or two to a family member describing exactly what help you'd like. Be specific.**

Examples:

- C “It would help me if you'd get the dishes started after dinner so I can write down what I've eaten right away.”
- C “It would help me if you said, “Great! You went for your walk today!” whenever I go for my walk. But don't remind me when I don't go.”
- C “It would help me if you didn't offer me second helpings. It's just too tempting!”

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# **Praise.**

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Praise is one of the most helpful things your family can do for you.  
Praise is also one of the best ways for you to encourage your family's support.

How do you feel about getting praised?

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When might praise not feel good?

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Is it okay to ask for praise?

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## **Getting Praise**

What would you like your family to praise you for? When? Be specific.

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How would you like them to praise you? Be specific. In words? (Give examples.)  
With a smile? A hug? A pat on the back?

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How will you plan to respond when praised? Be specific.

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## **Giving Praise**

What would you like to praise your family for? When? How? Be specific.

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# Solving the Problem of Nagging.

A spouse or a friend who nags you about your eating or activity may mean well. But nagging can do great harm.

Nagging is treating you like a child. This can cause feelings of resentment, frustration, guilt, and rebellion. You may end up eating even more, being less active, and/or hiding the truth from yourself and others.

In his book *The Undiet*, Dr. Albert Marston, behavioral consultant to the DPP center in Los Angeles, puts it this way, “You must feel free to make your mistakes and be responsible for them. No matter how many times you have failed before, your spouse or friend can’t take responsibility for you.”

Here are some ways to solve the problem of nagging:

## **1. Give your spouse or friend ideas of other ways to help you.**

See the handout, Ways for Your Family to Help.

## **2. Discuss the problem openly with your spouse or friend.**

Explain how nagging makes you feel and act. For example, “When you nag me about my diet, I get frustrated. I wind up eating even more. Please try to just pay attention to my successes.”

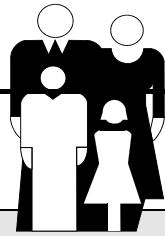
## **3. Ask for a truce of several months.**

During this time, he or she will try to take the pressure off you.

Keep in mind that, for your spouse or friend, not nagging may be as difficult as eating less is for you. Show lots of appreciation whenever he or she avoids nagging and helps you in other ways.  
*Ignore any nagging that slips in.*



## **4. Use this as a chance to ask yourself, “Am I doing all that I can to take responsibility for my own healthy lifestyle change?”**



# How My Family Can Help.

Complete the chart below with your family.

Topic	What is going well	Problem(s) What would help? What change would you like?	Our plans
Food shopping			
Foods at meals			
Snack foods			
Cooking			
Talking about eating and weight			
Physical activity			
Holidays, special occasions			
Eating out			
Vacations			
Other:			

# Stress Management

This class is based on portions of *The Relaxation and Stress Reduction Workbook and Leader's Guide* by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay. Note:

- C We have ordered for each center a **set of three audiotapes ("10 Minutes to Relax")** that accompany the book. Feel free to loan the tapes to participants as part of this course. The tapes provide detailed instructions for breathing techniques, guided imagery and visualization, progressive muscle relaxation, meditation, and body scanning. Look for the tapes in the mail, and let us know if you don't receive them.
- C We will keep **five copies of the workbook and leader's guide** on hand here at the Lifestyle Resource Core to loan to centers as a resource. Call us to borrow a copy. For example, you may want to add a session to this class on visualization and guided imagery and use the workbook and leader's guide to develop the session.
- C To order your own copy of the workbook, leader's guide, or tapes, call Courage to Change at 1-800-935-8838.

## Class Overview

In this class, participants will assess their stress level as it relates to their eating and physical activity and will be taught and practice specific stress management techniques. The Life Balance Pyramid will be presented with examples of ways to develop and sustain the different areas of the pyramid.

### Session 1: Stress Assessment, Life Balance, and Belly Breathing

Participants will individually assess their stress level as it relates to their eating and physical activity. The Life Balance Pyramid will be presented, and abdominal (belly) breathing will be introduced and practiced.

### Session 2: More Breathing Exercises and Body Awareness

Participants will practice some additional breathing exercises and several body awareness exercises.

### Session 3: Body Relaxation

Participants will be introduced to and practice progressive relaxation.

### Session 4: Mindfulness: Really Doing What You're Doing

Participants will be introduced to the concept of mindfulness and its benefits for coping with stress. Participants will also practice mindful eating and walking.

**Note: The class has a strong behavioral focus and participants may bring up challenging personal issues during the sessions, so the leader should be the behavioral consultant at your center or a senior Lifestyle Coach with extensive group experience.**

If desired, any of the handouts from this class may also be given to an individual participant during an In-Person visit, provided that the Coach is comfortable presenting the topic and that it is tailored to the needs of the participant.

**Note: All after-core classes should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). To accomplish this, all classes should include weigh-ins, encouragement to self-monitor, and collection and review of self-monitoring records. At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the course.

## Session 1: Stress Assessment, Life Balance, and Belly Breathing

**Objectives:** Participants will individually assess their stress level as it relates to their eating and physical activity. The Life Balance Pyramid will be presented, and abdominal breathing will be introduced and practiced.

**Handouts:** Assess Your Stress, The Life Balance Pyramid brochure from Park Nicollet Health Source (the Lifestyle Resource Core will provide copies for each participant in the class), Breathe Away Your Stress

**Before the session:**

C When you advertise the class to participants, emphasize the experiential nature of the sessions (see the purpose given below). And recommend that participants come dressed comfortably (prepared to practice stretches at some of the sessions).

**1. Explain the purpose of the class:** to help participants:

- C identify the sources of stress in their lives,
- C learn more about how stress affects their eating and physical activity,
- C think about the bigger picture of “lifestyle balance” and how it relates to stress and stress-related behaviors, and
- C learn several ways to both cope with and prevent stress.

Emphasize that the overriding purpose of the class is not to add one more thing-I-have-to-do to the participants’ schedules but rather to carve out a little protected time for them during which they reflect on issues related to stress, experience the support of other lifestyle participants, and spend some time learning and practicing relaxation skills that can **help them in their efforts to lose weight and maintain it and become more physically active.**

Also point out that some topics to be presented briefly in this class could be full classes in and of themselves. The purpose of this class is **not to attempt to provide participants with some final answers** with which they can change their lives **but rather to get them thinking** about some of these things. The participants may want to discuss specific issues in more depth and develop related action plans with their Coaches on an individual basis.

**2. Distribute the notebooks or folders, and review the topics, schedule and locations for each session.** Instruct participants to bring their notebooks/folders with them to every session and keep their handouts and homework in their notebooks. Also ask participants to wear loose, comfortable clothing, particularly for sessions 1 and 2.

3. **Have participants briefly share their reasons for joining the class.** Ask them to introduce themselves and any guests they have brought to the class and name some of the forms of relaxation and stress management that they may have already learned and/or practiced.
4. Make the point that **stress is a complex issue.** First of all, stress is not easy to define. It is not necessarily a *situation*, because the same situation may be stressful to one person but not to another. (Perhaps no one would disagree that working in a sweatshop at slave wages is stressful for most people, but is selling peanuts at the ballpark stressful? It may or may not be, depending on the individual.) The bottom line may be whether or not you *feel* stressed, but again, this is complex because different people experience stress in different ways.

**Distribute page 1 of the Assess Your Stress worksheet and pencils.** Have participants complete page 1 of the worksheet individually and then ask for volunteers to comment on what they learned. **Emphasize again that one purpose of this class is to help participants break the chain that links stress to unhealthy eating or sedentary behavior.** Remind participants of the concept of action (behavior) chains (described in Session 9 on Problem Solving in the core curriculum). **Distribute page 2 of the worksheet** and take one example from the group of a stressful event that led to unhealthy eating or sedentary behavior and **work through the behavior chain analysis.** Give an example of a stress management technique that will be taught in this class (such as deep breathing) that could be used as an option for breaking the chain.

5. Explain that stress management techniques can be used in specific situations to cope with the symptoms of stress (as in the previous example of a behavior chain) and also, when practiced regularly, as a way to prevent stress and stress-related behaviors. Distribute the **Life Balance Pyramid** brochure, and introduce it as a guide **to creating overall balance** in our lives in order to both cope with and prevent stress. Review the various levels of the pyramid, explaining that each level addresses a different aspect of stress management, and as a whole, the pyramid focuses on the **origins of stress and preventing stress** as well as **how to cope** with the symptoms that can result from stress.

In addition, the pyramid **reflects the complex nature of stress and stress management.** When you want to address a particular source of stress in your life, there is no one right answer. You may need to focus on several areas of the pyramid depending on what options you have open to you. For example, you may decide that your job is not fulfilling and your dissatisfaction with your job is an important factor in your overeating during your lunch break, but can you quit your job? Can you change some of the stressful qualities of the job if you can't quit (such as being more assertive with your boss)? If you can't do either, then can

you look at the stresses in the rest of your life and at how you react, mentally and physically, to stress in general? Can you find nonfood ways to cope with the symptoms of feeling stressed and find ways to relieve the negative consequences of the stress? Explain that today you will briefly review all of the areas on the Life Balance Pyramid and then practice one of the Immediate Coping Skills at the top of the pyramid, the use of deep breathing. The remaining sessions in the class will touch on various areas of the pyramid as well as introducing specific techniques for stress management.

6. **Review the Life Balance Pyramid interactively.** Ask the group to comment on any of the areas of the pyramid in general or on any specific items, and build on related points brought out in the discussion of the worksheet, Assess Your Stress. Let the participants direct the discussion. If it lags, provide a few of the following questions to spark interest. (Only include a few of the questions; you must leave enough time at the end of this session to teach and practice deep breathing. Also, you may wish to mark some of the questions for use during future sessions, perhaps as an interactive opener to briefly remind participants of the pyramid and review how they may have used it since the previous session.) **During the discussion, be sure to highlight the physical nourishment section of the pyramid as related to the DPP goals of being physically active and losing weight through healthy eating.**

#### *Lifelong Foundations*

- C One of the lifelong foundations for stress management is to **develop a sense of fulfillment from hobbies or work.** What does the word “fulfillment” mean to you? How do you know when you are fulfilled or not fulfilled? What would other people notice? Do you have any ideas of how you might strengthen this foundation in your life?
- C How about **making time for meditation and/or prayer** (or connecting with a higher power)? Is spirituality important to you? Do you make time for spiritual practice and growth, either in a group or alone? Is it something that you could make time for?
- C Do you **observe and appreciate the natural world?** In what way? For example, while doing any outside physical activity for DPP, do you take advantage of any opportunities to observe and enjoy nature? Or do you tend to worry about family and work responsibilities and watch the minute hand on your watch while you walk through the park?
- C What does it mean to you to **“view life’s challenges as opportunities”** (we’ve all heard the phrase, “If life gives you lemons, make lemonade”)? Do you have any examples of a challenge that became an opportunity for you because of the way you viewed it or handled it? One way to think about this is to ask yourself, when faced with a stressful situation, “What can I learn from this?” Instead of getting swept away by an *automatic reaction* to a stressful situation, can you step back and look for a *creative response*?

- What does it take to approach challenges in this way?
- C Another lifelong foundation for stress management is **reflecting on your personal values, goals, and choices**. One way to think about this is to ask yourself, “If given the chance, would I do some things differently in my life? If so, what would I do differently? Are there any small changes in this direction that I could begin making now?” (Bring out the point that one change might be cultivating a deeper acceptance of the way things are.)

*Emotional Well-Being*

- C Do you tend to **think optimistically**? Have any of you changed from a tendency to be pessimistic to being more optimistic? (If appropriate, refer to some of the suggestions in the core curriculum session on talking back to negative thoughts.)
- C What do you do to **nurture a positive self-image**?
- C Are you able to **express feelings in honest, fair, and direct ways**? In what ways does this help keep life in balance?
- C Do any of you **write in a journal**? Write letters? In what ways does writing help keep life in balance?

*Social Connection*

- C One of the social connections for stress management is to **volunteer time to a worthy cause**. Do any of you volunteer? What is that experience like for you? What keeps you involved? Have any of you volunteered before and then stopped doing so? What got in the way? Do you have any ideas of how you might strengthen this connection in your life?
- C How about **doing kind deeds for others**? In what way do you think this reduces stress and helps to keep our lives in balance?
- C Another social connection on the pyramid is to **spend time with family, friends, and pets**. Also listed is **caring for children, elderly, and pets**. Some of us would say that family life, especially providing care, often adds stress instead of reducing it. What do you think? When is family life and providing care a source of balance? When is it a source of stress? What makes the difference?

*Pleasurable Joys*

- C Which of the **pleasurable joys** do you practice regularly? (If you are comfortable doing so, mention that an important source of pleasurable joy for many of us that is not explicitly listed on the pyramid is romance and sex, which could be thought of as part of the item, “Give and get hugs.” Although this course is not the place for addressing sexual frustration, there are numerous books, courses and counseling services available to help participants in this area.) How do pleasurable joys help keep your life in balance?

Do you tend to neglect this area of the pyramid? How might you include more pleasurable joys in your day-to-day life? Have you ever experienced eating healthy foods and being physically active as pleasurable joys?

*Physical Nourishment*

- C The **physical nourishment** section of the pyramid includes healthy eating, physical activity, and rest, two of which relate directly to the DPP lifestyle change goals. How do building these in every day help keep your life in balance?
- 7. Demonstrate abdominal breathing.** Remind participants that at every session you will practice a different way to relax. Today the practice is abdominal or “belly” breathing. Begin by briefly making the point that proper breathing is a profoundly effective way to relieve stress. Ask participants why this might be so. Record their answers on a chalkboard or flipchart if available, and add the following points if not brought out by the group:
- C Breathing provides life-giving oxygen to all parts of our body and gets rid of carbon dioxide, a toxic waste product. Poor breathing habits diminish the flow of these gases, which can contribute to anxiety, panic attacks, depression, muscle tension, headaches, and fatigue.
  - C Shallow, fast breathing often accompanies anxious and scattered thoughts. One way to calm and focus our thoughts is to breathe more deeply and slowly.
  - C Proper breathing is simple and convenient. It requires no equipment and can be done anywhere and anytime without anyone else noticing.

Ask participants to keep in mind that although proper breathing is simple to learn, most of us have a lifetime of experience with incorrect breathing. So at first correct breathing will feel awkward and unnatural. However, with patience and regular practice over an extended period (several months), proper breathing can become automatic and the cumulative relaxing effect can be great.

Next, **demonstrate the belly (abdominal) breathing exercise.** Exaggerate the movement of the belly or rest a book on your abdomen so the movement is easy for the group to see.

- 8. Summarize the main points from this session. Assign home activity:**
- C Keep a **stress awareness diary** (use your Keeping Track books or another self-monitoring record). Make a note of the time that a stressful event occurs and the time you notice a physical or emotional symptom or behavior that might be related to the stress, including unhealthy eating or being sedentary. For example, “10:00 Customer on the phone was rude and angry. 10:15 Stomach tightness, anger. 10:20 Went out for pastry during coffee break.”

- C Practice **belly breathing** at least once a day and self-monitor your stress level (not at all, somewhat, or very stressed) before and after the practice. Take a minute now to plan a specific time during the day to practice and write it on the cover of your Keeping Track booklet. (Check that participants have done so.)
- C **Use belly breathing as a way to respond when you first experience an urge to overeat** (some people post a little sign saying “Breathe” on their refrigerator door or computer screen) **or an urge to avoid following through with a plan to exercise** (ie., as a way to break the chain between stress and unhealthy eating/sedentary behavior). In these cases, the breathing can serve several purposes: provide relaxation, break the chain between certain thought patterns and unwanted behaviors, and help you become more aware of those thought patterns and behaviors.
- C As you go through the week, keep in mind our discussion of the **Life Balance Pyramid**. (Suggest that participants post the Life Balance Pyramid in a place where they can refer to it regularly.) Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.
- C Remember to wear loose, comfortable clothing and bring a blanket or mat to the next session.

## Session 2: More Breathing Exercises and Body Awareness

Objectives: Participants will practice some additional breathing exercises and several body awareness exercises.

Handouts: Other Breathing Exercises, Body Awareness

Before the session:

- C Remind participants to wear loose, comfortable clothing and bring a blanket or mat (if the body awareness exercises must be practiced on the floor).
- C If possible, provide comfortable chairs for participants to sit in during the body awareness exercises.

1. **Briefly review the main points of the last session.** Ask participants if since the last session they practiced any of the items on the Life Balance Pyramid. Did they have any insights about sections or items on the Life Balance Pyramid that they tend to neglect?

Also ask for comments on their experiences while practicing belly breathing and keeping a stress awareness diary. What kind of situations were stressful and what were their related symptoms and behaviors? How did they rate their stress before and after the breathing exercise? Were they able to use belly breathing to break a chain between stress and overeating or sedentary behavior? Answer any questions.

2. **Explain the purpose of this session:** to introduce participants to some additional breathing exercises and several body awareness exercises.
3. **Demonstrate additional breathing exercises.** Point out that many people find it difficult to continue a regular practice of belly breathing because their minds wander. Variations on the exercise can be used to help focus the mind. Distribute the **Other Breathing Exercises handout**. Demonstrate the exercises and allow time for participants to practice them. Move around the room as they practice, answer questions, point out your observations, and make suggestions.
4. **Introduce the body awareness exercises.** Another relaxation technique is body awareness. Our bodies register stress before our conscious minds do, so by purposely shifting our attention from the busy outside world to our bodies, we can become aware of the stress that may be building up and begin to release it. Today we'll practice a couple of body awareness exercises, including the body scan that we used briefly in the last session.

**Review the body awareness exercises** on the handout one at a time, having the participants practice them on a mat on the floor or in comfortable chairs. As participants practice, move around the room. Ask for questions and comments. Encourage participants to take their time and be patient if their attention wanders.

**5. Summarize the main points of the session. Assign home activity:**

- C Continue to **self-monitor your stress and related symptoms and behaviors** in your Keeping Track booklets or other self-monitoring records. (Review the specific instructions given as homework for the last session.)
- C **Practice the additional breathing exercises and body awareness exercises** during the coming week and self-monitor your stress (not at all, somewhat, or very stressed) before and after the exercises. Have participants take a few minutes to plan specifically when they will practice, and ask them to write the times on the cover of their Keeping Track booklets. (Check that participants have done so.)
- C **Use breathing and body awareness as a way to respond when you first experience an urge to overeat or to avoid following through on a plan to exercise** (ie., to break a chain between stress and unhealthy eating/sedentary behavior.).
- C As you go through the week, keep in mind our discussion of the **Life Balance Pyramid**. (Again suggest that participants post the Life Balance Pyramid in a place where they can refer to it regularly, if they haven't done so already.) Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.

## Session 3: Body Relaxation

Objectives: Participants will practice progressive body relaxation.

Handouts: Body Relaxation, **copies of an audiotape** with instructions for progressive relaxation for participants to take home and use when practicing (e.g., one of the tapes from the Relaxation and Stress Reduction Workbook)

Before the session:

- C Remind participants to wear loose, comfortable clothing and bring a blanket or mat (if the progressive relaxation exercises must be practiced on the floor).
- C If possible, comfortable chairs for participants to sit in during the progressive relaxation exercises

1. **Briefly review the main points of the last session.** Ask participants if since the last session they practiced any of the items on the Life Balance Pyramid. Did they have any insights about sections or items on the Life Balance Pyramid that they tend to neglect? Also ask for comments on their experiences while practicing the additional breathing and body awareness exercises and keeping a stress awareness diary. What kind of situations were stressful and what were their related symptoms and behaviors? How did they rate their stress before and after they practiced the breathing and body awareness exercises? Were they able to use breathing/body awareness to break a chain between stress and overeating or sedentary behavior? Answer any questions.
2. **Explain the purpose of this session:** to introduce participants to progressive body relaxation.
3. **Introduce body relaxation.** Explain that body or “progressive” relaxation was first introduced in 1929 by a Chicago physician. It is a simple technique **of tensing and then relaxing muscles in four major muscle groups**, starting with the hands and arms; moving to the head, face, and shoulders; then to the chest, stomach, and lower back; and finally to the thighs, buttocks, calves, and feet. Body relaxation allows you to discover which muscles are tense and to distinguish between the sensation of tension, which may be so chronic that it goes unnoticed, and deep relaxation. The technique has been shown to lower pulse rate, blood pressure, and respiration rates. It has been used successfully in the treatment of muscular tension, anxiety, insomnia, depression, fatigue, irritable bowel syndrome, muscle spasms, neck and back pain, high blood pressure, mild phobias, and stuttering.

Encourage participants to take what they learn in the class today and **practice it twice a day at home**. Explain that at first, the technique may be a little difficult and take about fifteen to twenty minutes, but with a week or so of practice, it will be possible to relax your whole body in just a few moments. **Once you have mastered the technique, a shortened form can be used** which tenses and relaxes many muscles at one time so that deep relaxation can be reached in a very brief period of time. In this class, we will practice the longer form, but first I will **demonstrate the shortened form** as a way of showing you certain parts of the technique.

4. **Give participants the handout, Body Relaxation.** Review the handout, including the instructions and cautions. (Make the additional point that excessive tightening of the back or neck could cause muscle or spinal damage. However, mild tingling, jerking, needlelike sensations, and warmth are all normal sensations during progressive relaxation.) Then **demonstrate each of the steps in the shortened form** as a way of illustrating how to tense and relax the muscles. Explain that sometimes people let their arms or legs relax in a slow, controlled way (demonstrate this), which actually requires sustained muscle tension, rather than letting them fall suddenly limp, which is a sign of tension release (demonstrate this). (It may be helpful to make this point by using the metaphor of turning off a light switch.) Another problem is either tensing too little to feel the benefit of releasing (demonstrate this) or tensing so much that you are straining (demonstrate this).

Then ask participants to **lie down on a rug or blanket or sit in a chair** (whichever is most comfortable for them) in a comfortable position with their eyes closed. Explain that it is important to be physically comfortable but not so much so that you are likely to fall asleep, which is a problem with lying down for many people, particularly in a bed. For practice at home, a comfortable recliner that supports the arms, legs, and head may be ideal.

5. **Read the script below aloud, or play an audiotape of yourself reading the script, or play another instructional tape on progressive relaxation** (a 22-minute audiotape, *Progressive Relaxation*, is available from New Harbinger Publications; to order, call the 800 number on page 1).
  - C If you use the script below, allow participants time to experience the sensations of tensing and relaxing one muscle or muscle group before going on to the next one (again, allow about 5 to 10 seconds for tensing each muscle and 15 to 30 seconds for relaxing).
  - C One advantage of making a tape of yourself reading the script is that you can listen to it while practicing the exercise yourself before class, which will help you check your timing and give you a chance to make any modifications before the class.
  - C Another advantage of using a tape, rather than reading the script aloud during the session, is that it will be more convenient for you to walk around the room and point out any

- individual problems you observe.
- C We strongly recommend that you give participants copies of the tape, either the New Harbinger Publications tape or your own, for use when practicing at home.

**Script:**

"Get in a position that is comfortable for you. Good. First, clench your **left fist**. Clench it tighter and tighter and keep it clenched. Notice the tension in your fingers, hand, and lower arm. Now relax. When you relax, do so all at once, like turning off a light switch. Feel the looseness in your fingers, hand, and lower arm. Notice the difference between the looseness and the tension. Now clench the fist again...then relax it suddenly. Feel the difference. Next, clench your **right fist**. Tighter and tighter and keep it clenched. Notice the tension. Now relax. Feel the looseness. Notice the difference between the looseness and the tension. Again, clench your right fist. Relax. Now tense **both fists** at once. Relax both fists. Notice the difference. Tense both fists again. Relax. Let go more and more.

Now bend your elbows and tense your **upper arms**, your biceps. Tighter and tighter, as hard as you can. Notice the tightness. Now relax and straighten out your arms. Feel the looseness. Notice the difference. Tense your upper arms again. Hold. Relax. Let go more and more.

Move your attention to your head now. Wrinkle your **forehead** as tightly as you can. Let it relax. Imagine your entire scalp and forehead smoothing out and relaxing. Now frown again. Notice the tension in your forehead. Let it go. Let your brow become smooth and at complete rest. Now close your **eyes**, tighter and tighter. Notice the tension. Relax them, letting them stay closed gently. Tighten them again. Relax. Next, clench your **jaw**. Notice the tension. Relax it. Let your lips be slightly parted. Notice the looseness in your jaw. Notice the difference between the tension and the relaxation. Again, tense your jaw. Relax. Now press your **tongue** against the roof of your mouth. Feel the tension in the back of your mouth. Relax. Again, press your tongue up. Relax. Now tightly purse your **lips** into an "O." Relax them. Again, purse. Relax. Take a minute now to notice the looseness in your forehead, scalp, eyes, jaw, tongue, and lips.

If your head is supported, press it back as far as you can comfortably against the floor or bed. Notice the tension in your **neck**. Now roll your head to the right, feel the tension, then to the left. Now straighten your head and press your chin against your chest. Hold it there. Feel the tension in your **throat** and the back of your neck. Now relax and return your head to a comfortable position. Let the tension dissolve away. Again, press your head back. Roll it to the right, to the left, straighten, chin against your chest. Now relax. Now hunch your head down between your **shoulders** and hold your shoulders there. Feel the tension. Now drop

them. Feel the relaxation. Again, hunch your shoulders. Drop them. Let the relaxation spread through your neck, throat, and shoulders. Let the relaxation deepen.

Give your whole body a minute now to relax. Feel the heaviness in your muscles. Feel the calmness, the comfort, the rest.

Now, breathe in and fill your lungs. Hold your breath, and notice the tension in your **chest**. Now breathe out, letting the air hiss out. Let your chest become loose. Continue breathing freely and gently. Notice the tension drain from your body. Again, breathe in and hold. Breathe out. Relax. Next, tighten your **stomach**. Tighter, tighter, hold it. Notice the tension. Relax. Put your hand on your stomach and breathe into your belly, pushing your hand up. Hold, then relax. Feel the relaxation as you breathe out. Again, tighten your stomach. Relax. Breathe into your belly, hold. Relax.

Now arch your back without straining. Don't overdo it. Keep the rest of your body relaxed. Turn your attention to your **lower back**. Notice any tension there. Now relax. Let your lower back muscles relax and smooth out. Again, arch your back without straining. Relax. Let go more and more.

Tense the muscles in your **buttocks**, tighter and tighter. Hold the tension while you press your heels down as hard as you can until you feel the tension in your **thighs**. Now relax all at once. Feel the difference between the relaxation and the tightness. Again. Tighten your buttocks, press your heels down. Relax. Now curl your **toes** downward, tensing your **calves** (don't overdo it or you might get a muscle cramp). Feel the tension. Relax. Again, curl your toes down. Relax. Now bend your toes toward your face, tensing your shins. Relax. Again, bend your toes toward your face. Relax.

Take a minute now to let the relaxation deepen. Let the tension throughout your lower body drain away. Relax your feet, ankles, calves, shins, knees, thighs, and buttocks. Let the relaxation spread now to your stomach, lower back, and chest. Let go of the tension. Let the relaxation deepen in your shoulders, arms, and hands. Let go more and more. Notice the looseness in your neck, jaws, and facial muscles.”

6. **Reassemble the group and have participants discuss their experience.** Answer any questions.
7. **Summarize the main points of the session. Assign home activity:**
  - C Continue your **stress awareness diary**.
  - C **Practice body relaxation twice per day and self-monitor your stress before and after**

**practicing.** Have participants take a few minutes to plan specifically when they will practice, and ask them to write the times on the cover of their Keeping Track booklets. (Check that participants have done so.)

- C **Use the short form of body relaxation as a way to respond when you first experience an urge to overeat or to not follow through with a plan to exercise** (ie., to break the chain between stress and unhealthy eating/sedentary behavior).
- C As you go through the week, keep in mind our discussion of the **Life Balance Pyramid**. (Again suggest that participants post the Life Balance Pyramid in a place where they can refer to it regularly, if they haven't done so already.) Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.

## **Session 4: Mindfulness: Really Doing What You're Doing**

**Objectives:** Participants will be introduced to the concept of mindfulness and its benefits for coping with stress. Participants will also practice mindful eating and walking.

**Materials needed:**

- C Name tags
- C Box of raisins for the mindful eating exercise. (The exercise may be done with any food, such as a sandwich, sliced apples or pears, or seeded sections of tangerine. Raisins are a good choice because they are easy to pack, won't spoil, and most people like them. If not using raisins, keep in mind that some other foods may spoil and that some types of sliced fruit, such as apples or pears, will darken in contact with air once they are cut.)
- C Keeping Track booklets
- C Pencils

**Note:**

- C This session should be held in a room that can be arranged to allow the group to walk in a circle or in lanes.
- C An excellent resource for Coaches and participants that includes detailed instructions on the practice of mindfulness is **Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness** by Jon Kabat-Zinn, PhD.
- C Another resource is **Eat More, Weigh Less** by Dean Ornish, MD. Part 1 addresses broader lifestyle balance issues.

1. **Briefly review the main points of the last session.** Ask participants if since the last session they practiced any of the items on the Life Balance Pyramid. Did they have any insights about sections or items on the Life Balance Pyramid that they tend to neglect? Also ask for comments on their experiences while practicing the body relaxation. Were they able to break a chain between stress and eating/sedentary behavior by using body relaxation? Answer any questions.
  2. **Explain the purpose of this session and define mindfulness.** The purpose of this session is to give participants some exercises for practicing what is called "mindfulness" as a way of coping with the stresses of life. Most stress comes from thinking about the past or worrying about the future and letting this block out our experience of the here and now, the "present moment." Mindfulness can be defined as "**paying attention on purpose," or living in the present moment, really doing what we are doing right now.**"
- Briefly describe some **examples** to illustrate that most of us at one time or another in our

lives have experienced mindfulness:

- C During play (e.g., playing chess, tennis, dancing), you are so focussed on each moment that you're not aware of time passing.
- C At a moment of crisis (e.g., your four-year-old runs home crying with a cut on her elbow), you are vividly aware of all of the details of your surroundings and feel completely alert and focussed.

Ask for additional examples from the group. Explain that in moments like those described, our minds are typically calm, concentrated, and aware of the immediate sensations of what we are doing. Ask the group what is different about our minds when we experience stress. Make the point that under stress, our minds are typically agitated and dispersed or scattered. This is sometimes called “monkey mind,” when our mind wildly swings from one thought to another like a monkey swinging from branch to branch. For example, while we are driving to work, we might be worrying about something our spouse said during a recent argument, then thinking about what our boss might say when we get to work, rather than experiencing the actual sensations of driving or even seeing where we are going. We are on “automatic pilot,” and our mind is somewhere else.

Clarify that there is nothing “wrong” with thinking about something other than what is happening in the present moment. At times it is necessary and helpful (for example, planning ahead to schedule an appointment). But frequently, thinking about something else is not at all helpful. By practicing mindfulness, we learn that we have a *choice*. We can choose the option of consciously focusing our mind on the present moment which is always available to us.

Explain that there is nothing unusual or mystical about mindfulness. Some people practice mindfulness by sitting regularly in meditation, but this is not necessary. [Note: Refer participants who ask for instructions for sitting meditation to **Full Catastrophe Living**, the resource described in the objectives for this session which includes a good bibliography of additional resources.] In fact, there are countless moments in our ordinary lives that we can use for practicing mindfulness, such as setting the table, eating, washing the dishes, writing, doing the laundry, taking a shower, brushing our teeth, shaving, getting on a bus, hugging, or sitting on our front steps.

Let's take doing the dishes as an example. To do the dishes mindfully, you would be aware of how your body moves when it holds, scrubs, and rinses each plate and glass. You would also be aware of your breathing and of any thoughts or feelings you experience. You would note or name the thoughts and feelings briefly (for example, you might say to yourself, “I was having a thought about what I need to do tomorrow morning at work. Feeling a little

anxious.”). Then you would return your full attention to the immediate sensations of doing the dishes.

**Practicing mindfulness while doing ordinary daily activities has many benefits.** First of all, you might discover that you actually enjoy doing the dishes, and all the other ordinary routines you do every day, that you don’t have to rush through doing these things so you can get on to something more important. Secondly, your practice will strengthen your ability to be present and aware, so that in moments of depression, anger, or anxiety, you can use the same ability to focus yourself, to be alert and aware and attentive, instead of acting mechanically without full awareness. After all, the present moment, no matter what it contains, is *the only moment we have* to learn, to heal, to act, to change. If our minds are somewhere else, we are shortchanging our life.

3. **Have the group practice mindful eating.** Give each participant in the group three raisins (this can also be done with slices of apple or pear or seeded sections of a tangerine; raisins may be the best option in some situations because they do not spoil or darken on contact with air as do other cut fruit). Explain, with a little humor, that you are now going to do a group exercise in which you all “*really eat these raisins.*” (Expect some nervous laughter throughout this exercise.) Note that this may seem silly, but even the most simple acts like eating a raisin can illustrate how powerful mindfulness can be. Lead the group in your own words, using the following script as a guide.

“Hold one of your raisins in your hand. Take several slow, deep breaths. Now look at the raisin as if you had never seen one before. What color is it? What is its surface like? What does its texture feel like between your fingers? What thoughts are you having now about raisins or about food in general? Are you having any thoughts or feelings about liking or disliking raisins? Whatever your thoughts or feelings are, simply notice them.

Be aware of your intention to begin eating. Move your other hand slowly toward the raisin. Note the action mentally by saying to yourself, “Reaching ... reaching ... reaching.” Now pick up the raisin, and say to yourself, “Lifting .... lifting ... lifting.” The point is to stay aware of each movement of your hand and arm by naming them.

Now move the raisin closer to your mouth and watch your hand as you do so. Smell the raisin. What does it smell like? How are you reacting to the smell? Is your mouth watering? If so, notice what it feels like to desire food.

Put the raisin on your tongue. What does it feel like? Is your mouth watering? Now bite into the raisin. Where is the raisin in your mouth? Begin chewing slowly. What are the

sensations in your teeth? Your tongue? How does your tongue move when you chew? What part of your tongue is experiencing the taste? Where is your arm? Did you notice moving it to where it is now?

When you are ready to swallow, notice the impulse to do so. Now swallow the raisin. Try to be aware of how the raisin moves in your esophagus toward your stomach. Can you feel any sensations in your stomach? Where is your stomach? What size is it? Is it empty, full, or in between? Imagine that your body is now ‘one raisin heavier’.

Now take as much time as you need to eat the other two raisins with the same degree of mindfulness.”

Ask the group to share their experiences with the exercise. If not brought out in the discussion, ask the following questions:

- C How did this experience differ from the way you usually eat?
- C Were you “satisfied” eating one raisin?
- C What would it be like if you ate this way most of the time? Do you think it would affect the amount and/or types of foods you eat? Your attitude toward eating? (With mindfulness, healthy eating can become one of the pleasurable joys on the Life Balance Pyramid.)
- C Did you automatically start to eat the other raisins before you were finished with the first one?

4. **Have the group practice mindful walking.** Introduce the next exercise by stating that walking is another ordinary activity that can be used for practicing mindfulness. Usually we walk for a reason, because we want to go somewhere, and our mind tends to think about where it wants to go and what it’s going to do there. In mindful walking, we “pay attention on purpose” to the experience of walking itself.

Arrange the room so that there is enough space for the group to walk in a circle or in lanes, and show the participants where you want them to walk. Lead the group in your own words, using the following script as a guide:

“Stand up and relax your abdominal muscles. Take several deep breaths, feeling your belly expand and contract with each breath.

Now begin to walk slowly. Be aware of your feet and legs as your walk. Notice what it feels like when one foot touches the floor, when your weight shifts to that foot, when the other foot lifts and the knee bends and the leg moves ahead and then that foot touches the

floor.

Keep your gaze softly focused in front of you. Don't look at your feet or at what's around you in the room or at other people. If you do find your eyes wandering, return your attention to the sensations of walking.

"When thoughts or feelings arise, notice them and then return your attention to the sensations of walking."

Allow time for the group to walk several times around the room.

Ask the group to share their experiences with the exercise. If not brought out in the discussion, ask the following questions:

- C How did this experience differ from the way you usually walk?
- C Are there times during the day when you might be able to practice this type of walking (for example, when you walk between your car and your home at the end of the day)?
- C Do you think it would be possible to be more mindful when you are doing the brisk walking or equivalent activity you do to reach your DPP activity goal? If so, do you think it would affect the amount of activity you do or your attitude toward it?
- C What got in the way of paying attention to the process of walking? What was it like to return your focus to the walking itself?

**5. Summarize the main points from this and previous sessions. Assign home activity:**

- C Plan one time during the week when you can **practice mindful eating** (it needs to be a time when you can eat a meal alone, make it last for at least 30 minutes, and be away from other stimuli such as TV and radio). Write that time on the cover of your Keeping Track booklet (check that participants have done so). During the practice, eat with the hand you normally don't use (the awkwardness may remind you to pay attention), and focus on the sights, smells, tastes, and textures of what you eat and drink. Also, try to introduce some mindfulness into all of your eating during the week.
- C Plan to **practice slow, mindful walking** once during the coming week. Write the days and time on the cover of your Keeping Track. When practicing, walk very slowly. Also, try to introduce some mindfulness into the brisk walking or other equivalent activity you do to reach the DPP activity goal.
- C **Continue to self-monitor your stress and use mindfulness, body relaxation, body awareness, and breathing as ways to respond to stress rather than overeating or being sedentary** (ie, to break the chain between stress and unhealthy eating/sedentary behavior). Also remember that these and other relaxation techniques are important to practice regularly as ways to prevent stress.

C Continue to keep in mind the **Life Balance Pyramid**. Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.

Encourage participants to discuss stress management with their Lifestyle Coaches throughout the remainder of the study and use their Coaches as a source of support in this area.



# Assess Your Stress

**1. How often do you feel stressed?** ^ Often ^ Sometimes ^ Seldom

**2. Check any of the following that are sources of stress for you:**

- 9 Deadlines, time pressures, too much to do and not enough time or help
- 9 Being pulled in too many directions
- 9 Feeling out of control of your life
- 9 Difficulties with your health
- 9 Big decisions (such as career changes, retirement, marriage, children, moving)
- 9 Small irritations (such as traffic, telephone calls)
- 9 Family conflicts or issues
- 9 Financial problems
- 9 Stresses related to DPP (examples: extra time spent in food preparation or Keeping Track, feeling deprived of favorite foods, difficult to fit activity into a busy schedule, uncomfortable at social events where high-fat foods are served)
- 9 Other source of stress (describe): \_\_\_\_\_  
\_\_\_\_\_

**3. Choose one source of stress you have checked above. Describe it in detail:**

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**4. How does it affect you?**

C What thoughts, emotions, and physical sensations (such as headaches, back aches, tiredness) are related to this source of stress?

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C What unhealthy eating behaviors (such as skipping meals, overeating) and sedentary behaviors (such as watching TV, sleeping too much) are related to this source of stress?

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### **5. Find the action (or behavior) chain.**

Try to see the steps (links) that are part of the chain.

## Sarah's Action Chain

- C Boss was critical.
  - C Sarah had a headache.
    - Thought “I’ll never get it right!”
    - Felt angry and anxious.
  - C Came home tired and upset.
  - C Went right to the kitchen.
  - C Saw cookies on counter.
  - C Ate cookies.

## Your Action Chain

## Links



**Stress management skills will help you break the action chain.**

For example, one of Sarah's options:

Do a body relaxation exercise such as deep breathing when she first notices her headache.

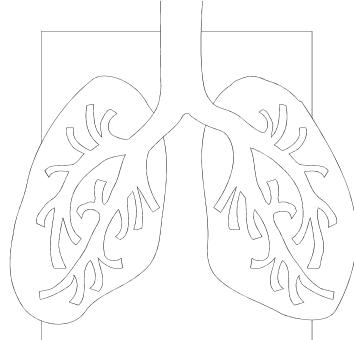
# Breathe Away Your Stress

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Good breathing habits can quiet your mind and relax your body. Good breathing is “belly breathing.” The breaths are slow and deep and fill the abdomen, not the chest. This is how newborn babies and sleeping adults breathe.

To learn belly breathing:

1. Lie down. Bend your knees, with your feet on the floor about eight inches apart. Make sure your spine is straight.
2. Take a few minutes to do a brief “body scan.” Focus on each part of your body, one part at a time. Start with your toes and move up. Notice where there is any tension. Exaggerate it slightly so you can become aware of it.
3. Now put one hand on your belly. Put the other hand on your chest. Breathe in slowly and deeply through your nose. Gently press down on your belly as you breathe out through your nose. Let your belly push your hand back up as you breathe in. Let your chest move just a little. It should follow the movement of your belly.



After several minutes of belly breathing, do another body scan. Is there a difference?

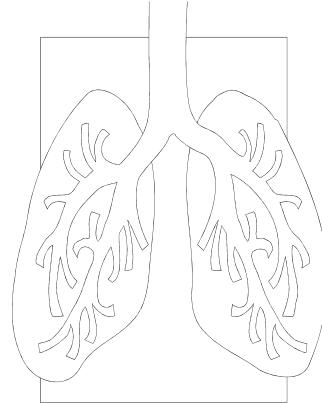
Practice belly breathing when you notice yourself getting tense. You can do it sitting down or standing still. Try it in rush hour traffic. Or while waiting in line.

# More Breathing Exercises

Here are some other breathing exercises you may want to practice:

## *1. The Whooshing Breath*

Smile slightly. Breathe in through your nose. Breathe out through your mouth, making a quiet, whooshing sound. Take long, slow, deep breaths into your belly. Feel the air moving in. Listen to the sound when you breathe out.



## *2. Breath Counting*

Breathe deeply into your belly. Pause. As you breathe out, count “One” to yourself. As you continue to breathe, count each out breath by saying “Two...three...four.” After four breaths, start over at one. Do this for five to ten minutes.

## *3. The Relaxing Sigh*

Sigh deeply. Let out a sound of deep relief as the air rushes out. Then let the air come in naturally. Do this 10 times.

## *4. Breathe in Relaxation, Breathe Out Tension*

As you breathe into your belly, say to yourself, “Breathe in relaxation.” Be aware of any tension in your body. Picture in your mind the relaxation entering the tense areas. Pause. Then breathe out, saying, “Breathe Out Tension.” Let go of the tension.

# **Body Awareness**

---

Muscle tension is your body's way of saying, "I'm under stress." Here are three exercises for listening to your body.

## **1. Outside and Inside Awareness**

- C Take a minute to focus your attention on the outside world. Say to yourself, "I am aware of..." (For example, "I am aware of the sound of traffic, the black telephone on the desk, the smell of coffee.")
- C Next, shift your focus to your body and your inner sensations. ("I am aware of a cramp in my foot and tension around my eyes.")
- C Then shuttle back and forth between outside and inside awareness. ("I am aware of the floor under my foot, the light from the lamp, tension in my shoulders, the feeling of the computer keys under my fingers.")

## **2. Body Scan**

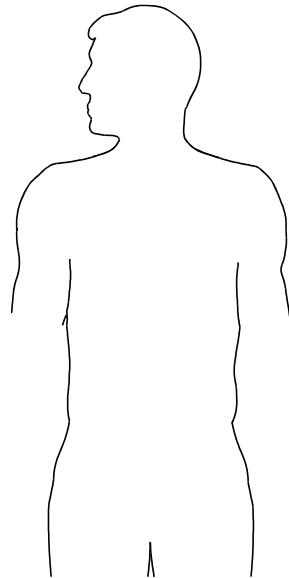
Close your eyes. Focus on each part of your body, one part at a time. Start with your toes and move up. Notice where there is any tension. Exaggerate it slightly so you can become aware of it. Say to yourself, "I am tensing..." (For example, "I am tensing my neck muscles.") Notice that all muscle tension is produced by yourself.

## **3. Letting Go of Your Body**

Lie down. Bend your knees and pull your feet up until they rest flat on the floor. Close your eyes.

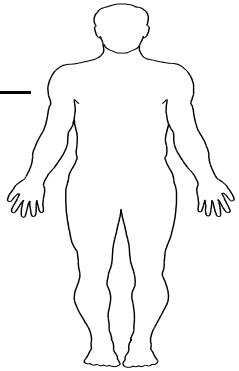
Become aware of your breathing. Feel the air move into your nose, mouth, and down your throat into your lungs.

Now focus on your body. What parts are you easily aware of? What parts are you less aware of? Do you notice any difference between the left and right side of your body. Is there any physical discomfort? Become aware of it in detail. What happens to the discomfort? Does it change? Continue letting go for five to ten minutes. Allow your body to take over.



# Body Relaxation

Below is a short form of body relaxation. Use it at times during the day when you are tense. Examples: when you are waiting, during a break at work, after a stressful interaction, or before sleep.



Remember:

- C Repeat each step at least once.
- C Tense each muscle group for 5 to 10 seconds. Relax each group for 15 to 30 seconds.
- C When you relax, release your muscles all at once, like turning off a light switch. Then say to yourself, "Let go more and more."
- C Take time to savor the difference between the looseness in your muscles and the tension.
- C Be cautious with any part of your body that has been injured or weakened. Be careful when tensing the neck and back. Do NOT tense to the point of pain.

1. **Curl both fists.** Tighten your upper and lower arms into a Charles Atlas (body builder) pose. Relax. Repeat.
2. **Wrinkle up your forehead.** At the same time, press your head back as far as possible, roll it in a complete circle, reverse. Now hunch your shoulders while you wrinkle up your face like a walnut: frown, squint your eyes, purse your lips, and press your tongue against the roof of your mouth. Relax. Repeat.
3. **Arch back as you breathe in deeply.** Hold. Relax. Repeat. Take a deep breath, pressing out your stomach. Hold. Relax. Repeat.
4. **Pull your feet and toes back toward your face, tensing your shins.** Hold. Relax. Repeat. Curl your toes and tighten your calves, buttocks, and thighs. Relax. Repeat.

Use this quick summary as a cue for each step:

1. Curl fists, tighten upper arms.
2. Wrinkle forehead, face like a walnut.
3. Arch back, breathe.
4. Pull feet back, curl toes, tighten buttocks, thighs.

# Time Management

Related resources for Coaches include the following:

- C **Creating More Time in Your Life** by Epstein-Shepherd, B. 1993. Boulder, CO: Career Track Publications. (An audiotape set.)
- C **Balancing Acts! Juggling Love, Work, Family and Recreation.** Stautber, S.S. and M.L. Worthing. 1992. New York: Master Media.
- C **Seven Habits of Highly Effective People** by Covey, S. 1989. New York: Simon and Schuster. (A related book by the same author: **First Things First.**)
- C **Time Management Made Easy** by Peter Turla and Kathleen Hawkins (Plume Edition, 1994).
- C **The Relaxation and Stress Reduction Workbook and Leader's Guide** by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay (to borrow a copy, call the Lifestyle Resource Core; to order your own copy, call Courage to Change at 1-800-935-8838).

Note: Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

**All after-core classes should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). To accomplish this, all classes should include weigh-ins, encouragement to self-monitor, and collection and review of self-monitoring records. At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the course.

### **Class Overview**

In this class, participants will learn basic time management skills and how they relate to reaching and maintaining their DPP goals for weight loss and physical activity.

#### **Session 1: What Is Most Important to You?**

Participants will reflect on their priorities and how they spend their time. The importance of healthy eating and physical activity will be emphasized. Participants will complete a weekly time log for homework.

#### **Session 2: How Much Time Does a Healthy Lifestyle *Really* Take?**

Participants will guess how much time it takes to self-monitor a day's intake, assemble a simple meal/snack, and get ready to walk. Then they will be timed doing these things, and the winners will win prizes. Participants will discuss the time requirements of a healthy lifestyle.

#### **Session 3: Making Time for Healthy Eating**

Participants will discuss some general time management strategies. Participants will also review specific ways to streamline healthy eating, receive recipes for quick, healthy meals, and set a related time management goal for the coming week.

#### **Session 4: Making Time for Physical Activity**

As a review of the last session, participants will watch a video on quick meal preparation. Participants will also discuss some ways to streamline physical activity and set a related time management goal for the coming week.

## Session 1: What Is Most Important to You?

Objectives:	Participants will reflect on their priorities and how they spend their time. The importance of healthy eating and physical activity will be emphasized. Participants will complete a weekly time log for homework.
C Handouts:	What Is Most Important to You?, How Do I Spend My Time? (at least 2 copies per pt.), KT booklets
C	Large glass jar with a wide mouth, several fist-sized rocks (more than will fit in the jar), some gravel, some sand, pitcher of water

1. **Introductions.**
2. **Purpose of class:** to help participants reach/maintain their DPP goals for weight and physical activity by learning and practicing time management skills.
3. Tell the group it's time for a quiz. Take out the **glass jar and rocks** (keep the gravel, sand, and water pitcher hidden) and ask the group, "How many of these rocks do you think we can get in the jar?" Take some guesses, then say, "Let's find out." Put as many of the rocks as will fit into the jar. Then ask, "Is the jar full?" After the group responds, pull out the gravel. Dump some gravel in and shake the jar. Ask again, "Is the jar full?" After the group responds, pull out the sand, add some and shake the jar again. "Is the jar full?" After the group responds, pull out the pitcher and fill the jar with water. Then ask, "Well, what's the point?" (Someone may say, "If you really work at it, you can always fit more into your life.") State that the point is "If you hadn't put the big rocks in *first*, would you ever have gotten any of them in?"

**Define time management:** structuring our days so we have the time and energy to do what is most important to us.

4. The first step in time management is to know what's most important to you (what things are rocks and what things are gravel or sand). Handout: **What Is Most Important to You?** Ask participants to close their eyes, relax, imagine it is 10 years from now. Ask participants the first question on the handout. Suggest that one way to organize their thoughts is to think of the various personal, professional, and community roles they play (e.g., husband, father, neighbor, business manager, volunteer) and think of what they want to accomplish in each area. Give participants time to reflect, then ask them to complete all three questions on the handout.

Have volunteers share. Emphasize that **staying healthy is fundamental to everything else**, which is why participants have joined the DPP and committed themselves to losing/maintaining weight and being physically active. Ask participants to name some things they need to do in order to reach their DPP goals for weight loss and physical activity (list on board). These are some of the “big rocks” that must be put into the jar first.

5. Now let's look at some of the “rocks, gravel, sand, and water” in our “jars.” Handout: **How Do I Spend My Time?** Ask participants to think back over the previous week and complete the time log from memory. Have them circle any problem areas (e.g., spending too much time on certain days watching TV) but skip question 2.

When finished, ask volunteers to name some of their problem areas. Write on the board. Explain that during upcoming sessions, you will address these kinds of problems, with a focus on how to use **two basic approaches to make time for a healthy lifestyle**: 1) save time in general by doing other things more efficiently so there's more time left in the day for a healthy lifestyle, and 2) do healthy lifestyle things more efficiently (streamline healthy eating and physical activity so they don't take any more time than necessary). Ask participants for some examples of ways in which they have used these two approaches in the past or currently.

6. Summarize. Distribute fresh copies of **How Do I Spend My Time?** and Keeping Track booklets. Assign **homework**:
  - C Complete the time log at the end of each day between now and the next session. Circle any “problem areas” on the time log and jot down some details. Also record any examples of ways in which you saved time doing other things and streamlined healthy eating and physical activity (question 2).
  - C Keep track of your weight, eating, fat grams/calories, and activity.
  - C Come to class in your walking clothes but wear street shoes and carry your walking shoes. (Have participants write a reminder for themselves to do this on the cover of their Keeping Track booklets.)
  - C Bring your Fat Counter and a calculator to class. (Have participants write this on the cover of their Keeping Track booklets.)

## Session 2: How Much Time Does a Healthy Lifestyle *Really* Take?

Objectives:	Participants will guess how much time it takes to self-monitor a day's intake, assemble a simple meal/snack, and get ready to walk. Then they will be timed doing these things, and the winners will win prizes. Participants will discuss the time requirements of a healthy lifestyle.
Handouts:	How Do I Spend My Time?, KT booklets (include copies for use during class)
Materials:	Fat Counters and calculators for participants who forgot to bring theirs, three slips of paper per pt., digital watch or timer with a second hand; ingredients, dishes, and utensils for preparing and serving a quick and healthy meal or snack (e.g., low-fat sandwich makings and/or a simple fruit salad; for ideas, check the Quickest: One Minute Meals chapter from Eating on the Run in Session 3); materials for cleaning up after the meal/snack; prizes related to healthy eating and activity for participants whose guesses are most accurate (total of three prizes)
Before the session:	List on the blackboard or flipchart the foods that Mrs. Smith ate (see explanation in session); cover the list so that participants can't see it

1. **Review last session and homework.** Ask participants to share what they learned from keeping their time logs. (If participants didn't complete their logs, distribute additional copies and have them briefly complete the log from memory.)
  - C What **problem areas** did they circle? Ask for some details (e.g., "I spent 10 hours this week watching television in the evening. I really want to cut back on that." "I spent 6 hours this week going out for lunch. A lot of that time was wasted, either waiting in line or waiting to be served at a table. I want to start bringing my lunch to work.").
  - C What ways did you **save time** doing other things and/or **streamline healthy eating and physical activity**? Ask for some details (E.g., "I asked my daughter to ride her bike beside me while I walked so I was able to get in my activity while I was visiting with her.")
2. Explain that this session focuses on the Streamline Eating and Activity approach to making time for a healthy lifestyle. There will be three races, each with a prize for the person who completes the race first. The first is a "**Keeping Track Sprint**." Distribute Keeping Track booklets. Describe the prize. Ask participants to take out their Fat Counters and calculators (provide them for participants who have forgotten theirs). Explain that you have written on the board what Mrs. Smith ate yesterday and that their challenge will be to write the foods in their Keeping Track booklets, look up and record the fat grams for each food item (you may want to include calories, although that will take more time during class), calculate the total

fat grams for the day, and return their booklets to you. To win, the writing must be legible to the class leader (abbreviations are okay if understandable) and the fat grams for each food and for the daily total must be correct.

Have participants write down on a slip of paper their name and their estimate for how long they think it will take them to complete the race (to help them estimate, give participants the number of foods that Mrs. Smith ate). Collect the estimates. Then set the timer, uncover the list of foods on the board or flipchart, and have participants complete the activity, noting the time when they return their Keeping Track booklets to you.

Use the following or another example (fat grams are in parentheses; total is 29 grams):

Breakfast (7:30 a.m.)

- Raisin bagel, white, toasted (3 inches) (1 g)
- 2 teaspoons low-fat (diet) margarine (4 g)
- 1 cup 1% milk (3 g)
- 1 cup coffee with 2 Tablespoons whole milk (1 g)

Snack (10:30 a.m.)

- 1 medium orange (0 g)

Lunch (12:00 p.m.)

    Sandwich:

- 2 slices whole wheat bread (2 g)
- 2 slices (1 oz. each) turkey ham (lunch meat) (2 g)
- 1 slice (1 oz.) low-fat Cheddar cheese (5 g)
- 1 Tablespoon mustard (0 g)

    1/2 cup grapes (0 g)

    1 cup 1% milk (3 g)

Snack (3:00 p.m.)

    1/2 cup canned fruit cocktail in juice (0 g)

Dinner (6:30 p.m.)

- 1 medium (3 oz.) baked chicken breast with no skin (3 g)
- 1/2 cup peas (0 g)
- 1/2 cup corn (0 g)
- 2 cups lettuce (Romaine and red leaf) (0 g)
- 2 Tablespoons fat-free salad dressing (0 g)
- 1 plain dinner roll (3 g)
- 1 teaspoon diet (low-fat) margarine (2 g)
- 1 medium apple (0)

Collect the completed booklets. Award the prize to the winner. Ask participants who completed their records first if they used any techniques to save time (e.g., memorizing fat grams for common foods, abbreviating foods, circling common foods in their Fat Counters, writing a list on the inside cover of their Fat Counter of the foods they eat most often, etc.). Ask the group how much time it really takes them to self-monitor compared to their estimates, what gets in the way of quick self-monitoring, and what solutions they have found. Emphasize the importance of continued self-monitoring to success in the DPP.

4. Next, tell the group it's time for the "**Meal in a Minute Contest**" (or "Snack in a Second"). Describe the prize. Distribute the ingredients, dishes, and utensils for making and serving the meal/snack. Have participants write on slips of paper their name and an estimate of how fast they think they can prepare the meal/snack. Collect the estimates. Set the timer and have the participants compete. Award the prize to the winner. Then eat the meal/snack together. Ask the group how much time it really takes to prepare healthy meals and snacks compared to their estimates, what gets in the way of quick meal preparation, and some of the solutions they've found (don't go into too much detail at this point; explain that this is the focus of the next session).
5. Distribute Keeping Track booklets and fresh copies of **How Do I Spend My Time?** Assign **homework:**
  - C Complete the time log at the end of each day between now and the next session. Circle any "problem areas" and jot down some details. Also record any examples of ways in which you saved time doing other things and streamlined healthy eating and physical activity (question 2).
  - C Keep track of your weight, eating, fat grams/calories, and activity.
  - C Bring in any favorite quick, low-fat recipes for the next session (have participants write this on the cover of their Keeping Track booklets).
6. Finally, it's time for the "**Great Shoe Switcher-oo.**" Have participants guess how long it will take them to take off their street shoes and put on their walking shoes. Describe the prize. Collect their estimates. Set the timer and have the participants compete. Award the prize to the winner. Then end the session by going for a walk together.

## Session 3: Making Time for Healthy Eating

Objectives:	Participants will discuss some general time management strategies. Participants will also review specific ways to streamline healthy eating and will watch a video on quick meal preparation, receive recipes for quick, healthy meals, and set a related time management goal for the coming week.
Handouts:	Saving Time, Quick and Healthy Eating, recipes and quick meal ideas (Chapters 18 and 19 from Eating on the Run by Evelyn Tribole, MS, RD, recipes from the Low Fat and Fast video, copies of selected recipes from Quick and Healthy cookbooks), Saving Time for a Healthy Lifestyle, Keeping Track booklets

1. **Review last session and homework.** Ask pts: What did they learn from their time logs? Were the logs very different from the week before? What were their problem areas? What were some examples of saving time doing other things? Of streamlining healthy eating/physical activity?
2. Explain that in Session 1, we recognized that it's important to remain healthy if we want to achieve our most important goals (e.g., spending time with our families, being successful in business, etc.). Staying healthy by living a healthy lifestyle takes time (in Session 2 we showed that it may take less time than we thought, but it does take time). To create time for a healthy lifestyle, there are two basic approaches:
  - a) Save time in general by doing other things more efficiently so there is more time left in the day for a healthy lifestyle (give some examples already shared by participants of how they did this during the past week or the previous week), and
  - b) Do healthy lifestyle things more efficiently (give some examples already shared by participants of how they did this during the past week or the previous week).Today we will begin to discuss some general time management skills and see how they can be used for both these approaches.
3. Handout: **Saving Time.** Review the time management strategies on the handout. For each one, ask participants to give some of their own examples.
4. Handout: **Quick and Healthy Eating.** Review as a summary of time-saving tips (explain that many of them will be illustrated on the video to be shown next week). Ask participants for additional ideas.
5. Distribute **recipes and quick meal ideas** (include copies of the recipes shown on the video, Chapters 18 and 19 from Eating on the Run, and selected recipes from the Quick and Healthy

cookbooks). Ask if participants brought in copies of their own favorite quick, low-fat recipes (arrange to have copies made before the next class).

6. Distribute **Saving Time for Healthy Lifestyle** worksheet and Keeping Track booklets.

**Assign homework:**

- C Choose one strategy on the Saving Time handout to try during the coming week. (Allow time for participants to choose a strategy and complete the Saving Time for Healthy Lifestyle worksheet with regard to that strategy.)
- C Choose one quick and healthy recipe to try during the coming week. (Allow participants to write down on the worksheet which one they plan to try.)
- C Keep track of your weight, eating, fat grams/calories, and activity.

## Session 4: Making Time for Physical Activity

Objectives:	Participants will discuss some ways to streamline physical activity and set a related time management goal for the coming week.
Handouts:	Streamline Physical Activity, copies of favorite quick, low-fat recipes brought in by participants at last session, Saving Time for Healthy Lifestyle
Materials:	Low Fat and Fast video

1. **Review last session and homework.** Were they able to reach their goal for using a time-saving strategy during the week? If not, what got in the way? Did they like the quick recipes they tried?
2. Distribute copies of recipes brought in by participants at the last session. Show the **Low Fat and Fast** video. Discuss.
3. Handout: **Streamline Physical Activity.** Review. Ask participants for additional ideas.
4. Distribute **Saving Time for a Healthy Lifestyle** worksheet and Keeping Track booklets.  
**Assign homework:**
  - C Choose one strategy on the Saving Time handout to try during the coming week. (Allow time for participants to choose a strategy and complete the Saving Time for a Healthy Lifestyle worksheet with regard to that strategy.)
  - C Choose one strategy for streamlining physical activity to try. (Allow participants to write down on the worksheet which one they plan to try.)
  - C Keep track of your weight, eating, fat grams/calories, and activity.
  - C Continue to develop your time management skills. Discuss your ideas and concerns with your Lifestyle Coach.

# What Is Most Important to You?

1. Imagine it is ten years from now. What four or five things would you most like to enjoy, do, experience, accomplish, and have in the next ten years?

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2. What would you need to do to make those dreams come true?

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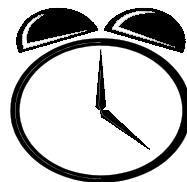
3. How important is staying healthy and preventing diabetes in terms of being able to do those things?

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# How Do I Spend My Time?



- At the end of each day, record how you spent your time. Circle problem areas.

Hours

How I spent my time	S	M	T	W	T	F	S
<b>Sleep</b>							
<b>Work</b> (include commuting, professional organizations)							
<b>Physical activity</b> (include exercise, sports, active forms of recreation)							
<b>Food-related</b> (include shopping, meal planning and preparation, packing lunch, eating, time at restaurants, self-monitoring)							
<b>Home errands</b> (include yard work, home and car maintenance, shopping other than food shopping, laundry, bills, other chores, travel to school or day care or sports)							
<b>Time with family and friends</b>							
<b>Personal care</b> (include showering, dressing, grooming)							
<b>Sedentary recreation</b> (include TV, reading, movies, computer)							
<b>Community</b> (include church, volunteer work)							
<b>Other:</b>							
<b>Total Hours</b> (should be 24)							

- Write down examples of how you:

C **Saved time doing other things** so there was enough for a healthy lifestyle:

C **Streamlined healthy eating and activity:**



# Saving Time

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Here are some ways to:

- C *Save time in general* so there's more time left in the day for a healthy lifestyle.
- C *Streamline healthy eating.*

**1. Cut back on (or stop doing) what's not important to you.** Examples:

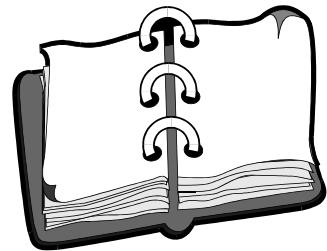
- C In general: Say "no" when asked to join a new committee at church.
- C Eating: Except on special occasions, don't prepare desserts other than fruit.

**2. Combine tasks.** Examples:

- C In general: Combine errands (go to the drug store and hair salon in one trip).
- C Eating: Double recipes when you cook. Freeze the extras in microwavable containers for lunches during the week.

**3. Ask someone else to help.** Examples:

- C In general: Have your assistant screen your calls at work.
- C Eating: Have your children help clean up after meals.



**4. Be more efficient. Simplify. Organize.** Examples:

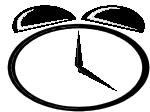
- C In general: Make a To Do list at the beginning of each day. Label items A (most important), B (important but can be put off for a while), or C (can be put off with no harm done). Start your day with the A items. Move on to the B items only when all of the A items are done. Don't even think about doing C items until you've finished all A and B ones. If you must address a C item, try to delegate it.
- C Eating: Keep a grocery list. Go food shopping no more than once a week.

**5. Don't put important things off.** Try to: a) Link an unpleasant activity with a pleasant or neutral one. b) Count the cost. (Make a list of what's unpleasant about what you're avoiding. Then list the consequences of putting it off. Take a long, honest look at what you've written.) c) Start small. Think of the smallest step you can take to start the process. Then do it. d) Plan a reward.

Examples:

- C In general: Make one phone call to a friend about a job lead.
- C Eating: Pack lunches the night before while listening to a book on tape.

Other examples: \_\_\_\_\_



## Saving Time for a Healthy Lifestyle

To save time for a healthy lifestyle, I will:

1. **Save time in general by:** \_\_\_\_\_

2. **Streamline healthy eating/physical activity by:** \_\_\_\_\_

When (specify days): \_\_\_\_\_

I will do this first: \_\_\_\_\_

Roadblocks that might come up:

I will handle them by:

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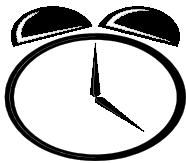
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I will do this to make my success more likely:

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Did it work? If not, what went wrong?

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# Quick and Healthy Eating

Here are some ways to streamline healthy eating.

## **In the kitchen:**

- C Keep items you use often in easy reach (e.g., keep toaster on the counter).
- C Keep your spices in alphabetical order.
- C Group foods in your pantry so they're easy to find.

## **Refrigerator:**

- C Store foods in easy-to-see, ready-to-use containers.
- C Divide space into five areas: beverages, dairy, produce, meats, and leftovers.

## **Food shopping:**

- C Make a standard shopping list. Organize it by the aisles of your grocery store. Keep a copy posted in the kitchen. Circle items as soon as you run out of them.

## **Meal preparation:**

- C Plan *simple* meals. 
- C Plan dinner menus for two weeks with a matching shopping list. Repeat the menus every two weeks.
- C Collect quick and healthy recipes.
- C Buy food "pre-prepped" whenever you can. Examples: grated cheese, chopped onion, minced garlic, boneless, skinless chicken, canned beans, bagged salad greens.

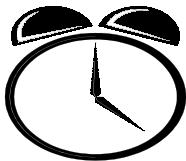
- C "Pre-prep" food yourself. E.g., Chop several onions in the food processor. Freeze in plastic bags.
- C Double recipes when you cook. Freeze the extras in microwavable containers. Label and date.
- C Have your spouse and kids help.
- C Use "down time." Example: Heat the sauce while the pasta is cooking.
- C Pack lunches for the week all at one time. Freeze.
- C Keep ingredients for quick and simple meals on hand. E.g., low-fat frozen entrees, low-fat soups, pasta and jarred sauce, baking potatoes and low-fat toppings, low-fat sandwich makings.

## **Clean-up:**

- C Have your spouse and kids help.
- C Mix everything in a big measuring cup instead of a mixing bowl. Stir with a measuring spoon.
- C Use cooking dishes that can double as serving dishes.

## **Self-monitoring:**

- C Keep your records on hand (in your purse or pocket).
- C Record right after you eat.
- C In your Fat Counter, circle the foods you eat often.
- C Abbreviate when you can (e.g., food names, standard meals).



# Streamline Physical Activity

**Save time getting motivated.** Examples:

- C Set the alarm on your watch to remind you to exercise. Just do it! when the alarm goes off.
- C Have a friend or family member meet you at your house at a regular time to exercise.
- C Ask a friend or family member to give you a call to remind you to exercise.
- C Join a walking club, gym, aerobics class, etc.
- C Other:

**Save time getting ready.** Examples:

- C Keep your exercise shoes and clothes in the car or at your office.
- C Set out your exercise shoes and clothes the night before. Put them on when you get up, and don't take them off until you exercise.
- C Choose a gym that's close to your home or work.
- C Other:

**Save time while exercising.** Combine with other tasks. Examples:

- C Use a 10-minute break during the day to take a brisk walk and fight stress.
- C Ride an exercise bike while you watch the news or listen to a book on tape.
- C Walk and talk with friends or family members.
- C Walk, run, or bike in community events that benefit good causes.
- C Walk the dog.
- C Take the baby for a brisk walk in the stroller.
- C Walk or bike to work.
- C Walk or bike to the store for errands.
- C Take up an active hobby. Examples: dancing, swimming, ice or roller skating, soccer, racquetball, cross-country skiing, basketball, hiking, running, tennis.
- C Mow the lawn or shovel snow for an elderly neighbor.
- C Other:



**Save time after the activity.** Examples:

- C Exercise right before the time when you would be showering anyhow. (E.g., first thing in the morning if you usually shower before work.)
- C Other:

# Ready to Restart

Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

## Class Overview

This six-session class provides an intensified intervention for lifestyle participants who are ready to aggressively pursue additional weight loss and physical activity during a six-week period. The class objectives are the following:

- C Participants will achieve a weight loss of at least 10 pounds in six weeks by:
  - C Minimizing decision making.
  - C Following a highly structured daily meal plan of 1000 or 1500 calories (may or may not include Slim Fast).
  - C Following a walking program of 30 minutes per day for week 1, 45 minutes per day for weeks 2 and 3, and 60 minutes per day for weeks 4, 5, and 6.
  - C Self-monitoring their weight and graphing it daily.
  - C Self-monitoring their physical activity in minutes and steps (using a pedometer).
  - C Self-monitoring their eating if it differs from the meal plan.
  - C Attending all six sessions and calling their Coach once a week throughout the class.

This class is not designed to appeal to everyone but only to those who are ready to commit themselves to a highly structured, streamlined program with frequent accountability.

To select participants suitable for the restart class, consider the following questions (do not ask these questions to participants directly, but rather use open-ended questions such as “What do think would be most helpful to you right now to give you a boost toward losing more weight and being more active?”):

- C Does the participant want or need more structure?
- C Does the participant have difficulty making decisions or feel overwhelmed by choices?
- C Does the participant verbalize a readiness to make aggressive changes in his or her eating and activity behaviors?
- C After learning the objectives of the restart class, does the participant verbalize a commitment to strictly adhere to the program’s dietary and exercise guidelines, attend all six classes, complete the Daily Log, and call his or her Coach once a week during the program?

You may wish to offer the class once a year with the thought that different participants may be interested in it at different times during their DPP participation.

The sessions are held weekly for six weeks. The first session may last about 45 minutes to one hour, but the following sessions may be quite short. Each session should include at least a 30-minute walk as a group.

Note:

One option in this restart program is for participants to use **Slim Fast** twice a day throughout the six weeks. Check to see that you have enough Slim Fast shakes and/or coupons on hand for the number of participants who are interested in the program (each participant would need 84 shakes for the entire six weeks). If not, call Harry Greene, MD at Slim Fast at (561) 833-9920 or FAX him at (561) 832-3165 as far in advance as possible.

The program also includes giving each participant a **pedometer**. If you don't have enough on hand, call the Lifestyle Resource Core as far in advance as possible.

## Session 1: Fresh Start

### Objectives:

- C Participants will verbalize how they will implement the restart class guidelines for eating and physical activity, self-monitoring, and staying in close contact with their Coach.
- C Participants will demonstrate any skills need to implement the restart class guidelines, such as completing the Daily Log, graphing their weight, and using the pedometer.

### Materials:

- C Notebooks containing the following handouts: 1000-1200 Calorie Eating Plan, 1500 Calorie Eating Plan, 1000-Calorie Slim Fast Eating Plan, 1500-Calorie Slim Fast Eating Plan, Weight Graph, Daily Log
- C Slim Fast shakes and powder and coupons
- C Pedometers

### Before the session:

- C For instructions and the rationale for using Slim Fast and the pedometers, review the related materials in the Tool Box. (Note the abstract “Successful Weight Maintenance After Weight Loss: A 3.5 Year Community Study” included in the Slim Fast materials in the Tool Box.)
- C Advertise the class, giving the message that it is not designed for everyone but rather for only those participants who are ready to aggressively pursue additional weight loss and physical activity during a six-week period of a highly structured, streamlined program with frequent accountability. You may want to advertise the class using a slogan like “Get Those 10 Pounds Off.”

Plan to exercise as a group before or after the session.

Have participants arrive early **to be weighed** privately (this is a key part of this course so make sure that the location will allow for weigh-ins). Distribute the participant notebooks at that time.

1. Introductions (have participants give their names, amount of time they have been in the DPP).
2. Describe the purpose of the class: to provide an intensified intervention for participants who are ready to aggressively pursue additional weight loss and physical activity during a six-week period. This class is not designed to appeal to everyone but only to those who are ready to commit themselves to a highly structured, streamlined program with frequent accountability. The program is much more structured than the core curriculum and rather

than providing choices and flexibility, it is designed to eliminate choices in favor of structure. This is because many people find it easier to follow a structured plan (no decisions, no choices, almost no self-monitoring unless you deviate from the plan) and because it can be very motivating to work hard for a period and see results.

3. Explain that the goals for the class are simple and aggressive. (Distribute and review the related handouts as you explain each of the following four goals.)
  1. Follow an **eating plan** that will help you clearly and consistently limit your intake for the six weeks of the class. Choose one of following:
    - a. A **structured eating plan** (either 1000-1200 calories if your starting weight is less than 200 pounds or 1500 calories if your starting weight is more than 200 pounds), **or**
    - b. Drink a **Slim Fast** shake for breakfast and lunch and eat a low-fat/calorie meal for dinner (to total either 1000 calories or 1500 calories per day depending on your starting weight).

(Make the following points about the eating plans:

- C Trim meats of all separable fats *before* cooking. Weights, fat grams, and calories are for *cooked* meats, weighed without bone.
- C Any additional foods should be calorie-free (e.g., spices, mustard, black tea or coffee, diet soft drinks).
- C Encourage participants to take:
  - a. A daily multivitamin with 100% of the RDAs, and
  - b. A calcium supplement in divided doses with meals to provide a total of 900 mg elemental calcium per day (e.g., one 300-mg. calcium carbonate tablet like Tums or a similar store brand with each meal).
- C If participants question or complain about the limited food choices in the eating plans, explain that **the point of the plans is to follow them religiously so that choices and decisions are eliminated** (a large part of why many people succeed using the plans is that the food choices are limited). Again, this program is not for everyone but for those who are ready to commit to a highly structured program for a six-week period.)

2. Follow a **walking program** that will help you clearly and consistently increase your physical activity (for this restart program, we want to encourage you to go *beyond* the minimum we usually recommend). To do this:

During week:	Walk <u>every</u> day for:	For a weekly total of:
1	30 minutes	210 minutes
2 and 3	45 minutes	315 minutes
4, 5, and 6	60 minutes	420 minutes

We are giving you a pedometer as another way for you to see your success in increasing your physical activity. (Distribute the pedometers and explain how to use them. Participants are to wear them daily, throughout the day. For details, refer to the pedometer information in the Tool Box.)

3. **Weigh yourself at home every day and graph your weight.** The goal of this program is to help you **lose 10 pounds in six weeks**, so you will be charting your progress toward this goal. (Note: There are two weight graphs, each covering 21 days or three weeks. Demonstrate using an example and then have the participants complete the vertical axis of both graphs with their starting weight and goal weight, and then with the one-pound increments between them. Check each participant's graph. Emphasize that participants should weigh themselves on the same scale at the same time each day wearing the same clothing (e.g., first thing in the morning with no clothes on or only underwear). This helps to avoid questions about whether a change in weight is due to a change in clothing (e.g., shoes versus no shoes, sweater versus no sweater) or contents of the stomach (e.g., weighing after breakfast versus before). Explain that their weight may go up or down several pounds from day to day due to shifts in fluid balance, and they should not be alarmed by this. What we look for is an overall trend. By weighing themselves daily, they will be able to see this trend and respond to it promptly.)
4. **Stay in close contact with us for support.** This will be done in two ways:  
C **Complete the Daily Log and call your Lifestyle Coach once a week** to report your daily weight, walking minutes, and steps (pedometer reading). (Give the participants a specifically scheduled time of day ("call-in hour") on a day of the week about midway between the sessions during which to call you.)

- C **Come to all six of the weekly group meetings.** These will be short meetings. First you'll be weighed privately. Then we'll talk as a group about what went well during the previous week and what did not go so well, and we'll problem solve together. Then we'll take a walk.

Answer any questions.

After the session:

- C We strongly recommend that you phone each participant two to four days after the class to ask how things are going with the eating plan, walking plan, and self-monitoring, and answer any questions. Praise their efforts so far, and tell them you look forward to hearing from them during the call-in hour and seeing them at the next session.

## Session 2-6: Fresh Start

Objectives:

- C Participants will verbalize positive changes related to being in the restart class (e.g., weight loss, increased physical activity, more energy, greater sense of well-being, etc.).
- C Participants will identify problems related to following the restart class guidelines and develop a plan to resolve them.

Materials:

- C Same as for Session 1.

Plan to exercise as a group before or after the session. Have participants arrive early **to be weighed** privately. Review their Daily Log and weight graph.

1. Ask participants **what went well** with their eating and exercise since the last session. Praise participants for what went well, pointing out examples of skills used such as problem solving, staying away from or changing problem cues or adding helpful cues (food, exercise and/or social cues); talking back to negative thinking; getting back on track right away after a slip; pre-planning; stress management; being assertive; and so on.
2. Ask participants to share **what was challenging** for them. As the group gives examples, express empathy, use active listening, and communicate respect. Ask for one or more volunteers to give an example challenge for the group to **problem solve together**. Facilitate the problem solving process (describe the problem, brainstorm options, choose the best option, make a positive action plan) and reinforce the group's participation in the process. (At the next session, follow-up by asking the volunteers to share their experiences trying the action plan. As a group, continue the problem solving process if necessary.)
3. Allow time for **discussion and interaction** throughout the session but keep the length of the session brief (30 minutes or less).
4. Remind participants of their **exercise goal for the coming week** (see Session 1 for the incremental goals).

At **Session 6**, discuss with the participants whether they found the restart program helpful and if so, that this may be something they can use periodically if they see their weight going up. (Explain that one way many people control their weight is to return, as soon as they see their weight increasing, to a more structured and aggressive plan for eating and activity for a period of time.) Encourage participants to keep off the weight they have lost during the class by gradually

adding back calories and increasing the variety of food choices until they return to a more maintenance level (recommend that participants add about 200 calories per day for a week at a time, watch the scale, and adjust calorie intake accordingly).

Answer any questions.

# 1000-Calorie Slim Fast Eating Plan

Slim Fast shakes may help you lose weight and keep it off. Ultra Slim Fast shakes:

C **Provide a meal that is low in fat and calories.**

One Ultra Slim Fast shake contains 220 calories, 3 grams of fat, 10 grams of high quality protein, 5 grams of dietary fiber, and 18 essential vitamins and minerals.

C **May help you avoid difficult food choices and temptations.**

C **Make food shopping and preparation easier.**

C **Are easy to carry and store.**



Follow this meal plan:

Meal	Plan	Calories
Breakfast	Slim Fast Shake	220
Lunch	Slim Fast Shake	220
Dinner	<ol style="list-style-type: none"><li>1. Low-fat frozen entree (<math>\leq</math> 300 calories, <math>\leq</math> 10 grams fat) <i>or</i> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat:<ul style="list-style-type: none"><li>C Fish</li><li>C Chicken or turkey, without skin</li><li>C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed</li><li>C Sirloin or round steak, trimmed</li><li>C Roast beef (round or rump), trimmed</li></ul></li><li>2. 1 dinner roll or 1 baked or boiled potato or <math>\frac{1}{2}</math> cup cooked rice</li><li>3. Tossed salad (no nuts, cheese, olives, or avocado) with 1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount) <i>or</i> 3-4 vegetables, cooked and served without added fat</li><li>4. 1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) or 1 cup melon or berries</li></ol>	$\leq$ 300  $<$ 100  100
	<b>Total</b>	1000

# 1500-Calorie Slim Fast Eating Plan

Slim Fast shakes may help you lose weight and keep it off. Ultra Slim Fast shakes:

**C Provide a meal that is low in fat and calories.**

One Ultra Slim Fast shake contains 220 calories, 3 grams of fat, 10 grams of high quality protein, 5 grams of dietary fiber, and 18 essential vitamins and minerals.



**C May help you avoid difficult food choices and temptations.**

**C Make food shopping and preparation easier.**

**C Are easy to carry and store.**

Follow this meal plan:

Meal	Plan	Calories
Breakfast	Slim Fast Shake	220
Lunch	Slim Fast Shake	220
Snack	1 medium piece of fruit	100
Dinner	1. Low-fat frozen entree ( $\leq$ 300 calories, $\leq$ 10 grams fat) <i>or</i> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat: C Fish C Chicken or turkey, without skin C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed C Sirloin or round steak, trimmed C Roast beef (round or rump), trimmed 2. 1 dinner roll, plain, or 1 baked or boiled potato, or $\frac{1}{2}$ cup cooked rice 3. 2 teaspoons margarine 4. Tossed salad (no nuts, cheese, olives, or avocado) with 1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount) <i>or</i> 3-4 vegetables, cooked and served without added fat 5. 1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) or 1 cup melon or berries	$\leq$ 300 100 100 <100 100
Snacks	1 oz. hard pretzels <i>or</i> 3 cups plain air-popped popcorn 1 medium piece of fruit	100 100
	<b>Total</b>	1500

# 1000-1200 Calorie Eating Plan

Meal	Plan
<b>Breakfast</b> (200-250 calories)	<p>A. <math>\frac{1}{2}</math> cup <i>unsweetened</i> juice (any type with 60 calories or less) (e.g., orange, apple, or pineapple juice) 1 cup <i>unsweetened</i> cold cereal (any type with 100 calories or less) (e.g., Bran Flakes, Cheerios, Special K, Total) <i>or</i> <math>\frac{2}{3}</math> cup cooked hot cereal (e.g., oatmeal or cream of wheat) <math>\frac{1}{2}</math> cup skim milk</p> <p><b>or</b></p> <p>B. 1 English muffin or two slices of toast (do <i>not</i> substitute bagels) 2 teaspoons jelly or jam 1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) <i>or</i> 1 cup melon or berries</p> 
<b>Lunch</b> (300-350 calories)	<p>A. 1 sandwich: 2 slices bread 3 ounces tuna (canned in water), <i>or</i> oven-roasted turkey or chicken breast 1 tablespoon fat-free mayonnaise or mustard 1 medium fresh fruit <i>or</i> 1 cup melon or berries</p> <p><b>or</b></p> <p>B. 1 frozen entree (e.g., Lean Cuisine, Healthy Choice, Wt. Watchers, Budget Gourmet) with less than 300 calories and less than 10 grams fat Tossed salad (no nuts, cheese, olives, or avocado) 1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount)</p> 
<b>Dinner</b> (500-550 calories)	<ol style="list-style-type: none"> <li>1. Low-fat frozen entree (<math>\leq</math> 300 calories, <math>\leq</math> 10 grams fat) <i>or</i> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat:             <ul style="list-style-type: none"> <li>C Fish</li> <li>C Chicken or turkey, without skin</li> <li>C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed</li> <li>C Sirloin or round steak, trimmed</li> <li>C Roast beef (round or rump), trimmed</li> </ul> </li> <li>2. 1 dinner roll, plain <i>or</i> 1 baked or boiled potato <i>or</i> <math>\frac{1}{2}</math> cup cooked rice</li> <li>3. Tossed salad with 1-2 tablespoons reduced calorie dressing (see guidelines above) <i>or</i> 3-4 vegetables, cooked and served without added fat</li> <li>4. 1 medium piece of fresh fruit or 1 cup melon or berries</li> </ol> 

# Sample Menus for 1000-1200 Calorie Eating Plan

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## Day 1

<b>Breakfast</b>	<b>Fat (g)</b>	<b>Calories</b>
½ cup unsweetened apple juice	0	58
1 cup Cheerios	0	110
½ cup skim milk	0	43
<b>Lunch</b>		
2 slices bread	2	140
3 ounces tuna (canned in water)	1	99
1 tablespoon fat-free mayonnaise	0	12
1 medium pear	1	98
<b>Dinner</b>		
Healthy Choice Chicken Enchiladas	8	280
Dinner roll	3	108
Tossed salad (2 cups)	0	28
2 tablespoons fat-free Italian dressing	0	32
1 cup strawberries	0	46
<b>Total:</b>	<b>15</b>	<b>1054</b>

## Day 2

<b>Breakfast</b>	<b>Fat (g)</b>	<b>Calories</b>
1 English muffin	1	134
2 teaspoons strawberry jam	0	32
1 medium banana	0	96
<b>Lunch</b>		
Lean Cuisine French Bread Pizza	9	300
Tossed salad (2 cups)	0	14
2 tablespoons fat-free Italian dressing	0	32
<b>Dinner</b>		
4 ounces broiled pork chop (loin), trimmed	12	243
½ cup cooked white rice	0	103
½ cup broccoli	0	26
½ cup carrots	0	35
½ cup corn	0	66
1 medium apple	0	81
<b>Total:</b>	<b>22</b>	<b>1162</b>

# 1500 Calorie Eating Plan

Meal	Plan
<b>Breakfast</b> (200-250 calories)	<p>A. <math>\frac{1}{2}</math> cup <i>unsweetened</i> juice (any type with 60 calories or less) (e.g., orange, apple, or pineapple juice) 1 cup <i>unsweetened</i> cold cereal (any type with 100 calories or less) (e.g., Bran Flakes, Cheerios, Special K, Total) <i>or</i> <math>\frac{2}{3}</math> cup cooked hot cereal (e.g., oatmeal or cream of wheat) <math>\frac{1}{2}</math> cup skim milk <i>or</i></p> <p>B. 1 English muffin or 2 slices toast (do <i>not</i> substitute bagels) 2 teaspoons jelly or jam 1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) <i>or</i> 1 cup melon or berries</p> 
<b>Snack</b> (100 calories)	1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) <i>or</i> 1 cup melon or berries
<b>Lunch</b> (300-350 calories)	<p>A. 1 sandwich: 2 slices bread 3 ounces tuna (canned in water), <i>or</i> oven-roasted turkey or chicken breast 1 tablespoon fat-free mayonnaise or mustard 1 medium fresh fruit <i>or</i> 1 cup melon or berries <i>or</i></p> <p>B. 1 frozen entree (e.g., Lean Cuisine, Healthy Choice, Wt. Watchers, Budget Gourmet) with less than 300 calories and less than 10 grams fat Tossed salad (no nuts, cheese, olives, or avocado) 1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount)</p> 
<b>Dinner</b> (600-650 calories)	<p>1. Low-fat frozen entree (<math>\leq</math> 300 calories, <math>\leq</math> 10 grams fat) <i>or</i> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat:</p> <ul style="list-style-type: none"> <li>C Fish</li> <li>C Chicken or turkey, without skin</li> <li>C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed</li> <li>C Sirloin or round steak, trimmed</li> <li>C Roast beef (round or rump), trimmed</li> </ul> <p>2. 1 dinner roll, plain <i>or</i> 1 baked or boiled potato <i>or</i> <math>\frac{1}{2}</math> cup cooked rice</p> <p>3. 2 teaspoons margarine</p> <p>4. Tossed salad with 1-2 tablespoons reduced calorie dressing (see guidelines above) <i>or</i> 3-4 vegetables, cooked and served without added fat</p> <p>5. 1 medium piece of fresh fruit or 1 cup melon or berries</p> 
<b>Snacks</b> (200 calories)	1 oz. hard pretzels <i>or</i> 3 cups plain air-popped popcorn 1 medium piece of fruit

# Sample Menus for 1500 Calorie Eating Plan

## Day 1

		Fat (g)	Calories
<b>Breakfast</b>			
½ cup unsweetened apple juice	0	58	
1 cup Cheerios	0	110	
½ cup skim milk	0	43	
<b>Snack</b>			
1 banana (8")	0	96	
<b>Lunch</b>			
2 slices bread	2	140	
3 ounces tuna (canned in water)	1	99	
1 tablespoon fat-free mayonnaise	0	12	
1 medium pear	1	98	
<b>Dinner</b>			
Healthy Choice Chicken Enchiladas	8	280	
Tossed salad (2 cups)	0	28	
Dinner roll	3	108	
2 teaspoons margarine	8	68	
2 tablespoons fat-free Italian dressing	0	32	
1 cup strawberries	0	46	
<b>Snacks</b>			
1 ounce hard pretzels	0	108	
1 medium orange	0	62	
<b>Total:</b>	23	1388	

## Day 2

		Fat (g)	Calories
<b>Breakfast</b>			
1 English muffin	1	134	
2 teaspoons strawberry jam	0	32	
1 medium banana	0	96	
<b>Snack</b>			
1 medium peach	0	37	
<b>Lunch</b>			
Lean Cuisine French Bread Pizza	9	300	
Tossed salad (2 cups)	0	14	
2 tablespoons fat-free Italian dressing	0	32	
<b>Dinner</b>			
4 ounces broiled pork chop (loin), trimmed	12	243	
½ cup cooked white rice	0	103	
2 teaspoons margarine	8	68	
½ cup broccoli	0	26	
½ cup carrots	0	35	
½ cup corn	0	66	
1 medium apple	0	81	
<b>Snacks</b>			
3 cups air-popped popcorn	1	92	
1 medium pear	1	98	
<b>Total:</b>	32	1457	

Name \_\_\_\_\_ Eating plan \_\_\_\_\_

# Daily Log, Week \_\_\_\_\_

Walking schedule:

During week:	Walk <u>every</u> day for:	For a weekly total of:
1	30 minutes	210 minutes
2 and 3	45 minutes	315 minutes
4, 5, and 6	60 minutes	420 minutes

Date	Weight (lbs): Remember to graph your weight, too.	List any extra foods and/or amounts you ate:	Minutes walked	Steps

Total: \_\_\_\_\_

# **Maintaining Motivation in the After-Core: Setting Goals, Keeping Track of Success, Problem Solving, and Reaping Rewards**

## **Class Overview**

The attached after-core class was developed by Barbara McCann, PhD, behavioral consultant to the DPP center in Seattle. The purpose of the class is to teach participants how to manage their own health habits using the principles of behavioral self-management.

**Session 1: Goal Setting** Participants will discuss the purpose of setting goals and learn how to select achievable goals. Participants will complete several goal setting handouts using an example goal of their own.

**Session 2: Keeping Track of Success** Participants will discuss the purpose and importance of self-monitoring. Participants will devise a self-monitoring strategy to monitor progress toward the goal they set at the last session.

**Session 3: Problem Solving** Participants will review the steps involved in problem solving and work through a problem solving example.

**Session 4: Reaping Rewards** Participants will discuss intrinsic and extrinsic rewards and plan some examples of intrinsic and extrinsic rewards for themselves.

*Editors Note:* Be sure to assign some homework at each session so that participants can practice applying what they have learned. Review the homework at the next session. At the final session, provide a review of all of the sessions and discuss how participants can use what they have learned after the end of the class. (An excellent related reference for yourself and for well-educated participants is **Self-Directed Behavior: Self-Modification for Personal Adjustment** by David Watson and Roland Tharp.)

# **The Management of Emotional Eating**

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The attached class on emotional eating was developed by Don Williamson, PhD, behavioral consultant at DPP Pennington. There is a great deal of information in the class, more than you may be able to present effectively in four sessions, so you may want to select parts of it to focus on for four sessions or conduct additional sessions. Be sure to allow ample time at each session for discussion and interaction among participants.

## **How to Score the Three Factor Eating Questionnaire**

In this class, participants complete the Three Factor Eating Questionnaire (see Appendix C) which measures three dimensions of eating:

Factor 1: Dietary Restraint (21 questions pertain to this factor)

Factor 2: Disinhibition (16 questions pertain to this factor)

Factor 3: Perceived Hunger (14 questions pertain to this factor)

Instruct participants to complete the questionnaire by circling “T” for true or “F” for false for each question. While the leader continues conducting the class, have an assistant collect the completed questionnaires and score them as follows.

- a. For each question, **if a participant’s circled response matches the circled response on the scoring key (see Appendix D), the assistant writes on the participant’s completed questionnaire, to the right of that question, the factor number that is indicated beside that question on the scoring key.** If the participant’s circled response does *not* match the scoring key, the assistant goes on to the next question.

For example, if Mrs. Smith circled “T” for question 1, the assistant would write a “2” on Mrs. Smith’s questionnaire to the right of question 1. If Mrs. Smith circled “F” for question 2, the assistant would move on to question 3. If Mrs. Smith circled “T” for question 3, the assistant would write a “3” to the right of that question.

- b. After scoring each question, **the assistant tallies the number of “1’s” and “2’s” written to the right of the questions on the participant’s questionnaire.** (Factor 3 correlates highly with Factor 2 and is not included in the final scoring for this class.) The assistant writes a total for Factor 1 and a total for Factor 2 on the participant’s questionnaire.
- c. On a copy of the handout **“What Kind of Eater Am I?”** the assistant writes the participant’s name and the date, then **circles the section of the grid** within which the

participant's scores fall. For example, if the assistant counted a total of three 1's (Factor 1: Dietary Restraint) and 13 2's (Factor 2: Disinhibition) on Mrs. Smith's scored questionnaire, the assistant would circle the bottom left section of the grid (the scores fall within the 0-10 range for Low Dietary Restraint and the 10 or more range for High Overeating).

- d. Finally, the assistant **circles the category at the top of the handout** that applies to the participant. Mrs. Smith's category would be Low Restraint/High Overeating.

## **DPP Spring Training**

As the year 2000 begins, more than 500 DPP lifestyle participants have been in the study for 18 months or more. While some participants have lost weight and maintained the loss, others are struggling and experiencing weight regain. The **average weight losses for all DPP lifestyle participants are gradually diminishing**, as shown in the table below.

**Weight Change for Lifestyle Participants Based on F01 and F02 (All Clinics)**

Data as of December 15, 1999

Month	N	Mean weight change (lbs)
6	1041	-14.8
12	829	-14.9
18	578	-12.6
24	386	-10.6
30	207	-8.0

Similarly, **the average physical activity for participants during the core curriculum period was more than 200 minutes and by 18 months is consistently below this number.**

By now most lifestyle participants know what they need to do to reach their weight and activity goals, but they may be bored, frustrated, or overwhelmed with all of it and showing a lower level of commitment. In addition, many Coaches have come to know their participants so well by this point that individual meetings can easily become focussed on personal issues (although this is understandable and often critically important for retention purposes, it makes it even more difficult to focus on the basics of healthy eating and exercise).

With all of this in mind, and with the aim to **revitalize the lifestyle intervention**, we have developed the attached **after-core class, DPP Spring Training**, designed to be offered during **April - July 2000**. Although the class is optional, we **strongly encourage all centers to offer this class or a similar one to their lifestyle participants**. We envision that new waves of a similar class may be offered in the Spring of 2001 as well.

The purpose of the DPP Spring Training is **to offer participants a new opportunity for weight loss and exercise in a group format**. We want to position this as a new and different approach within the DPP, with **new staff and a different location** if at all possible. (The basic principles

of how to lose weight in a healthy manner remain the same, but we are trying to present these principles in a new way.)

The class will include the following key features:

1. **Offered to all lifestyle participants who have completed the core curriculum.** We recommend that centers send a **personal invitation to participants from the Principal Investigator** (see attached sample letter).
2. **At least eight weeks of weekly group meetings, with the option of an additional four to eight weeks.**
  - C We propose a *group format* because it has been shown to be highly effective in behavioral weight loss programs (the core curriculum was designed to provide individual contacts largely because of the pace of randomization). However, **if your study team feels that a group format will not work at your center, feel free to take parts of the class and use them with individual participants instead.**
  - C We propose **weekly meetings for eight weeks**, a sufficient period of time to allow participants to reengage, develop social support with the other participants in the class, and reach significant weight and exercise goals. We recommend that each center survey their participants to see what day of the week and time would be most convenient for the most participants to attend (e.g., on a Thursday night or Saturday morning). You may want to meet **twice weekly if weight training is the focus** (see below) to allow for ongoing instruction and practice.
  - C At the end of the first eight weeks, the participants are to be **invited to continue for another four to eight weeks.** Participants who have not been in the class during the first eight weeks may join the class at this time as well.

Note: Each session **may be considered an In-Person Contact** provided a Coach meets with the participants individually, before or after the class, to collect and comment on self-monitoring records, get weight and physical activity data, and problem solve. In that case, an L03 form should be completed for each participant who attends.

3. **A weight loss goal of 1-2 pounds per week.** This is a realistic goal, would help many participants reach the 7% weight loss goal for the study, and would benefit many who have already reached the study goal. (The goal should be weight maintenance for any participants who reach a BMI of 21--see the Manual of Operations, Section 2.1.1.) If a participant has already reached the 7% weight loss goal and doesn't want to lose more, he or she may still want to attend the class to exercise, enhance weight maintenance, and receive group support.

4. **An exercise goal of at least 200 minutes per week.** This is higher than the 150-minute study goal because we thought participants should set their sights a little higher than the minimum goal for a “training” program. To reach the 200-minute goal, stepwise weekly goals should be set for each participant depending on how much physical activity they are doing when they enter the class. (If strength training is the class topic, as outlined below, the goal would be to do 150 minutes of aerobic activity *plus* the strength training assignment for each week.) (Note: For the purpose of lifestyle form completion, if participants reach 150 minutes per week during the class, they will still be reaching the study goal.)
5. **Four weeks of structured meal plans for 1200 and 1500 calories (attached), designed to be repeated twice for a total of eight weeks.** The meal plan for the DPP Spring Training is called “DPP Start Now.” We are providing detailed meal plans because participants often look to structured plans, which eliminate a lot of temptations and decisions about food, to renew their efforts at weight control. Shopping lists are also provided. Participants are to be coached to follow the meal plans exactly for *at least* the first four weeks (see the Coach instructions with the meal plans). At that point, participants may choose to recommit to the meal plan or develop individualized modifications with their Coach and then attempt to follow the modified meal plans exactly for the additional four weeks.
6. **Each session will include a weigh-in and collection and review of self-monitoring materials.** We strongly recommend that participants use a **different method of self-monitoring** during the class. As one option, the Lifestyle Resource Core has ordered each center copies of **HealthCheques**, a checkbook-style self-monitoring booklet with room for three weeks of recording.
  - C In HealthCheques, the inside cover may be used to record **individualized goals** for participants in the class.
  - C For **recording exercise**, there are two options:
    - a. In the separate pages for exercise monitoring (these are marked in the lower right hand corner by a graphic of a pair of sneakers and include a place for recording exercise goals and minutes of both aerobic exercise and muscle conditioning; unfortunately, exercise minutes are distinguished from “physical activity,” which most likely refers to lifestyle activity and will need to be explained to participants), or
    - b. In the area labeled “Comments” at the bottom of each page for monitoring food intake (this may be easier for participants than flipping to the separate exercise sections).

We recommend that participants **self-monitor measures of their progress during the class**, such as waist circumference, perceived rate of exertion after walking a certain distance, and/or the number of reps they are able to complete comfortably doing muscle training exercises. Depending on who leads the class, you may want to provide an

additional form of self-monitoring. For example, cardiac rehabilitation centers may use a standard note card to record each participant's exercise prescription and individual progress during each visit.

- C To record **food intake**, participants who follow the DPP *Start Now* eating plan exactly would write "Eating Plan" on the food log pages (or indicate any deviations from the plan). Participants who do not follow the eating plan could self-monitor fat grams and/or calories in the columns provided or monitor servings from the Food Pyramid in the boxes provided.
- C You will need to instruct participants to record **weight** in the comments section at the bottom of each food log page.

Alternative methods for self-monitoring may be arranged for participants with their Lifestyle Coach.

7. We believe most participants know what to eat and how to exercise, are weary of hearing about these topics, and are more likely to attend a class if they receive new information and group experiences they could not get elsewhere without significant cost. With this in mind, **we recommend the primary content of the class be strength training**. Several centers have noted that strength training classes have attracted a large number of participants, and in general, the feedback has been very positive.
  - C We recommend that the class **include training with Thera-Bands as well as with other weight lifting equipment, if available**, so that participants can use the Thera-Bands at home between sessions to fulfill part of their activity goal. (All of the DPP centers have already received some Thera-Bands from the Lifestyle Core. An additional roll of thin resistance (yellow) Thera-Bands will be shipped to each center soon.)
  - C Given the potential effectiveness of providing a "fresh face" for participants, centers should brainstorm options for finding a **new and/or different individual with exercise expertise who could lead the classes**. Possibilities include an existing staff member who has not been extensively involved with the majority of participants, an exercise physiology student or intern, or a consultant hired on a limited basis. (A Coach would need to be on hand to weigh participants, help review self-monitoring, and so on.)  
Some centers may want to vary the class topic. Some alternatives include the following: a) choose a different exercise as the focus, such as aerobic dance or circuit training; b) alternate sessions on strength training with low-fat cooking or recipe tasting, or include exercise and nutrition at each session; or c) use the 16-session Learn Manual (the Lifestyle Core has sent this to each center).
8. **A new location**, if possible, that might attract participants. For example, you may be able to offer the class at a location with weight lifting equipment, or hold the class at a neighborhood community center, recreation center, or church using Thera-bands and free weights.

# DPP Spring Training 2000: How Did It Go?

We want to know what you thought of the DPP Spring Training 2000.

**How helpful were each of the following?** NA = Not Applicable (Not Part of the Program), 1 = Not at All Helpful, 5 = Very Helpful

1. The Start Now Eating Plans	NA	1	2	3	4	5
2. Learning to use the Therabands	NA	1	2	3	4	5
3. Meeting as a group with other participants	NA	1	2	3	4	5
4. Exercising as a group with other participants	NA	1	2	3	4	5
5. Group leader: _____	NA	1	2	3	4	5
Group leader: _____	NA	1	2	3	4	5
Group leader: _____	NA	1	2	3	4	5
6. Using the Health Checkques to self-monitor	NA	1	2	3	4	5
7. Using another kind of self-monitoring (specify type used: _____)	NA	1	2	3	4	5
8. Receiving an invitation from the Principal Investigator	NA	1	2	3	4	5
9. The option of coming on different days of the week	NA	1	2	3	4	5
10. Location: _____	NA	1	2	3	4	5
Location: _____	NA	1	2	3	4	5
Location: _____	NA	1	2	3	4	5
11. Other: _____	NA	1	2	3	4	5

Do you have other comments or suggestions?

If we were to do another Spring Training, would you suggest any changes?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# The DPP Start Now Eating Plans

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The attached DPP *Start Now* eating plans for 1000-1200 and 1500 calories have been designed for use by lifestyle participants in the DPP Spring Training program. However, these plans may also be used at any point during the intervention to help participants lose weight.

Here are some **guidelines for using the plans** with participants:

1. When you present one of the plans to a participant, emphasize that the plan is to be **followed exactly for eight weeks, repeating the four weeks of menus twice**. Following them exactly is important because it is the structure of eating plans that is so helpful to many people. We strongly encourage you to **err on the side of not modifying the plans**. If there is an individual participant who cannot follow these plans (e.g., a participant who does not eat meat or has a food allergy), *make necessary modifications before the participant takes the plans home*.

At that end of the first four weeks, participants may choose to recommit to the meal plans or develop individualized modifications with their Coach and then attempt to follow the modified meal plans exactly for the additional four weeks.

2. The eating plans were developed based on the following patterns (the patterns are not intended for participants but may help you if you need to modify the plans):

## **1000-1200 Calories**

- C **Breakfast: 200-250 calories.** Exchanges: 1 starch, 1 skim milk, 1 fruit.
- C **Lunch: 300-350 calories.** Exchanges: 2 starches, 2 ounces lean meat, 1 fat, 1 vegetable.
- C **Dinner: 400-450 calories.** Exchanges: 2 starches, 3 ounces lean meat , 2 vegetables, 1 fruit. (The main dishes are vegetarian twice a week, chicken twice a week, red meat once a week, fish once a week, and pork once a week.)
- C **Snack: 100 calories.** Exchanges: 1 skim milk.

## **1500 Calories**

- C **Breakfast: 350 calories.** Exchanges: 3 starches, 1 fat, 1 skim milk, 1 fruit. (Same as 1000-1200 plan plus 2 slices toast and 1 teaspoon margarine.)
- C **Lunch: 300-350 calories.** Exchanges: 2 starches, 2 ounces lean meat, 1 fat, 1 vegetable. (Same as 1000-1200 plan.)
- C **Dinner: 500 calories.** Exchanges: 2 starches, 3 ounces lean meat, 1 fat, 2 vegetables, 1 fruit. (The main dishes are vegetarian twice a week, chicken twice a week, red meat once a week, fish once a week, and pork once a week.) (Same as 1000-1200 plan plus 1 teaspoon margarine.)
- C **Snack: 300 calories.** Exchanges: 1 skim milk, 2 starches, 1 fruit. (Same as 1000-1200 plan plus pretzels or cookies and fruit.)

Note: **The eating plan for 1500 calories was calculated using regular margarine. Point out to participants that they will save calories and fat by using a low-fat or fat-free margarine.**

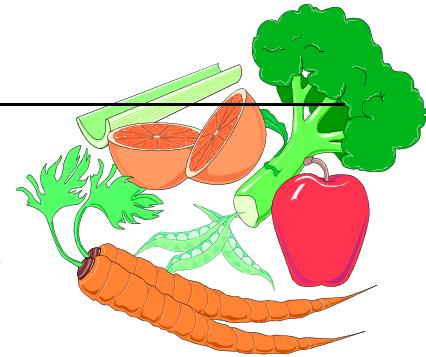
3. The eating plans provide an average of 800 mg. calcium per day, from miscellaneous foods as well as from major sources of calcium such as milk, yogurt, pudding, and frozen yogurt. Adults between the ages of 19 and 50 need 1000 mg. calcium per day and those 50 years and older need 1200 mg. per day. **If participants intend to follow these eating plans for a long period of time, they should supplement them with additional sources of calcium** (e.g., by taking a calcium supplement or substituting a high-calcium food for another food of *similar caloric content* in the eating plan). For example, participants may want to include additional skim milk or calcium-fortified orange juice (both contain approximately 300 mg. calcium per 8 ounces) or yogurt (350-450 mg. per 8 ounces).
4. In developing the plans, we tried to keep the meals very simple to prepare and shop for. For variety and interest, we added some spices and flavorings to many of the dinner entrees, but **participants who do not want to use the specified spices and flavorings can choose to eliminate them or add their own calorie-free flavorings.**
5. We wanted to keep a full day of meal plans on one page, so we went with a much smaller font size than we typically use with participant handouts. Please enlarge the meal plans for participants who need a larger print.

Lifestyle Coaches tested the recipes for the dinner entrees, and we revised them based on their feedback. Thanks everyone for your help!

**DPP *Start Now* Eating Plan  
1000-1200 Calories**

# The DPP Start Now Eating Plan

Attached is your **DPP Start Now Eating Plan**. It's designed to help you lose weight without a lot of temptations or decisions to make about food. What's more, you won't need to self-monitor the foods you eat!



Here's what to do:

1. **Eat exactly what's on the plan. Don't substitute.** However, if there's a food you don't eat (e.g., red meat), talk with your Lifestyle Coach about how to change the plan *before you begin*.
2. You may eat **any amount of the foods on the Free Foods list**.
3. **Season your foods with calorie-free seasonings** such as your favorite herbs, lemon juice, or fat-free condiments. (Note: Keep in mind that nonstick cooking sprays do contain fat and calories. Whenever the eating plans include cooking spray, *limit each spray to 2 seconds*. Longer sprays will increase the calorie and fat content of the meal.)
4. **Don't drink any alcoholic beverages.** Choose from the beverages on the Free Foods list, and aim for eight glasses of water per day.
5. **Important: Trim all meats of all separable fat before cooking.**
6. **Go food shopping only once a week, if possible.** Go *after* a meal so you aren't hungry.
7. **The shopping list gives the exact amount of food you'll need each week.** Before you go shopping, check off the foods you already have at home. Add any foods from the Free Foods list you'd like to buy.
8. **Buy the smallest containers you can.** For example, if you need only 1½ cups of frozen yogurt for the week, buy a pint rather than a quart. That way, you won't have a lot of extra food in the refrigerator or freezer to tempt you.
9. **If possible, cook the amount of food you need, no more.**
10. **Put away any leftovers *before* you sit down to eat.** If you are cooking for one, you may need to buy more than you will eat during the week, for example, a can of black beans or a pound of hamburger. Freeze the leftover ingredients that can be frozen, or make double the recipe and freeze half for another week. If you have leftover fresh vegetables that are on the Free Foods list, such as lettuce, celery, and tomatoes, you may want to enjoy some extra salads (with low-calorie dressing) during the week.
11. **Weigh and measure your food.** Small errors in portion sizes really add up.

Turn the page for your eating plans, and *Start Now* toward a healthier lifestyle!

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 1

	<b>Monday</b> (1178 calories, 17 g. fat)	<b>Tuesday</b> (1013 calories, 17 g. fat)	<b>Wednesday</b> (1095 calories, 15 g. fat)	<b>Thursday</b> (1036 calories, 12 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Deviled Steak</b> (Preheat broiler. Place a 4-ounce (raw wt.) piece of boneless sirloin steak, cut into 1" thick slices, on a broiler pan rack sprayed with cooking spray. Broil 4 inches from source of heat for 5 minutes. Turn and broil 4 more minutes for medium-rare or to desired doneness (time will vary depending on thickness). Meanwhile, combine 1 Tablespoon sherry, 1 teaspoon dry mustard, and 2 Tablespoons Worcestershire sauce in small saucepan. Cook over medium heat, stirring, until bubbly. Stir in 1 Tablespoon chopped fresh parsley. Spoon sauce over broiled sirloin.) <b>Rice, ⅔ cup</b> cooked <b>Steamed broccoli, 1 cup</b> <b>Seedless grapes, 1 cup</b>	<b>Broiled Barbecue Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for about 10 minutes, turning often, until no longer pink in center (cooking time will vary). During last few minutes, brush both sides with barbecue sauce, 1 Tablespoon per side. Season to taste with salt and pepper.) <b>Baked potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Frozen mixed vegetables, cooked, 1 cup</b> <b>Apple, 1</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>	<b>Bean Burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with ½ cup vegetarian fat-free refried beans. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, 2 Tablespoons salsa, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Rice, ⅓ cup</b> cooked <b>Fresh or frozen green beans, cooked, ½ cup</b> <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Frozen yogurt, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Frozen yogurt, ½ cup</b>

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 1

	<b>Friday (1131 calories, 10 g. fat)</b>	<b>Saturday (1045 calories, 15 g. fat)</b>	<b>Sunday (1108 calories, 16 g. fat)</b>
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese, any type, ½ cup</b> <b>Pears or peaches, fresh, 2 (or 1 cup canned in juice or water)</b>	<b>Chicken or turkey sandwich:</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Fish in Tomato Sauce</b> (Place a 4-ounce (raw wt.) flounder, sole, haddock, cod, or perch fillet in a microwave-safe dish. Pour ¼ cup bottled pasta sauce (any type with no more than 150 calories and 10 grams fat per cup) over fish. Top with 1 Tablespoon finely chopped celery, 3 thin slices red onion, and 3 thin slices of unpeeled lemon. Cover and microwave on high 2-3 minutes or until fish flakes when tested with a fork.) <b>Noodles, 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley</b> <b>Steamed broccoli, ½ cup</b> <b>Seedless grapes, 1 cup</b>	<b>Maple Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Press freshly ground black pepper into chicken. Place chicken on a broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn and brush with 1 Tablespoon maple syrup. Broil about 5 minutes or until chicken is no longer pink in center (cooking times will vary), basting with another Tablespoon maple syrup and turning often to prevent burning. Season to taste with salt and pepper.) <b>Dinner roll, 1</b> <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)	<b>Ham Steak</b> (Coat a nonstick skillet with cooking spray. Place over medium-high heat until hot. Add a 3-ounce slice of lean, boned ham. Cook 2-3 minutes per side or until browned. Mix together 1 Tablespoon water, 2 teaspoons brown sugar, and 2 teaspoons prepared mustard until smooth. Drizzle over ham. Cook 1 minute.) <b>Baked potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Fresh or frozen green beans, cooked, 1 cup</b> <b>Frozen mixed vegetables, cooked, 1 cup</b> <b>Apple, 1</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Frozen yogurt, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 2

	<b>Monday</b> (1106 calories, 16 g. fat)	<b>Tuesday</b> (1123 calories, 13 g. fat)	<b>Wednesday</b> (1127 calories, 14 g. fat)	<b>Thursday</b> (1065 calories, 11 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Teriyaki Steak</b> (In a shallow pan, combine 1 Tablespoon soy sauce, 1 teaspoon cooking sherry, dash each of garlic powder and ground ginger, and 1 teaspoon sugar. Stir to mix well. Add a 4-ounce (raw wt.) boneless sirloin steak and turn to coat with marinade. Refrigerate 2-8 hours, turning twice. Preheat broiler. Place steak on broiler pan coated with cooking spray (reserve marinade). Broil to desired degree of doneness, about 4-5 minutes per side, basting with marinade several times. If serving as a sauce, bring extra marinade to a boil beforehand.) <b>Baked potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Steamed broccoli, 1 cup</b> <b>Seedless grapes, 1 cup</b>	<b>Cayenne Chicken and Black Beans</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Sprinkle with ½ teaspoon ground cumin, ¼ teaspoon salt, and ¼ teaspoon ground red pepper or to taste. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. Serve with ½ cup salsa and ¼ cup drained canned black beans.) <b>Rice, ⅔ cup cooked</b> <b>Frozen mixed vegetables, cooked, 1 cup</b> <b>Apple, 1</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>	<b>Black Bean-and-Rice Burrito</b> (Combine ⅓ cup hot cooked rice, ½ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Fresh or frozen green beans, cooked, ½ cup</b> <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b>

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 2

	<b>Friday (1170 calories, 13 g. fat)</b>	<b>Saturday (1088 calories, 14 g. fat)</b>	<b>Sunday (1183 calories, 22 g. fat)</b>
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese, any type, ½ cup</b> <b>Pears or peaches, fresh, 2 (or 1 cup canned in juice or water)</b>	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Broiled salmon steak</b> (Preheat broiler. In a small bowl, combine 1 tablespoon lemon juice, 1½ teaspoons soy sauce, 1 teaspoon Worcestershire sauce, dash of hot pepper sauce, and 1 garlic clove, minced. Brush a 4-ounce (raw wt.) salmon steak, rinsed and patted dry, with half the lemon juice mixture. Place skin side down on broiler pan rack sprayed with cooking spray. Broil 4-6 inches from source of heat for 5 minutes. Baste with remaining lemon juice mixture and rotate the pan. Broil 3-5 minutes more. Watch it carefully so it doesn't overcook. Salmon will turn opaque, whitish pink and flake easily with a fork when done. Serve with lemon wedges.) <b>Noodles, 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley</b> <b>Frozen whole-kernel corn, cooked, ½ cup</b> <b>Steamed broccoli, ½ cup</b> <b>Seedless grapes, 1 cup</b>	<b>Mediterranean chicken pita</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Brush with 1 Tablespoon fat-free Italian dressing. Broil about 5 minutes or until chicken is no longer pink in center, basting with another Tablespoon dressing and turning often to prevent burning. Season with salt and pepper to taste. Cut into ¼" wide strips. Fill a 7" diameter pita bread with chicken strips, 1 lettuce leaf, and 2 tomato slices, chopped. Drizzle with 1 Tablespoon fat-free Italian dressing.) <b>Carrot sticks, 1 cup</b> <b>Orange, 1</b>	<b>Soy-lemon pork chop</b> (Preheat broiler. In a small bowl, mix ⅓ cup soy sauce, juice of ½ lemon, and ¼ teaspoon dried oregano. Brush a 4-ounce (raw wt.) 1"-thick center-cut boneless pork chop. Place on a broiler pan rack coated with cooking spray. Broil 3 inches from source of heat for 5-6 minutes on each side or until no longer pink in center, turning once and brushing with more juice mixture.) <b>Baked sweet potato, 1 medium</b> <b>Steamed broccoli, ½ cup</b> <b>Apple, 1</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 3

	<b>Monday</b> (1212 calories, 23 g. fat)	<b>Tuesday</b> (1099 calories, 14 g. fat)	<b>Wednesday</b> (1127 calories, 14 g. fat)	<b>Thursday</b> (1065 calories, 11 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, ½ (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Hamburger skillet</b> (Over medium heat, cook 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat) and ½ small onion, chopped, in a nonstick skillet, stirring to break up beef, until beef is browned, about 5 minutes. Drain off fat. Add 2 small tomatoes, chopped, and ½ cup frozen mixed vegetables. Bring to simmer and cook for 6 minutes or until heated through. Season to taste with salt, pepper, and your favorite herbs.) <b>Rice, 2/3 cup cooked</b> <b>Seedless grapes, 1 cup</b>	<b>Baked-in-foil chicken and vegetables</b> (Preheat oven to 450°. Cut a 12" square sheet of heavy duty aluminum foil. Place a 4-ounce (raw wt.) boned, skinned chicken breast half on foil; add 1 cup sliced carrots, 1 small green pepper, sliced, and 2 small red potatoes, thinly sliced. Wrap in foil securely using double fold seals. Bake 40-45 minutes until fork tender and chicken is no longer pink in center; cooking time may vary. Season to taste with salt, pepper, and Italian seasoning. Note: Sliced onions are also good in this recipe.) <b>Apple, 1</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>	<b>Bean burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with ½ cup vegetarian fat-free refried beans. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, 2 Tablespoons salsa, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Rice, 1/3 cup cooked</b> <b>Fresh or frozen green beans, cooked, ½ cup</b> <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Frozen yogurt, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Frozen yogurt, ½ cup</b>

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 3

	<b>Friday</b> (1113 calories, 8 g. fat)	<b>Saturday</b> (1114 calories, 15 g. fat)	<b>Sunday</b> (1103 calories, 17 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, <math>\frac{1}{2}</math> (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese, any type, <math>\frac{1}{2}</math> cup</b> <b>Pears or peaches, fresh, 2 (or 1 cup canned in juice or water)</b>	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Broiled Fish Fillet with Lemon</b> (Preheat broiler. Thaw frozen fish before baking. Place a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch on a broiler pan coated with cooking spray. Measure fillet at thickest part. Broil in preheated oven 4-5 inches from heat source, about 6-12 minutes per inch, just until fish flakes with a fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, and lemon juice. Serve with lemon wedges.) <b>Noodles, 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley</b> <b>Frozen whole-kernel corn, cooked, <math>\frac{1}{2}</math> cup</b> <b>Steamed broccoli, <math>\frac{1}{2}</math> cup</b> <b>Seedless grapes, 1 cup</b>	<b>Chicken Fajita</b> (Cut a 4-ounce (raw wt.) boned, skinned chicken breast half into 1" cubes. In large nonstick skillet, bring 2 Tablespoons fat-free Italian dressing and 2 Tablespoons lime juice to a boil. Add chicken and cook, stirring constantly, about 4 minutes or until no longer pink in center. Remove from pan with slotted spoon; cover chicken to keep warm. Add to skillet 1 small onion, chopped, and 1 small green pepper, diced. Cook, stirring constantly, for 3 minutes, until heated through and liquid is reduced. Place the chicken and some of the vegetable mixture down the center of a warmed fat-free flour tortilla (8" diameter, soft taco size). Fold over to enclose filling. Serve with remaining vegetable mixture, $\frac{1}{4}$ cup salsa and 2 Tablespoons fat-free sour cream.) <b>Orange, 1</b>	<b>Ham with Maple and Mustard Glaze</b> (Preheat broiler. Mix 1 Tablespoon maple syrup, 1 teaspoon prepared mustard, and 1 teaspoon cider vinegar until smooth. Brush one side of 3-ounce slice of lean boned ham with glaze. Place on broiler pan coated with cooking spray. Broil 3-4 inches from heat for 2 minutes. Brush with more glaze and broil 1 minute more. Turn to other side and repeat. Note: If you like mustard, you may want to use more or use a hot mustard.) <b>Baked sweet potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Fresh or frozen green beans, cooked, 1 cup</b> <b>Apple, 1</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Frozen yogurt, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 4

	Monday (1159 calories, 27 g. fat)	Tuesday (1150 calories, 18 g. fat)	Wednesday (1128 calories, 14 g. fat)	Thursday (1065 calories, 11 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons Banana, ½ (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Sesame burger</b> (In small saucepan, cook 2 teaspoons sesame seeds over medium-low heat just until golden, stirring constantly to avoid burning. In bowl combine seeds with 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat), 2 Tablespoons finely chopped green onions, and 1 Tablespoon soy sauce. Shape into patty. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for 5-7 minutes each side or to desired doneness. Serve in <b>hamburger bun</b> with 1 lettuce leaf, 2 slices tomato, and desired condiments.) <b>Frozen mixed vegetables, cooked, ½ cup</b> <b>Apple, 1</b>	<b>Broiled oriental chicken</b> (In a shallow baking dish combine ¼ cup soy sauce, ¼ cup chicken broth, 1 teaspoon sesame seeds, 1 teaspoon sugar, ½ teaspoon ground ginger, and ½ teaspoon ground black pepper. Stir until well blended. Add a 4-ounce (raw wt.) boned, skinned chicken breast half and turn to coat. Marinate for 1-2 hours. Preheat broiler. Remove chicken from marinade (reserve marinade). Place chicken on a broiler pan coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. If serving as a sauce, bring extra marinade to a boil beforehand.) <b>Rice, ⅔ cup cooked</b> <b>Steamed carrots, 1 cup</b> <b>Seedless grapes, 1 cup</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>	<b>Bean-and-rice burrito</b> (Combine ⅓ cup hot cooked rice, ½ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Fresh or frozen green beans, cooked, ½ cup</b> <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b>

## DPP Start Now Eating Plan, 1000-1200 Calories, Week 4

	<b>Friday</b> (1085 calories, 13 g. fat)	<b>Saturday</b> (1087 calories, 12 g. fat)	<b>Sunday</b> (1147 calories, 23 g. fat)
B	Cereal, cold, 1 cup (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Banana, <math>\frac{1}{2}</math> (or 1 medium apple)</b>	Cereal, cold, 1 cup (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese, any type, <math>\frac{1}{2}</math> cup</b> <b>Pears or peaches, fresh, 2</b> (or 1 cup canned in juice or water)	<b>Chicken or turkey sandwich:</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Fish baked in foil</b> (Preheat oven to 450°. Cut a 14" square sheet of heavy duty aluminum foil. Spray both sides of a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch with cooking spray. Place fish on foil, add 1 cup sliced carrots and 1 small green pepper, sliced. Wrap securely in foil using double fold seals. Bake 6-12 minutes per inch at thickest part of fillet, just until fish flakes with fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, and your favorite herbs.) <b>Red potatoes, 2 small, cooked</b> <b>Seedless grapes, 1 cup</b>	<b>Orange-onion chicken</b> (Coat a nonstick skillet with cooking spray. Add 1 small onion, thinly sliced, and cook over medium heat, stirring constantly, 2 minutes. Remove onion from skillet and set aside. Coat skillet with cooking spray again. Add a 4-ounce (raw wt.) boned, skinned chicken breast half. Cook for 10-15 minutes, turning once, or until fork tender and no longer pink in center (cooking time may vary). Remove chicken; set aside. Add 3 Tablespoons orange juice and 1 Tablespoon orange marmalade to skillet. Bring to boil, reduce heat to medium-high, and cook, stirring, 2 minutes. Return chicken and onion to skillet. Heat through, about 1 minute.) <b>Rice, <math>\frac{2}{3}</math> cup cooked</b> <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)	<b>Braised pork chop</b> (Coat a nonstick skillet with cooking spray and heat over medium-high heat. Add a 4-ounce (raw wt.) pork chop, loin or sirloin, trimmed of all fat, and cook about 2 minutes on each side or until browned. Add $\frac{1}{2}$ cup water. Reduce heat to low. Cover and simmer 10-15 minutes or until meat is fork tender. Season to taste with salt, pepper, and your favorite herbs.) <b>Baked sweet potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Fresh or frozen green beans, cooked, 1 cup</b> <b>Apple, 1 (or use <math>\frac{1}{2}</math> cup unsweetened applesauce as topping for pork chop)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>	<b>Pudding, made from mix, with skim milk, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>

## **Free Foods**

### **Salad greens, raw vegetables**

Cabbage  
Celery  
Chinese cabbage  
Cucumber  
Endive  
Escarole  
Lettuce  
Mushrooms  
Onion  
Peppers  
Radishes  
Romaine  
Spinach  
Sprouts  
Summer Squash  
Tomato  
Zucchini

### **Sweet substitutes**

Candy, hard, sugar-free  
Gelatin, sugar-free  
Gum, sugar-free  
Sugar substitutes (saccharine, aspartame)

### **Miscellaneous**

Herbs  
Lemon juice  
Nonstick pan spray  
Soy sauce  
Spices  
Worcestershire sauce

## **Drinks**

Bouillon or broth without fat  
Bouillon, low-sodium  
Carbonated drinks, sugar-free  
Carbonated water, seltzer  
Club soda  
Coffee/tea (Use only fat-free cream or skim milk in coffee or tea. Adjust milk/yogurt servings accordingly.)  
Drink mixes, sugar-free  
Tonic water, sugar-free

## **Condiments**

Artificial butter flavors (e.g., Butter Buds®)  
Catsup (1 Tablespoon)  
Horseradish  
Hot sauce  
Mustard  
Salsa  
Pickles, dill, unsweetened  
Taco sauce  
Vinegar, any type

**Week 1 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 1. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 1 cup
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Celery, enough for 1 Tablespoon chopped
- 9 Red onion, 1
- 9 Baking potatoes, 2 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Barbecue sauce
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Salt

9 Dry mustard

- 9 Brown sugar
- 9 Cooking sherry
- 9 Maple syrup
- 9 Nonstick cooking spray
- 9 Other free foods:

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, 2 cups

**Canned foods, etc.**

- 9 Vegetarian fat-free refried beans, ½ cup
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Bottled pasta sauce, ¾ cup (any type with no more than 150 calories and 10 grams fat per cup)

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Sirloin steak, 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups
- or Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Week 2 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 2. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 2 cups
- 9 Green beans,  $\frac{1}{2}$  cup (if not using frozen)
- 9 Baking potato, 1 medium
- 9 Garlic clove, 1
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, Italian, 11 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa,  $\frac{3}{4}$  cup
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Sugar
- 9 Salt
- 9 Cooking sherry
- 9 Oregano
- 9 Soy sauce ( $\frac{1}{2}$  cup)

9 Garlic powder

- 9 Ground ginger
- 9 Ground cumin
- 9 Ground red pepper
- 9 Hot pepper sauce
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water,  $\frac{1}{2}$  cup
- 9 Vegetable soup, 2 cups
- 9 Canned black beans,  $\frac{3}{4}$  cup
- 9 Bottled pasta sauce,  $\frac{1}{2}$  cup (any type with no more than 150 calories and 10 grams fat per cup)
- 9 Pudding mix, enough to make  $1\frac{1}{2}$  cups prepared

**Breads and Starches**

- 9 Bread, 6 slices
- 9 Pita bread, 1 (7" diameter)
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)

**Cereals**

- 9 Cold cereal (any type with  $\leq 110$  calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups  
or Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans,  $\frac{1}{2}$  cup (if not using fresh)
- 9 Frozen mixed vegetables, 1 cup
- 9 Frozen corn,  $\frac{1}{2}$  cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, 1" thick center cut, boneless, 4 ounces raw
- 9 Sirloin steak, 4 ounces raw
- 9 Salmon steak, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type,  $\frac{1}{2}$  cup
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Week 3 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 3. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lime, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 6 (enough for 2 tomatoes plus 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 small head
- 9 Carrots, 2 cups
- 9 Green peppers, 2 small
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Onion, small, 2
- 9 Red onion, 1
- 9 Red potatoes, 2 small
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, *Italian*, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Italian seasoning

9 Salt

- 9 Cider vinegar
- 9 Maple syrup
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Vegetarian fat-free refried beans, ½ cup
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)

**Breads and Starches**

- 9 Bread, 6 slices
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups  
or Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup
- 9 Frozen corn, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Lean ground beef (90% lean, 10% fat), 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortillas, fat-free, 8" diameter, soft taco size, white or whole wheat, 2

**Week 4 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 4. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 4 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 14 slices)
- 9 Carrots, 2 cups
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Green pepper, 1 small
- 9 Onion, 1 small
- 9 Red onion, 1
- 9 Green onions, 2 Tablespoons
- 9 Sweet potato, 1 medium
- 9 Red potatoes, 2 small
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Ground ginger
- 9 Salt
- 9 Sugar
- 9 Sesame seeds, 3 Tablespoons

- 9 Soy sauce (½ cup)

- 9 Nonstick cooking spray
- 9 Other free foods:

or grits, 2 cups

- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, loin or sirloin, 4 ounces raw
- 9 Hamburger, lean (90% lean, 10% fat), 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2½ cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Breads and Starches**

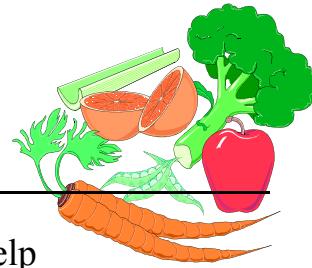
- 9 Bread, 6 slices
- 9 Hamburger bun, 1
- 9 Rice, enough to make 1½ cups cooked
- 9 Spaghetti, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups
- or Oatmeal, cream of wheat,

**DPP *Start Now* Eating Plan  
1500 Calories**

# The DPP Start Now Eating Plan



Attached is your **DPP Start Now Eating Plan**. It's designed to help you lose weight without a lot of temptations or decisions to make about food. What's more, you won't need to self-monitor the foods you eat!

Here's what to do:

1. **Eat exactly what's on the plan. Don't substitute.** However, if there's a food you don't eat (e.g., red meat), talk with your Lifestyle Coach about how to change the plan *before you begin*.
2. You may eat **any amount of the foods on the Free Foods list**.
3. **Season your foods with calorie-free seasonings** such as your favorite herbs, lemon juice, or fat-free condiments. Keep these things in mind:
  - a. Nonstick cooking sprays contain fat and calories. Whenever the eating plans include cooking spray, *limit each spray to 2 seconds*. Longer sprays will increase the calorie and fat content of the meal.
  - b. The meal plans include a small amount of regular margarine. If you use low-calorie margarine instead, you will save calories and fat.
4. **Don't drink any alcoholic beverages.** Choose from the beverages on the Free Foods list, and aim for eight glasses of water per day.
5. **Important: Trim all meats of all separable fat before cooking.**
6. **Go food shopping only once a week, if possible.** Go *after* a meal so you aren't hungry.
7. **The shopping list gives the exact amount of food you'll need each week.** Before you go shopping, check off the foods you already have at home. Add any foods from the Free Foods list you'd like to buy.
8. **Buy the smallest containers you can.** For example, if you need only 1½ cups of frozen yogurt for the week, buy a pint rather than a quart. That way, you won't have a lot of extra food in the refrigerator or freezer to tempt you.
9. **If possible, cook the amount of food you need, no more.**
10. **Put away any leftovers *before* you sit down to eat.** If you are cooking for one, you may need to buy more than you will eat during the week, for example, a can of black beans or a pound of hamburger. Freeze the leftover ingredients that can be frozen, or make double the recipe and freeze half for another week. If you have leftover fresh vegetables that are on the Free Foods list, such as lettuce, celery, and tomatoes, you may want to enjoy some extra salads (with low-calorie dressing) during the week.
11. **Weigh and measure your food.** Small errors in portion sizes really add up.

Turn the page for your eating plans, and *Start Now* toward a healthier lifestyle!

## DPP Start Now Eating Plan, 1500 Calories, Week 1

	<b>Monday</b> (1577 calories, 32 g. fat)	<b>Tuesday</b> (1385 calories, 28 g. fat)	<b>Wednesday</b> (1433 calories, 26 g. fat)	<b>Thursday</b> (1413 calories, 23 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, <math>\frac{1}{2}</math> (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, <math>\frac{1}{2}</math> (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine $\frac{1}{2}$ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Deviled Steak</b> (Preheat broiler. Place a 4-ounce (raw wt.) piece of boneless sirloin steak, cut into 1" thick slices, on a broiler pan rack sprayed with cooking spray. Broil 4 inches from source of heat for 5 minutes. Turn and broil 4 more minutes for medium-rare or to desired doneness (time will vary depending on thickness). Meanwhile, combine 1 Tablespoon sherry, 1 teaspoon dry mustard, and 2 Tablespoons Worcestershire sauce in small saucepan. Cook over medium heat, stirring, until bubbly. Stir in 1 Tablespoon chopped fresh parsley. Spoon sauce over sirloin.) <b>Rice, <math>\frac{2}{3}</math> cup cooked</b> <b>Steamed broccoli, 1 cup</b> <b>Margarine, 1 teaspoon</b> <b>Seedless grapes, 1 cup</b>	<b>Broiled Barbecue Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for about 10 minutes, turning often, until no longer pink in center (cooking time will vary). During last few minutes, brush both sides with barbecue sauce, 1 Tablespoon per side. Season to taste with salt and pepper.) <b>Baked potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Margarine, 1 teaspoon</b> <b>Frozen mixed vegetables, cooked, 1 cup</b> <b>Apple, 1</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce, any type with no more than 150 calories and 10 grams fat per cup, <math>\frac{1}{2}</math> cup</b> <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced (or <math>\frac{1}{2}</math> cup canned in water or juice)</b>	<b>Bean Burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with $\frac{1}{2}$ cup vegetarian fat-free refried beans and 2 Tablespoons salsa. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Rice, <math>\frac{1}{3}</math> cup cooked</b> <b>Fresh or frozen green beans, cooked, <math>\frac{1}{2}</math> cup</b> <b>Margarine, 1 teaspoon</b> <b>Peach or pear, 1, sliced (or <math>\frac{1}{2}</math> cup canned in water or juice)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Apple, 1</b>	<b>Frozen yogurt, <math>\frac{1}{2}</math> cup</b> <b>Pretzels, hard type, 1 ounce</b> <b>Seedless grapes, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Banana, <math>\frac{1}{2}</math></b>	<b>Frozen yogurt, <math>\frac{1}{2}</math> cup</b> <b>Pretzels, hard type, 1 ounce</b> <b>Orange, 1</b>

## DPP Start Now Eating Plan, 1500 Calories, Week 1

	<b>Friday (1530 calories, 25 g. fat)</b>	<b>Saturday (1417 calories, 26 g. fat)</b>	<b>Sunday (1446 calories, 27 g. fat)</b>
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese, any type, ½ cup</b> <b>Pears or peaches, fresh, 2 (or 1 cup canned in juice or water)</b>	<b>Chicken or turkey sandwich:</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Fish in Tomato Sauce</b> (Place a 4-ounce (raw wt.) flounder, sole, haddock, cod, or perch fillet in a microwave-safe dish. Pour ¼ cup bottled pasta sauce (any type with no more than 150 calories and 10 grams fat per cup) over fish. Top with 1 Tablespoon finely chopped celery, 3 thin slices red onion, and 3 thin slices of unpeeled lemon. Cover and microwave on high 2-3 minutes or until fish flakes when tested with a fork.) <b>Noodles, 1 cup</b> cooked, tossed with 2 Tablespoons chopped fresh parsley <b>Steamed broccoli, ½ cup</b> <b>Margarine, 1 teaspoon</b> <b>Seedless grapes, 1 cup</b>	<b>Maple Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Press freshly ground black pepper into chicken. Place chicken on a broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn and brush with 1 Tablespoon maple syrup. Broil about 5 minutes or until chicken is no longer pink in center (cooking times will vary), basting with another Tablespoon maple syrup and turning often to prevent burning. Season to taste with salt and pepper.) <b>Dinner roll, 1</b> <b>Margarine, 1 teaspoon</b> <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)	<b>Ham Steak</b> (Coat a nonstick skillet with cooking spray. Place over medium-high heat until hot. Add a 3-ounce slice of lean, boned ham. Cook 2-3 minutes per side or until browned. Mix together 1 Tablespoon water, 2 teaspoons brown sugar, and 2 teaspoons prepared mustard until smooth. Drizzle over ham. Cook 1 minute.) <b>Baked potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Margarine, 1 teaspoon</b> <b>Fresh or frozen green beans, cooked, 1 cup</b> <b>Frozen mixed vegetables, cooked, 1 cup</b> <b>Apple, 1</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Apple, 1</b>	<b>Frozen yogurt, ½ cup</b> <b>Pretzels, hard type, 1 ounce</b> <b>Seedless grapes, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Banana, ½</b>

## DPP Start Now Eating Plan, 1500 Calories, Week 2

	<b>Monday</b> (1505 calories, 31 g. fat)	<b>Tuesday</b> (1464 calories, 26 g. fat)	<b>Wednesday</b> (1465 calories, 25 g. fat)	<b>Thursday</b> (1411 calories, 24 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, ½ (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Teriyaki Steak</b> (In a shallow pan, combine 1 Tablespoon soy sauce, 1 teaspoon cooking sherry, dash each of garlic powder and ground ginger, and 1 teaspoon sugar. Stir to mix well. Add a 4-ounce (raw wt.) piece of boneless sirloin steak and turn to coat with marinade. Refrigerate 2-8 hours, turning twice. Preheat broiler. Place steak on broiler pan coated with cooking spray (reserve marinade). Broil to desired degree of doneness, about 4-5 minutes per side, basting with marinade several times. If serving as a sauce, bring extra marinade to a boil beforehand.) <b>Baked potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Margarine, 1 teaspoon</b> <b>Steamed broccoli, 1 cup</b> <b>Seedless grapes, 1 cup</b>	<b>Cayenne Chicken and Black Beans</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Sprinkle with ½ teaspoon ground cumin, ¼ teaspoon salt, and ¼ teaspoon ground red pepper or to taste. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. Serve with ½ cup salsa and ½ cup drained canned black beans.) <b>Rice, ¾ cup</b> cooked <b>Margarine, 1 teaspoon</b> <b>Frozen mixed vegetables, cooked, 1 cup</b> <b>Apple, 1</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce, any type with no more than 150 calories and 10 grams fat per cup, ½ cup</b> <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>	<b>Black Bean-and-Rice Burrito</b> (Combine ⅓ cup hot cooked rice, ½ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Fresh or frozen green beans, cooked, ½ cup</b> <b>Margarine, 1 teaspoon</b> <b>Peach or pear, 1, sliced (or ½ cup canned in water or juice)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Apple, 1</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b> <b>Popcorn, microwave, light, 3 cups popped</b> <b>Seedless grapes, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Banana, ½</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b> <b>Popcorn, microwave, light, 3 cups popped</b> <b>Orange, 1</b>

**DPP Start Now Eating Plan, 1500 Calories, Week 2**

	<b>Friday (1569 calories, 28 g. fat)</b>	<b>Saturday (1429 calories, 27 g. fat)</b>	<b>Sunday (1555 calories, 37 g. fat)</b>
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese, any type, ½ cup</b> <b>Pears or peaches, fresh, 2 (or 1 cup canned in juice or water)</b>	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Broiled salmon steak</b> (Preheat broiler. In a small bowl, combine 1 tablespoon lemon juice, 1½ teaspoons soy sauce, 1 teaspoon Worcestershire sauce, dash of hot pepper sauce, and 1 garlic clove, minced. Brush a 4-ounce (raw wt.) salmon steak, rinsed and patted dry, with half the lemon juice mixture. Place skin side down on broiler pan rack sprayed with cooking spray. Broil 4-6 inches from source of heat for 5 minutes. Baste with remaining lemon juice mixture and rotate the pan. Broil 3-5 minutes more. Watch it carefully so it doesn't overcook. Salmon will turn opaque, whitish pink and flake easily with a fork when done. Serve with lemon wedges.) <b>Noodles, 1 cup</b> cooked, tossed with 2 Tablespoons chopped fresh parsley <b>Margarine, 1 teaspoon</b> <b>Frozen whole-kernel corn, cooked, ½ cup</b> <b>Steamed broccoli, ½ cup</b> <b>Seedless grapes, 1 cup</b>	<b>Mediterranean chicken pita</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Brush with 1 Tablespoon fat-free Italian dressing. Broil about 5 minutes or until chicken is no longer pink in center, basting with another Tablespoon dressing and turning often to prevent burning. Cut into ¼" wide strips. Fill a 7" diameter pita bread with chicken strips, 1 lettuce leaf, and 2 tomato slices, chopped.) <b>Carrot sticks, 1 cup</b> <b>Orange, 1</b>	<b>Soy-lemon pork chop</b> (Preheat broiler. In a small bowl, mix ⅓ cup soy sauce, juice of ½ lemon, and ¼ teaspoon dried oregano. Brush a 4-ounce (raw wt.) 1"-thick center-cut boneless pork chop. Place on a broiler pan rack coated with cooking spray. Broil 3 inches from source of heat for 5-6 minutes on each side or until no longer pink in center, turning once and brushing with more juice mixture.) <b>Baked sweet potato, 1 medium</b> <b>Margarine, 1 teaspoon</b> <b>Steamed broccoli, ½ cup</b> <b>Apple, 1</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Apple, 1</b>	<b>Pudding, made from mix, with skim milk, ½ cup</b> <b>Popcorn, microwave, light, 3 cups popped</b> <b>Seedless grapes, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Banana, ½</b>

## DPP Start Now Eating Plan, 1500 Calories, Week 3

	<b>Monday</b> (1567 calories, 36 g. fat)	<b>Tuesday</b> (1471 calories, 25 g. fat)	<b>Wednesday</b> (1465 calories, 25 g. fat)	<b>Thursday</b> (1442 calories, 22 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Banana, ½ (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Hamburger skillet</b> (Over medium heat, cook 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat) and ½ small onion, chopped, in a nonstick skillet, stirring to break up beef, until beef is browned, about 5 minutes. Drain off fat. Add 2 small tomatoes, chopped, and ½ cup frozen mixed vegetables. Bring to simmer and cook for 6 minutes or until heated through. Season to taste with salt, pepper, and your favorite herbs.) <b>Rice, ⅔ cup cooked</b> <b>Margarine, 1 teaspoon</b> <b>Seedless grapes, 1 cup</b>	<b>Baked-in-foil chicken and vegetables</b> (Preheat oven to 450°. Cut a 12" square sheet of heavy duty aluminum foil. Place a 4-ounce (raw wt.) boned, skinned chicken breast half on foil; add 1 cup sliced carrots, 1 small green pepper, sliced, and 2 small red potatoes, thinly sliced. Wrap in foil securely using double fold seals. Bake 40-45 minutes until fork tender and chicken is no longer pink in center; cooking time may vary. Season to taste with salt, pepper, Italian seasoning, and top with 1 teaspoon margarine. Note: Sliced onions are also good in this recipe.) <b>Apple, 1</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced</b> (or ½ cup canned in water or juice)	<b>Bean burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with ½ cup vegetarian fat-free refried beans and 2 Tablespoons salsa. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Rice, ⅓ cup cooked</b> <b>Margarine, 1 teaspoon</b> <b>Fresh or frozen green beans, cooked, ½ cup</b> <b>Peach or pear, 1, sliced</b> (or ½ cup canned in water or juice)
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps</b> , or 6 vanilla wafers or 2 full graham cracker sheets <b>Apple, 1</b>	<b>Frozen yogurt, ½ cup</b> <b>Pretzels, hard type, 1 ounce</b> <b>Seedless grapes, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps</b> , or 6 vanilla wafers or 2 full graham cracker sheets <b>Banana, ½</b>	<b>Frozen yogurt, ½ cup</b> <b>Pretzels, hard type, 1 ounce</b> <b>Orange, 1</b>

## DPP Start Now Eating Plan, 1500 Calories, Week 3

	<b>Friday</b> (1512 calories, 23 g. fat)	<b>Saturday</b> (1486 calories, 26 g. fat)	<b>Sunday</b> (1475 calories, 32 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Banana, ½ (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Orange juice, ½ cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese, any type, ½ cup</b> <b>Pears or peaches, fresh, 2</b> (or 1 cup canned in juice or water)	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Broiled Fish Fillet with Lemon</b> (Preheat broiler. Thaw frozen fish before baking. Place a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch on a broiler pan coated with cooking spray. Measure fillet at thickest part. Broil in preheated oven 4-5 inches from heat source, about 6-12 minutes per inch, just until fish flakes with a fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, and lemon juice. Serve with lemon wedges.) <b>Noodles, 1 cup</b> cooked, tossed with 2 Tablespoons chopped fresh parsley <b>Margarine, 1 teaspoon</b> <b>Frozen whole-kernel corn, cooked, ½ cup</b> <b>Steamed broccoli, ½ cup</b> <b>Seedless grapes, 1 cup</b>	<b>Chicken Fajita</b> (Cut a 4-ounce (raw wt.) boned, skinned chicken breast half into 1" cubes. In large nonstick skillet, bring 2 Tablespoons fat-free Italian dressing, 2 Tablespoons lime juice, and 1 teaspoon margarine to a boil. Add chicken and cook, stirring constantly, about 4 minutes or until no longer pink in center. Remove from pan with slotted spoon; cover chicken to keep warm. Add to skillet 1 small onion, chopped, and 1 small green pepper, diced. Cook, stirring constantly, for 3 minutes, until heated through. Place the chicken and some of the vegetable mixture down the center of a warmed fat-free flour tortilla (8" diameter, soft taco size). Fold over to enclose filling. Serve with remaining vegetable mixture, ¼ cup salsa and 2 Tablespoons fat-free sour cream.) <b>Orange, 1</b>	<b>Ham with Maple and Mustard Glaze</b> (Preheat broiler. Mix 1 Tablespoon maple syrup, 1 teaspoon prepared mustard, and 1 teaspoon cider vinegar until smooth. Brush one side of 3-ounce slice of lean boned ham with glaze. Place on broiler pan coated with cooking spray. Broil 3-4 inches from heat for 2 minutes. Brush with more glaze and broil 1 minute more. Turn to other side and repeat. Note: If you like mustard, you may want to use more or use a hot mustard.) <b>Baked sweet potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Margarine, 1 teaspoon</b> <b>Fresh or frozen green beans, cooked, 1 cup</b> <b>Apple, 1</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Apple, 1</b>	<b>Frozen yogurt, ½ cup</b> <b>Pretzels, hard type, 1 ounce</b> <b>Seedless grapes, ½ cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Banana, ½</b>

## DPP Start Now Eating Plan, 1500 Calories, Week 4

	<b>Monday</b> (1558 calories, 42 g. fat)	<b>Tuesday</b> (1491 calories, 31 g. fat)	<b>Wednesday</b> (1466 calories, 25 g. fat)	<b>Thursday</b> (1411 calories, 24 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, <math>\frac{1}{2}</math> (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices (or 1 English muffin)</b> <b>Margarine, 1 teaspoon</b> <b>Banana, <math>\frac{1}{2}</math> (or 1 medium apple)</b>
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine $\frac{1}{2}$ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle, 1</b> <b>Carrot sticks, 1 cup</b>	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Sesame burger</b> (In small saucepan, cook 2 teaspoons sesame seeds over medium-low heat just until golden, stirring constantly to avoid burning. In bowl combine seeds with 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat), 2 Tablespoons finely chopped green onions, and 1 Tablespoon soy sauce. Shape into patty. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for 5-7 minutes each side or to desired doneness. Serve in <b>hamburger bun</b> with 1 lettuce leaf, 2 slices tomato, and desired condiments.) <b>Frozen mixed vegetables, cooked, <math>\frac{1}{2}</math> cup</b> <b>Margarine, 1 teaspoon</b> <b>Apple, 1</b>	<b>Broiled oriental chicken</b> (In a shallow baking dish combine $\frac{1}{4}$ cup soy sauce, $\frac{1}{4}$ cup chicken broth, 1 teaspoon sesame seeds, 1 teaspoon sugar, $\frac{1}{2}$ teaspoon ground ginger, and $\frac{1}{2}$ teaspoon ground black pepper. Stir until well blended. Add a 4-ounce (raw wt.) boned, skinned chicken breast half and turn to coat. Refrigerate covered for 1-2 hours. Preheat broiler. Remove chicken from marinade (reserve marinade). Place chicken on a broiler pan coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. If serving as a sauce, bring extra marinade to a boil beforehand.) <b>Rice, <math>\frac{2}{3}</math> cup cooked</b> <b>Margarine, 1 teaspoon</b> <b>Steamed carrots, 1 cup</b> <b>Seedless grapes, 1 cup</b>	<b>Cooked spaghetti, 1 cup</b> <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, $\frac{1}{2}$ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear, 1, sliced (or <math>\frac{1}{2}</math> cup canned in water or juice)</b>	<b>Black Bean-and-Rice Burrito</b> (Combine $\frac{1}{2}$ cup hot cooked rice, $\frac{1}{2}$ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Fresh or frozen green beans, cooked, <math>\frac{1}{2}</math> cup</b> <b>Margarine, 1 teaspoon</b> <b>Peach or pear, 1, sliced (or <math>\frac{1}{2}</math> cup canned in water or juice)</b>
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Apple, 1</b>	<b>Pudding, made from mix, with skim milk, <math>\frac{1}{2}</math> cup</b> <b>Popcorn, microwave, light, 3 cups popped</b> <b>Seedless grapes, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Banana, <math>\frac{1}{2}</math></b>	<b>Pudding, made from mix, with skim milk, <math>\frac{1}{2}</math> cup</b> <b>Popcorn, microwave, light, 3 cups popped</b> <b>Orange, 1</b>

## DPP Start Now Eating Plan, 1500 Calories, Week 4

	<b>Friday</b> (1484 calories, 28 g. fat)	<b>Saturday</b> (1428 calories, 25 g. fat)	<b>Sunday</b> (1519 calories, 38 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> , sprinkled with <b>Wheat germ, toasted, 2 Tablespoons</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Banana, <math>\frac{1}{2}</math> (or 1 medium apple)</b>	<b>Cereal, cold, 1 cup</b> (any type that is $\leq$ 110 calories per cup) <b>or hot, <math>\frac{1}{2}</math> cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk, 1 cup</b> <b>Toast, 2 slices</b> (or 1 English muffin) <b>Margarine, 1 teaspoon</b> <b>Orange juice, <math>\frac{1}{2}</math> cup</b>
L	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams fat per serving) <b>Cottage cheese, any type, <math>\frac{1}{2}</math> cup</b> <b>Pears or peaches, fresh, 2</b> (or 1 cup canned in juice or water)	<b>Chicken or turkey sandwich:</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup, 1 cup</b>
D	<b>Fish baked in foil</b> (Preheat oven to 450°. Cut a 14" square sheet of heavy duty aluminum foil. Spray both sides of a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch with cooking spray. Place fish on foil, add 1 cup sliced carrots and 1 small green pepper, sliced. Wrap securely in foil using double fold seals. Bake 6-12 minutes per inch at thickest part of fillet, just until fish flakes with fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, your favorite herbs, and 1 teaspoon margarine.) <b>Red potatoes, 2 small, cooked</b> <b>Seedless grapes, 1 cup</b>	<b>Orange-onion chicken</b> (Coat a nonstick skillet with cooking spray. Add 1 small onion, thinly sliced, and cook over medium heat, stirring constantly, 2 minutes. Remove onion from skillet and set aside. Coat skillet with cooking spray again. Add a 4-ounce(raw wt.) boned, skinned chicken breast half. Cook for 10-15 minutes, turning once, or until fork tender and no longer pink in center (cooking time may vary). Remove chicken; set aside. Add 3 Tablespoons orange juice and 1 Tablespoon orange marmalade to skillet. Bring to boil, reduce heat to medium-high, and cook, stirring, 2 minutes. Return chicken and onion to skillet. Heat through, about 1 minute.) <b>Rice, <math>\frac{2}{3}</math> cup cooked</b> <b>Margarine, 1 teaspoon</b> <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)	<b>Braised pork chop</b> (Coat a nonstick skillet with cooking spray and heat over medium-high heat. Add a 4-ounce (raw wt.) pork chop, loin or sirloin, trimmed of all fat, and cook about 2 minutes on each side or until browned. Add $\frac{1}{2}$ cup water. Reduce heat to low. Cover and simmer 10-15 minutes or until meat is fork tender. Season to taste with salt, pepper, and your favorite herbs.) <b>Baked sweet potato, 1 medium, with 2 Tablespoons fat-free sour cream</b> <b>Margarine, 1 teaspoon</b> <b>Fresh or frozen green beans, cooked, 1 cup</b> <b>Apple, 1</b> (or use $\frac{1}{2}$ cup unsweetened applesauce as topping for pork chop)
S	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Apple, 1</b>	<b>Pudding, made from mix, with skim milk, <math>\frac{1}{2}</math> cup</b> <b>Popcorn, microwave, light, 3 cups popped</b> <b>Seedless grapes, <math>\frac{1}{2}</math> cup</b>	<b>Fat-free aspartame-sweetened yogurt, 8 ounces</b> <b>4 gingersnaps, or 6 vanilla wafers or 2 full graham cracker sheets</b> <b>Banana, <math>\frac{1}{2}</math></b>

## **Free Foods**

### **Salad greens, raw vegetables**

Cabbage  
Celery  
Chinese cabbage  
Cucumber  
Endive  
Escarole  
Lettuce  
Mushrooms  
Onion  
Peppers  
Radishes  
Romaine  
Spinach  
Sprouts  
Summer Squash  
Tomato  
Zucchini

### **Sweet substitutes**

Candy, hard, sugar-free  
Gelatin, sugar-free  
Gum, sugar-free  
Sugar substitutes (saccharine, aspartame)

### **Miscellaneous**

Herbs  
Lemon juice  
Nonstick pan spray  
Soy sauce  
Spices  
Worcestershire sauce

## **Drinks**

Bouillon or broth without fat  
Bouillon, low-sodium  
Carbonated drinks, sugar-free  
Carbonated water, seltzer  
Club soda  
Coffee/tea (Use only fat-free cream or skim milk in coffee or tea. Adjust milk/yogurt servings accordingly.)  
Drink mixes, sugar-free  
Tonic water, sugar-free

## **Condiments**

Artificial butter flavors (e.g., Butter Buds®)  
Catsup (1 Tablespoon)  
Horseradish  
Hot sauce  
Mustard  
Salsa  
Pickles, dill, unsweetened  
Taco sauce  
Vinegar, any type

**Week 1 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 1. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

#### Produce, Fresh

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 1 cup
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Celery, enough for 1 Tablespoon chopped
- 9 Red onion, 1
- 9 Baking potatoes, 2 medium
- 9 Other free vegetables:

#### Beverages

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

#### Condiments, etc.

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Barbecue sauce
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Salt
- 9 Dry mustard

#### 9 Brown sugar

- 9 Cooking sherry
- 9 Maple syrup
- 9 Nonstick cooking spray
- 9 Other free foods:

#### 9 or grits, 2 cups

- 9 Wheat germ, toasted, 6 Tablespoons

#### Frozen Foods

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, 2 cups

#### Meats

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Sirloin steak, 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

#### Dairy and Refrigerated Foods

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Margarine, 13 teaspoons
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

#### Cereals

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups
- 9 Oatmeal, cream of wheat,

**Week 2 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 2. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 2 cups
- 9 Green beans,  $\frac{1}{2}$  cup (if not using frozen)
- 9 Baking potato, 1 medium
- 9 Garlic clove, 1
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, Italian, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa,  $\frac{3}{4}$  cup
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Sugar
- 9 Salt
- 9 Cooking sherry
- 9 Oregano
- 9 Soy sauce ( $\frac{1}{2}$  cup)
- 9 Garlic powder

9 Ground ginger

9 Ground cumin

9 Ground red pepper

9 Hot pepper sauce

9 Nonstick cooking spray

9 Other free foods:

**Canned foods, etc.**

- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water,  $\frac{1}{2}$  cup
- 9 Vegetable soup, 2 cups
- 9 Canned black beans,  $\frac{3}{4}$  cup
- 9 Bottled pasta sauce,  $\frac{1}{2}$  cup (any type with no more than 150 calories and 10 grams fat per cup)
- 9 Pudding mix, enough to make  $1\frac{1}{2}$  cups prepared

**Breads and Starches**

- 9 Bread, 20 slices
- 9 Pita bread, 1 (7" diameter)
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)
- 9 Gingersnaps, 16 (or 20 vanilla wafers or 8 full graham cracker sheets)
- 9 Popcorn, microwave light, enough to make 9 cups popped

**Cereals**

- 9 Cold cereal (any type with  $\leq 110$  calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties),

4 cups

or Oatmeal, cream of wheat, or grits, 2 cups

- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans,  $\frac{1}{2}$  cup (if not using fresh)
- 9 Frozen mixed vegetables, 1 cup
- 9 Frozen corn,  $\frac{1}{2}$  cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, 1" thick center cut, boneless, 4 ounces raw
- 9 Sirloin steak, 4 ounces raw
- 9 Salmon steak, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type,  $\frac{1}{2}$  cup
- 9 Margarine, 12 teaspoons
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Week 3 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 3. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lime, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 6 (enough for 2 tomatoes plus 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 small head
- 9 Carrots, 2 cups
- 9 Green peppers, 2 small
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Onion, small, 2
- 9 Red onion, 1
- 9 Red potatoes, 2 small
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, *Italian*, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Italian seasoning
- 9 Salt
- 9 Cider vinegar
- 9 Maple syrup

- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Vegetarian fat-free refried beans, ½ cup
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)

**Breads and Starches**

- 9 Bread, 20 slices
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)
- 9 Gingersnaps, 16 (or 20 vanilla wafers or 8 full graham cracker sheets)
- 9 Pretzels, hard type, 3 ounces

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups  
or Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup
- 9 Frozen corn, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Lean ground beef (90% lean, 10% fat), 3 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Margarine, 13 teaspoons
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortillas, fat-free, 8" diameter, soft taco size, white or whole wheat, 2

**Week 4 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 4. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

#### **Produce, Fresh**

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 4 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 14 slices)
- 9 Carrots, 2 cups
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Green pepper, 1 small
- 9 Onion, 1 small
- 9 Red onion, 1
- 9 Green onions, 2 Tablespoons
- 9 Sweet potato, 1 medium
- 9 Red potatoes, 2 small
- 9 Other free vegetables:

#### **Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

#### **Condiments, etc.**

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Ground ginger
- 9 Salt
- 9 Sugar
- 9 Sesame seeds, 3 Tablespoons
- 9 Soy sauce (½ cup)
- 9 Nonstick cooking spray

#### **9 Other free foods:**

*or* Oatmeal, cream of wheat, or grits, 2 cups

- 9 Wheat germ, toasted, 6 Tablespoons

#### **Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup

#### **Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, loin or sirloin, 4 ounces raw
- 9 Hamburger, lean (90% lean, 10% fat), 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

#### **Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2½ cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Margarine, 13 teaspoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

#### **Breads and Starches**

- 9 Bread, 20 slices
- 9 Hamburger bun, 1
- 9 Rice, enough to make 1½ cups cooked
- 9 Spaghetti, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)
- 9 Gingersnaps, 16 (or 20 vanilla wafers or 8 full graham cracker sheets)
- 9 Popcorn, microwave light, enough to make 9 cups

#### **Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups

# **Outlines for Lifestyle Classes after Core**

## **Physical Activity Topics**

# Getting Ready for a Walking Event.

## Class Overview

In this class, participants will prepare for and participate in a group walking event. For example, the class might register as a team for a charity walk-a-thon in your community (such as one sponsored by the American Diabetes Association). Or different participants at different skill levels may want to register for different events. Another option would be to choose an event ahead of time and advertise the class to participants accordingly (for example, “Come train with us to walk the xxxx”). Or plan your own DPP Walk, with prizes (e.g., DPP t-shirts and water bottles) for all who participate. Or your center might team up with another DPP center to hold a DPP Walk on the same date. Modify the session outlines and handouts accordingly.

### **Session 1: Ready, Set, Go**

Participants will share their reasons for wanting to walk in a community event, will learn how to buy walking shoes, and will practice various stretches suitable for the event.

### **Session 2: Training Goals**

Participants will identify the walking event they plan to train for and develop training goals.

### **Session 3: Nutrition During Training**

Participants will receive general guidelines for the appropriate type and amount of food and fluid recommended before, during, and after exercise.

### **Session 4: Cross Training**

Participants will learn how to incorporate other types of exercise into their training program.

### **Session 5: Pre-Event Day Planning**

Participants will learn what to expect on the day of the event and how to plan properly beforehand.

### **Session 6 (optional): Party to celebrate completion of the event.**

Notes to the Lifestyle Coach:

Participant safety is the highest priority. Because not all lifestyle participants receive a stress test, **the DPP cannot endorse any physical activity more strenuous than brisk walking.** For example, participants should not be encouraged to run or jog. If individual participants wish to begin running, they should meet with the exercise specialist at your center for a personal screening beforehand. However, a group event should be open to all participants, which means that the physical activity should be walking.

In addition, **the focus of the event should be the participation, not the competition.** Emphasize having fun, building team spirit, and supporting one another so that everyone *finishes* the event (that is, don't focus on competition or coming in at first, second, or third place). One way to do this is to promise, when you advertise the class and the walking event to participants, that the DPP staff who participate will be the **last** people to finish (or the last in the DPP team if it is a community walking event). That is, assure participants that no one will be left behind or come in last.

(Because of unavoidable technical terms and large words, the reading level of some of the handouts for this class is as high as the 7th grade. Be careful to review the key information on the handouts aloud in simple terms and make sure participants understand how to use the information, particularly those who have lower literacy skills.)

## Session 1: Ready, Set, Go

**Objectives:** Participants will share their reasons for wanting to walk in a community event, will learn how to buy walking shoes, and will practice various stretches suitable for the event.

**Materials needed:**

- C Handouts: Training Diary, Keep It Safe (handout from the Being Active: A Way of Life session in the Core Curriculum), Focus on Flexibility; Dressing for Winter Exercise; Rain, Foul Weather, and Night Walking; Walking Gear: Choosing a Rain Jacket; The Ultimate Shoe Buyer's Guide; What Makes It a Walking Shoe?
- C Water bottle, stack of dark colored construction paper, bucket, felt tip pens or markers, scissors.

When you advertise the class to participants, emphasize the noncompetitive nature of the event (see note above).

Before the session, tell participants to come dressed comfortably (prepared to practice stretches), to bring the shoes they are now using for walking, and **not** to buy new shoes before the session.

1. **Explain the purpose of the class:** to give participants a chance to prepare for and participate in a community walking event. Emphasize that the overriding purpose is to have fun, build team spirit, and support one another so that everyone is able to finish the event and stay under the upper limit of their target heart range. Explain that the DPP staff who participate in the event promise to be the **last** people to finish (or the last in the DPP team). That is, participants need not worry about being left behind or coming in last.
2. **Review the topics, schedule and locations** for each session.
3. **Have participants share their reasons for wanting to walk in a community event and any past walk event experiences.** Ask them to discuss the positive aspects of walking in an event (such as the experience of team spirit, training for a challenge, working together to support a good cause). Also discuss the satisfaction of taking on the challenge of finishing a walking event. (Note: By listening to their experiences, the Coach will be able to define the skill level of participants.)

- 4. Give participants the Training Diaries.** Explain the purpose of the diary: to help them track their progress and determine their level of readiness for walking a particular distance. Give an example of an entry or two in the diary so that participants understand the meaning of the categories. For example:

Day: Monday Time of day: 6 pm Weather: mild, sunny, humid, windy?  
Distance walked: 1.5 miles Time: 25 min.  
Other activity: biked Distance/time: 15 min.  
Stretch: Before † After † Course: hilly, flat, street, dirt trails?  
Health: sore foot, head cold, what's being done about an illness/injury (such as wore a brace, medication taken)?  
Sleep: hours slept, time went to bed and woke up, normal, restless?  
Comment: felt sluggish, heavy, peppy, started too fast, tired at the end, trouble with hills?

Ask participants to practice recording the activity they did today or yesterday. Check their records and answer any questions/correct any problems they may have in recording. Instruct participants to begin recording their physical activity in the diary during the coming week. **Stress the importance of staying below their upper target heart rate.** Review how to calculate their upper target heart rate (which was covered in Session 13: Jump Start Your Activity Plan), and have participants calculate theirs and record it on their diaries:

1. Subtract your age from 220.  $(220 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}})$
  2. Multiply the result of Step 1 by 0.7. This is the high end of the target.  $(\underline{\hspace{2cm}} \times 0.7 = \underline{\hspace{2cm}} \text{ beats/minute})$

Divide by 4 to get beats per 15 seconds or by 6 to get beats per 10 seconds.

- 5. Briefly review the handouts, Dressing for Winter Exercise; Rain, Foul Weather, and Night Walking; and Walking Gear: Choosing a Rain Jacket.** (You may choose not to distribute these if not applicable during the season in which the class is held.)
- 6. Demonstrate stretches.** Review the **Keep It Safe** handout. Then demonstrate the stretches illustrated on the **Focus on Flexibility** handouts and have the participants practice them. Make note of the most important stretches (at minimum, participants should do one of the quadriceps stretches, the hamstring stretch, and one of the calf stretches). Explain that using all of the stretches on a daily basis will develop the best level of flexibility. Stress the importance of warming up and cooling down and caution participants not to rush these portions of their workout (both should last 5 to 10 minutes).

- 7. Review some tips for shopping for walking shoes.** (Note: Qualify this part of the session with the fact that Nike has generously donated athletic shoes to each DPP participant, and the information provided here is designed to help participants purchase additional shoes in the future.)

- C Go to an athletic store that has a large selection and knowledgeable sales staff.
- C Shop in the late afternoon when the feet are at their largest size.
- C Have both feet measured and buy shoes that fit the larger size. Also, stand when being measured and leave about 1/2 inch (thumb's width) from the longest toe to the end of the shoe.
- C Wear the same type of socks that will be worn while walking.
- C Be sure there is enough room for your toes to spread naturally.
- C The heel should not slip when walking.
- C Walk briskly in the store and check for tightness and rubbing. Don't buy tight shoes and expect them to stretch.
- C Choose a shoe that fits the shape of your foot and make sure the ball of your foot fits comfortably in the widest part of the shoe.
- C Look for lightweight shoes.

Discuss what type of questions participants should ask a shoe salesperson, such as:

- C What shoes do you have to fit my foot type?
- C What features make one shoe different from another?

Suggest that participants bring their old walking shoes to show the salesperson the pattern of wear on their shoes. Also discuss what type of information participants should be prepared to give to a salesperson to purchase the proper shoe, including:

- C How long have you been walking?
- C How many miles do you walk per week? How long have you been using your current shoes? (Shoes should be changed about every 400-500 miles or after six months of walking, whichever comes first. Use your Training Diary to log mileage.)
- C Where do you do most of your walking?
- C How much do you weigh?
- C Are you aware of any foot problems, such as flat feet or high arches?

- 8. Do a wet foot test.** Explain that a “wet foot test” is a good way to identify the type of walking shoe participants may need. Ask the participants to take off one of their socks and shoes, then have them wet the bottom of their bare foot using the water bottle (place a bucket under the foot to catch excess water). Then instruct participants to place their wet foot on a piece of dark construction paper on a hard floor. The imprint left will show

them their foot type (have them trace the imprint with a marker before it dries and/or cut the imprint out using a scissors).

- 9. Define pronation.** (Note: Depending on the group, you may want to avoid this term altogether and just discuss “how much our feet roll inward” or “flat feet versus high arches.”) Point out that many guides to buying walking shoes use the term “pronation.” Pronation is the **how much our feet roll inward** as they strike the ground. It is a normal and natural part of walking, and it’s a good thing in that it helps the foot absorb the shock of impact. But if the foot rolls too far inward or not enough inward, injuries can result.

Overpronation:

- C The foot rolls too far inward.
- C The wet foot imprint is flat and wide with no arch shown (a flat foot).
- C Look for a motion control shoe (straight shape that gives maximum support to your foot and a firm midsole and heel counter). Note: These shoes are those with the most stars for pronation in the Ultimate Shoe Buyer’s Guide.

Underpronation:

- C The foot rolls inward only a little.
- C The wet foot imprint is very slight and curved, showing mostly the ball and heel of the foot but very little of the middle (a high arch).
- C Look for a soft, cushioned midsole to absorb shock and a curved or semicurved shape that allows your feet to roll inward as you walk.

- 10. Go around the room and help participants determine their foot type.** Point out that participants may want to take their foot imprint with them when buying walking shoes. Remind participants that they should purchase the shoes that are well-made and comfortable, not buy based on color or style.

- 11. Give participants The Ultimate Shoe Buyer’s Guide and What Makes It a Walking Shoe.** Point out that, on The Ultimate Shoe Buyer’s Guide, the rating system for pronation is for overpronators. That is, overpronators will want to look for shoes with the most stars in this category.

**12. Summarize main points from this session. Assign home activity:**

- C Begin recording physical activity in the Training Diaries. (Stress the importance of getting practice taking their heart rate and doing the stretches. Ask participants to bring in any related questions to the next session.)
- C Look in the newspaper or local fitness magazine for a walk of interest to them (if the class has not already decided on a walk).
- C Buy walking shoes, if necessary.

## Session 2: Training Goals

**Objectives:** Participants will identify which walking event they plan to train for (if not already identified) and develop training goals.

**Materials needed:**

- C Handouts: Schedule of upcoming walking events (from a local fitness magazine or sports section of a local newspaper), DPP Training Calendar, sample training schedules, blank Training Diaries.
- C Pencils.

**Before the session:**

- C Comment in writing on the participants' Training Diaries from the previous week.

- 1. Briefly review the main points of the last session and collect completed diaries.** Ask if any participants bought walking shoes, have questions or comments on taking their heart rate or doing the stretches. Answer any questions.
- 2. Explain purpose of this session:** to select a walking event (if not already identified) and define training goals to prepare for that event.
- 3. If walking event has not yet been identified:** Have participants refer to the schedule of upcoming walking events, and briefly discuss which events in particular are of interest to them. Identify which participants are interested in walking the same event, so they can support each other during training if they want to. Also ask participants if they are interested in putting together their own walking event.
- 4. Give participants the Training Calendars.** Have them fill in the blanks at the top for their name, event title, distance, and date, training start date (within the next day or two), and deadline for entry fee/application.
- 5. Explain how to develop training goals.** A training program involves setting individualized, short-term goals that will help participants complete the walking event of their choice. Participants will use their training calendars to plan and carry out these goals. Stress that training goals should be specific (for example, increase distance walked by 1/2 mile within 2 weeks, by February 22).  
Remind participants that their Training Diaries will help them prepare to meet their goals. Reviewing past diaries will help them see what is realistic for them in terms of progress (for

example, how long did it take to comfortably increase distance by 1/2 mile while staying below their upper target heart rate?).

6. **Refer to the Sample Beginner/Intermediate Training Schedules.** Emphasize that building endurance is essential to gain physical strength and mental confidence as a walker. Endurance is the key to a good training program. For beginners, developing endurance can take 2 months or longer. Time or distance should be increased slowly, at a pace that is comfortable and realistic for the participant based on previous Training Diaries. **Instruct participants to individualize the training schedules based on their own current level of fitness.** The schedules provided are simply examples.

Intermediate walkers can build on the time or mileage base they have already established by occasionally walking longer routes than usual. For variety, they may also want to add light speed work and hills (see Intermediate Training Schedule) if they are careful to stay below their upper target heart rate.

(Note: A Sample Advanced Training Schedule is attached but should be given only to carefully selected participants who can easily walk 60 minutes or more and express a desire to challenge themselves in the long-term by training to walk a half-marathon. Beginning and intermediate walkers may find it motivating to know that walkers do participate in marathons; however, a specific training schedule for this level may be discouraging to them.)

7. **Have the participants develop and record their own training goals.** Ask participants to pencil in several training goals for the coming month on their Training Calendars, using the sample training schedules and their past Training Dairies as a guide. Emphasize that these goals can be revised based on experience.
8. **Assign home activity:**
  - C Continue to complete the Training Diaries. (Distribute additional copies if participants need them.) Write your training goals on the Training Calendars. Try to reach the goals you set for the coming week(s).
  - C Get a map of the event course. Walk at least part of the course by foot and look at the remainder from a car or bike, if possible.

## **Session 3: Nutrition During Training**

**Objectives:** Participants will receive general guidelines for the appropriate type and amount of food and fluid recommended before, during, and after exercise.

**Materials needed:**

- C Handouts: What to Eat Before Exercise, Fluid Tips, blank Training Diaries, Keeping Track booklets.

**Before the session:**

- C Comment in writing on the participants' Training Diaries from the previous week.

1. **Briefly review the main points of the last session, collect completed diaries, and return previous diaries with comments.** Ask how participants are doing at meeting their training goals and if participants walked part of the course for the event they are training for. Answer any questions.
2. **Explain purpose of this session:** to provide guidelines for what to eat and drink before, during, and after exercise.
3. **Begin with the concept of food as an energy source (fuel).** Review the common nutrients available for fuel (carbohydrates, fats, protein), which type of foods contain these energy sources, and the recommended amount that should be eaten from each source.  
Carbohydrates (60%): fruits, vegetables, breads/grains; Fats (25%): added fats (salad dressing, margarine, butter, mayonnaise), fats used in food preparation, and fats in meats and dairy products; Protein (15%): fish, chicken, beans.
4. **Explain to participants that the best type of food to eat during training is one that is high in carbohydrate and low in fat.** Carbohydrates are easier to digest, while giving you the energy you need to make your muscles work (for exercise). Foods that are classified as high-fat proteins (hamburgers, cheese, peanut butter) tend to stay in the stomach longer and can cause discomfort.
5. **Describe the four main purposes of eating a pre-exercise meal:**
  - C Helps prevent fatigue and feeling light-headed that results from being low on fuel (low blood sugar).
  - C Helps settle the stomach by absorbing gastric juices, and satisfies feelings of hunger during exercise.
  - C Helps fuel the muscles used during exercise, especially when eaten far enough in

- advance to be digested and stored (ready to use as fuel).
- C Helps ease your mind because you know you are properly “fueled” for exercise.
- 6. Review the “What to Eat Before Exercise” handout.**
- 7. Explain the importance of drinking plenty of fluids.** Describe the function of fluids: help efficiently carry the body’s “fuel” to your working muscles, eliminate waste products, and control body temperature by cooling the body down (through sweating).
- 8. Review the “Fluid Tips” handout.** The general guideline is for everyone to drink 8 (8-oz.) glasses of fluid per day, half of which should be water.
- 9. Distribute blank Training Diaries and Keeping Track booklets. Assign home activity:**
- C Continue training and recording progress in Training Diary.
- C Drink more fluids (goal = 8 glasses per day).
- C Keep track of foods eaten and look for a pattern in the types of foods and times eaten that affect their walking performance.

## Session 4: Cross Training

**Objectives:** Participants will learn how to incorporate other types of exercise into their training program.

**Materials needed:**

C Handouts: Why Cross Train?, Cross Training Activities, blank Lifestyle Balance Problem Solver worksheets (or other action plan worksheets), blank Training Diaries.

**Before the session:**

C Comment in writing on the participants' Training Diaries from the previous week.

- 1. Briefly review the main points of the last session, collect completed diaries, and return previous diaries with comments.** Ask how participants are doing at meeting their training goals and if they made any changes in their food or fluid intake related to their training since the last session. Answer any questions.
- 2. Explain purpose of this session:** to provide guidelines for how to incorporate other types of exercise into a training program.
- 3. Ask participants to share which type of activities they are currently using for exercise other than walking.**
- 4. Ask participants how they would define cross training.** Get feedback on what they perceive it to be. Do they believe it to be something difficult? Something they have interest in doing?
- 5. Define cross training** (if appropriate, use some of their thoughts and examples): a system of incorporating many activities in one's "exercise calendar" in order to achieve Total Body Fitness (cardiovascular (aerobic) fitness, muscular strength, muscular endurance, and flexibility).
- 6. Review the "Why Cross Train?" and "Cross Training Activities" handouts.** As the benefits of cross training are reviewed, ask participants to give applicable examples from their own experiences, talk about the various activities they enjoy and why, and how they can incorporate cross training into their weekly/monthly exercise routine.
- 7. Assign home activity:**  
C Continue training and recording progress in Training Diaries.

- C If desired, make an action plan to add at least one other type of exercise, in addition to walking, to your exercise routine. (Remind participants that they should stay below their upper target heart rate no matter what type of aerobic activity they do.)

Distribute blank Training Diaries if needed.

## Session 5: Pre-Event Day Planning

**Objectives:** Participants will learn what to expect on the day of the event and how to plan properly beforehand.

**Materials needed:**

C Handouts: Pre-Event and Event Day Checklist, Pre-Event Day Tips, Event Day Tips, DPP Training Calendar, blank Training Diaries.

**Before the session:**

C Comment in writing on the participants' Training Diaries from the previous week.

- 1. Briefly review the main points of the last session, collect completed diaries, and return previous diaries with comments.** Ask if participants cross trained during the week and if so, what their experiences were like. What barriers did they experience? Briefly problem solve and answer any questions.
- 2. Explain purpose of this session:** to provide guidelines for planning before the event.
- 3. Emphasize the importance of starting early with event preparation.** Early planning can help eliminate distracting pre-event details. Preparation should begin weeks or months before an event and does not end until the end of the event. Remind participants that the using their DPP Training Calendar will help with their planning.
- 4. Review the “Pre-Event and Event Day Checklist.”** Discuss the time-line order in which items are arranged on the list, and emphasize the most important points. Explain that participants should begin their checklist the day they decide to enter an event. The first item is to send in the entry fee early. By checking this item off, participants can see their commitment in writing.
- 5. Review the “Pre-Event Day Tips,”** which expands on some of the items on the checklist, such as becoming familiar with and making a mental and physical plan for the course. Stress the importance of becoming familiar with the course. By this session, participants should know which event they are walking. Ask who among them has had a chance to walk the course of their event. For those who respond “no,” urge them to make the time and effort to do so.

As you discuss planning mental and physical strategies and review the examples on the handout, drive home the point that being familiar with the course is essential to both. Ask participants to give their own examples of negative thoughts and physical barriers related to

the event they are planning for. Have the group brainstorm some possible strategies.

Discuss planning your walking pace. Review each example of walking pace designs and ask participants which one they think will be best for them. Remind participants that they can create their own pace design based on these suggestions. Also, emphasize that a pace design is best if it is created based on the course (again, being familiar with the course is essential).

- 6. Review the “Event Day Tips.”** Participants should review this handout again on the day of the event.
- 7. Reiterate that pre-event day planning is critical to reaching your training goals and finishing the event.**
- 8. Assign home activity:**
  - C Continue training and recording progress in Training Diaries.
  - C Use the checklist and handouts from this session to prepare for their events.
  - C Suggest that participants also review all of the materials given to them at previous sessions before their event.

Distribute blank Training Diaries if needed.

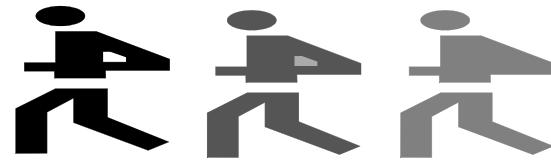
- 9. Wish participants well on their events. And ask them if they want to meet one more time at a later date.**

For example, Session 6 might be a potluck, party, or review session on a date when some or most of the participants will have completed their events. At that time, ask everyone what they learned during their event, what they would do differently next time, and so on. Or if everyone is participating in the same event, have a party at the finish line (or meet at a restaurant after the event).

This would be a good time to get participants started planning for their next event, or if they don't wish to plan for another event, to make action plans for continuing to stay active.

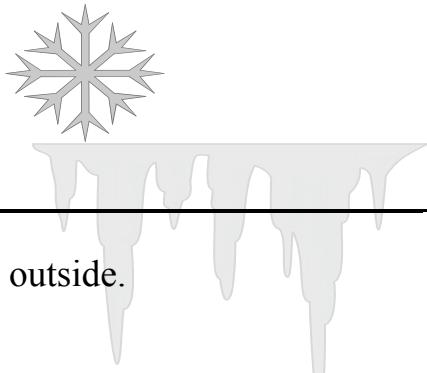
# DPP Training Diary

Name \_\_\_\_\_



Week \_\_\_\_\_ Stay below my upper target heart rate of \_\_\_\_\_ beats per \_\_\_\_\_ seconds.

<p>Day: _____ Time of day: _____ Weather: _____          Distance walked: _____ Time: _____          Other activity: _____ Distance/time: _____          Stretch: Before 9 After 9 Course: _____          Health: _____ Sleep: _____          Comments: _____</p>	<p>Day: _____ Time of day: _____ Weather: _____          Distance walked: _____ Time: _____          Other activity: _____ Distance/time: _____          Stretch: Before 9 After 9 Course: _____          Health: _____ Sleep: _____          Comments: _____</p>
<p>Day: _____ Time of day: _____ Weather: _____          Distance walked: _____ Time: _____          Other activity: _____ Distance/time: _____          Stretch: Before 9 After 9 Course: _____          Health: _____ Sleep: _____          Comments: _____</p>	<p>Day: _____ Time of day: _____ Weather: _____          Distance walked: _____ Time: _____          Other activity: _____ Distance/time: _____          Stretch: Before 9 After 9 Course: _____          Health: _____ Sleep: _____          Comments: _____</p>
<p>Day: _____ Time of day: _____ Weather: _____          Distance walked: _____ Time: _____          Other activity: _____ Distance/time: _____          Stretch: Before 9 After 9 Course: _____          Health: _____ Sleep: _____          Comments: _____</p>	<p>Day: _____ Time of day: _____ Weather: _____          Distance walked: _____ Time: _____          Other activity: _____ Distance/time: _____          Stretch: Before 9 After 9 Course: _____          Health: _____ Sleep: _____          Comments: _____</p>
<p>Day: _____ Time of day: _____ Weather: _____          Distance walked: _____ Time: _____          Other activity: _____ Distance/time: _____          Stretch: Before 9 After 9 Course: _____          Health: _____ Sleep: _____          Comments: _____</p>	<p><b>Summary</b> _____ Total distance: _____          _____ Total time: _____          _____ Weight: _____          _____ Longest walk: _____          _____ Day(s) off: _____          Goals for next week: _____</p>



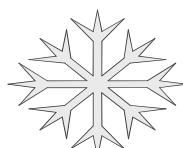
# Dressing for Winter Exercise.

Don't let the cold and snow keep you from being active outside. The key is in what you wear.

First of all, don't overdress. Even a moderate workout will make you feel that it's 30 degrees warmer than it really is. So dress for 50 degrees when it's 20 degrees out there. If you're properly dressed, you'll feel chilly for only the first 5-10 minutes, then more comfortable as your body produces heat.

## What to look for when you buy winter exercise clothing

- z **Warmth.** Your muscles need to stay warm to prevent injuries and cramping. Your clothes should keep heat from escaping.
- z **Dryness.** You will still sweat even though it's cold. Your clothes should wick away moisture from your skin and dry quickly, so you don't feel wet and clammy.
- z **Lightness.** Some fabrics are featherweight yet keep you warm.
- z **Wind Protection.** A nylon or performance shell will keep the wind from blowing through your other clothes. Without a protective jacket, you'll feel the chill of the wind no matter what else you wear.
- z **Dress in layers.** Layers insulate by trapping warm air between them. Also, you'll be able to take layers off as you warm up.



**First Layer:** Should wick away sweat, and keep you warm and dry. Look for Polypropylene (in tops and leggings), Capilene or Thermax (in socks and long underwear). Avoid cotton; it traps moisture and makes you feel cold.

**Second Layer:** Wool sweater, synthetic turtleneck or a pile jacket. Sweatpants or tights (nylon blended with lycra) for your legs. Leg warmers or thermal underwear if it's really cold.

**Outer Layer:** A waterproof jacket that is windproof yet breathable. Look for Gore-Tex and Thintech. An ordinary windbreaker will work for a short workout.

**Hats:** Wear one! Most of your body heat will escape through the head.

**Mittens:** Mittens are warmer than gloves because they keep your fingers together. There's less surface area from which heat can escape.

**Shoes:** Look for shoes with traction for walking on snow. Also, take smaller steps to help prevent injury.

# Rain, Foul Weather, and Night Walking.

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Here are some tips for being active during rain, foul weather, and at night.

## Waterproof Fibers

Look for a waterproof and breathable fiber. GoreTex® is the best for extreme weather. It's guaranteed to stay waterproof for the life of the garment. For drizzle, you can find less expensive jackets and pants made of breathable, water-repellant fabrics such as Tactel® and Taslan,® or microfibers.

## Rain Jackets

A foul weather jacket should stop below the waist or at the hips to prevent exposure to the wind and rain. Avoid tight or restricting elastic at the hips or waist.

You'll need vents in the jacket to let vapor escape if your jacket isn't made of a breathable fiber. Otherwise, you'll feel like you're walking in a garbage bag.

Sleeves should be long to protect your hands from the elements. Look for Velcro®, elastic, or snap fastenings at the wrist.

You'll want pockets on your jacket to hold keys, etc. Look for pockets with a waterproof zipper or Velcro® closure and a storm flap to protect the contents.

## Rain Pants

Look for rain pants with elastic and a drawstring at the waist for the best fit.



Foul weather pants should have at least a 10-14" zipper on the outside of the legs. This will let you take the pants on and off without taking off your walking shoes.

## Night Walking

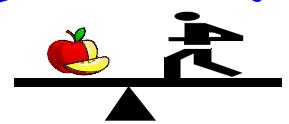
For walking at night, wear something to alert drivers to your presence. Scotchlite® is a reflective material that returns light back to its source. It can be found on jackets and exercise tights.

You can also buy Velcro® bands and vests made of Scotchlite.® These can be strapped on over regular walking clothes. To make you the most visible, add reflection to the areas with the most movement, such as your legs and arms.

# **DPP Training Calendar**

Name: \_\_\_\_\_ Event Title, Date, and Distance \_\_\_\_\_ *Lifestyle Balance*

Training Start Date \_\_\_\_\_ Deadline for Entry Fee/Application \_\_\_\_\_



(Month \_\_\_\_\_ Year)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—
—	—	—	—	—	—	—

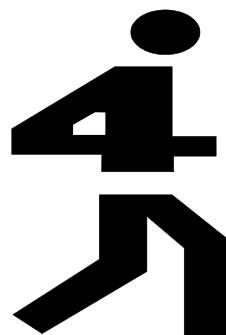
# Sample Beginners Training Schedule.

For those who are just beginning a walking program.

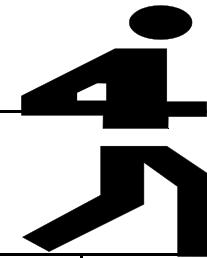
Week	Day 1 (minutes) Short	Day 2 (minutes) Average	Day 3 (minutes) Short	Day 4 (minutes) Average	Day 5 (minutes) Short	Day 6 (minutes) Long	Day 7 (minutes) Off	Weekly Total (minutes)
1	5	10	5	10	5	15	Off	50
2	10	15	10	15	10	20	Off	80
3	10	20	10	20	10	25	Off	95
4	15	25	15	25	15	30	Off	125
5	15	30	15	30	15	35	Off	140
6	20	35	20	35	20	40	Off	170
7	20	40	20	40	20	45	Off	185
8	25	45	25	45	25	50	Off	215

Note:

- C Start on any day of the week, but follow the sequence given.
- C Stay below your upper target heart rate. You should be able to talk easily while walking.
- C Each week, try to add five minutes to the “average” and “long” walk days. Add minutes to the “short” days more slowly. If you want, you can make Day 7 a “short” walk day instead of taking it off.
- C Be consistent to become a successful walker. Walk on most or all days of the week.



# Sample Intermediate Training Schedule.



For those who can easily walk at least 30 minutes.

Week	Day 1 (minutes) Short	Day 2 (minutes) Average	Day 3 (minutes) Short	Day 4 (minutes) Average	Day 5 (minutes) Short	Day 6 (minutes) Long	Day 7 (minutes) Off	Weekly Total (minutes)
1	15	25	15	25	15	30	Off	125
2	15	30	15	30	15	35	Off	140
3	20	35	20 Hills*	35	20	40	Off	170
4	20	40	20 Speed work**	40	20	45	Off	185
5	25	45	25 Hills*	45	25	50	Off	215
6	25	50	25 Speed work**	50	25	55	Off	230
7	30	55	30 Hills*	55	30	60	Off	260
8	30	60	30 Speed work**	60	30	65	Off	275

- C Start on any day of the week, but follow the sequence given.
- C Stay below your upper target heart rate.
- C Each week, try to add five minutes to the “average” and “long” walk days. Add minutes to the “short” days more slowly. If you want, you can make Day 7 a “short” walk day instead of taking it off.

\* Add variety by walking on hilly courses as well as flat ones. Walking up hills will make your heart work harder, so check your heart rate (stay under upper limit).

\*\* Speed work is adding short bursts of speed during a walk. For example, walk faster than usual to a landmark in the near distance, such as a traffic sign. Recover by walking at your normal pace or slower for a while. At first, try adding one speed burst during a short walk, then add another one during a walk next week. (Stay below your upper heart rate even during speed work.)

# Sample Advanced Training Schedule.



For those who can easily walk 60 minutes and want to prepare to walk a half-marathon.

Week	Day 1 (minutes) Hard	Day 2 (minutes) Standard	Day 3 (minutes) Medium	Day 4 (minutes) Standard	Day 5 (minutes) Standard	Day 6 (minutes) Long	Day 7 (minutes) Off	Weekly Total (minutes)
1	30 Fast	45	45	45	45	1 hour	Off	270
2	35 Fast	45	50	45	45	1 hour 15 min.	Off	295
3	40 Fast	45	55	45	45	1 hour 30 min.	Off	320
4	30 Hills	45	1 hour	45	45	1 hour 45 min.	Off	330
5	45 Fast	45	1 hour 10 min.	45	45	2 hours	Off	370
6	35 Hills	45	1 hour 20 min.	45	45	2 hours 20 min.	Off	390
7	50 Fast	45	45	45	120	2 hours 40 min.	Off	465
8	40 Hills	45	1 hour 30 min.	45	45	3 hours 5 min.	Off	450
9	50 Fast	45	45	45	1 hour 45 min.	3 hours 30 min.	Off	500
10	45 Hills	45	2 hours	45	45	4 hours	Off	540
11	50 Fast	45	45	45	2 hours	4 hours 30 min.	Off	575
12	40 Hills	45	1 hour 40 min.	45	45	3 hours	Off	455
13	40 Fast	45	1 hour 30 min.	45	45	2 hours	Off	385
14	30 Fast	45	40	45	45	Half-Marathon	Off	205

(continued on next page)

## **Notes for the Sample Advanced Training Schedule:**

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- C Start on any day of the week, but follow the sequence given.
- C Stay below your upper target heart rate.
- C On the “fast” walks, you should be breathing hard (still below your upper target heart rate, though). Take quick steps and bend your elbows at 90 degrees.
- C For the “hills” walks, find a rolling course.
- C Note that in weeks 7, 9, and 11, the medium walks are done on the day before the long walks. This is to build endurance.
- C The long walks are to build stamina. These can be broken into two walks during the day, provided you meet the total time.

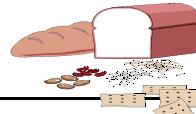
For a list of walkable marathons, send a self-addressed stamped envelope to:

Walkable Marathons  
WALKING Magazine  
9-11 Harcourt St.  
Boston, MA 02116

The list available as of April 1997 is attached.

Adapted from a schedule given in The Walking Magazine, March/April 1997.

# What to Eat Before Exercise.



**Choose foods low in fat and high in carbohydrate.**

(Examples: bagels, pasta, bread, English muffins.) Small amounts of low-fat protein foods are also okay before exercise. (Examples: a turkey sandwich, fruit with low-fat cottage cheese, cereal with skim milk and a banana.)

**Eat high-carbohydrate meals daily.**

That way you'll have fuel ready to use when you need it. Eating an hour before exercise may relieve hunger, but it won't give you energy right away.

**Stay away from sugary foods within an hour of intense exercise.**

(Examples: soda, syrup, large amounts of fruit juice.) Eating sugary foods may leave you tired and light-headed during exercise. If you do happen to eat sweets 5-10 minutes before exercise, go ahead as planned. In most cases, the body will not have enough time to react to the sugar and cause fatigue.

**Give your body enough time to digest the food you eat before you exercise.**

Low-calorie meals are best because they leave the stomach quickly. Adapt the guidelines below using your own experience. That is, listen to your body. Also, keep track of the foods and times you are eating. Look for a pattern in what affects your walking performance.

Meal Size (calories)	Example Meal	Digestion Time
Large (700-800)	Pancakes with syrup and berries, cereal with low-fat milk	3 - 4 hours
Small (200-400)	Small bowl of cereal with low-fat milk	2 - 3 hours
Snack (100)	Banana	< 1 hour

**Allow more time for digestion before more intense exercise.**

Otherwise, you may experience stomachache, nausea or vomiting.

**Before a morning event, you may feel too nervous to eat.**

In this case, make sure to eat well the day (especially the night) before.

# Fluid Tips.

## How much to drink

It is recommended that everyone drink **at least eight (8-ounce) glasses of fluids per day**. That's 2 quarts. At least half of these 2 quarts should be water.

Try to get in this habit:

- C Drink 1-2 glasses of fluids with each meal.
- C Drink 1 glass mid-morning, mid-afternoon, and evening.

This is *in addition* to fluids you drink right before, during, and after walking.

In hot weather, be sure to drink **more** than what your thirst tells you to drink.

## When to drink

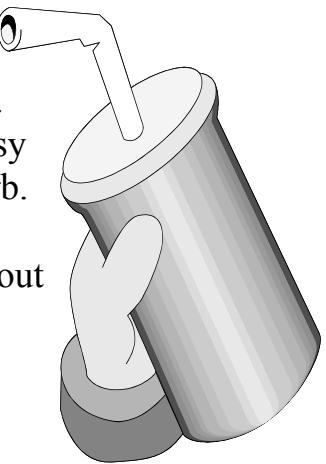
**Drink before, during, and after exercise.** Your body can lose 2 quarts of water *per hour*. A good way to find out how much fluid you lose during exercise is to weigh yourself before and after exercise. For every pound you lose, you should drink 2 cups of fluid.

In general, before a scheduled event:

- C Drink 4-8 cups the day before.
- C Drink 2-3 cups 2 hours before.
- C Drink 1-2 cups 5-10 minutes before.

## What to drink

**Water is the best fluid by far.** It's cheap. It's easy to find. It's easy for the stomach to absorb. **Food is another fluid source.** You can get about one-third of your daily fluid needs from food. Good sources include bananas, oranges, tomatoes, cucumbers, and lettuce.



**Avoid caffeine and alcohol.** These cause you to urinate more often and lose fluids.

**Cold fluids cool you off faster.** They also empty faster from your stomach.

**Sports drinks aren't needed.** Eating properly and drinking enough water before a walk will give you all the energy you need. (If you do try a sports drink, practice first. Don't try one on the day of an event. It might not sit well in your stomach.)

**Watch the calories.** It takes about a mile of brisk walking to burn the calories in one 8-ounce glass of regular soda, milk, or juice (about 100 calories). Gatorade is about 50 calories per 8 ounces. Your best bet is to reach for water at zero calories.

# Why Cross Train?

Cross training is doing two or more kinds of exercise on a regular basis.

Here's why many people cross train:

## **To get a balance of health benefits.**

Some activities keep your heart and lungs in shape. Others work certain muscles. Others keep you flexible. No one kind does it all.

## **To keep the heart and lungs in shape.**

Activities that keep your heart and lungs healthy include walking, swimming, and cycling. Stay under your upper target heart rate.

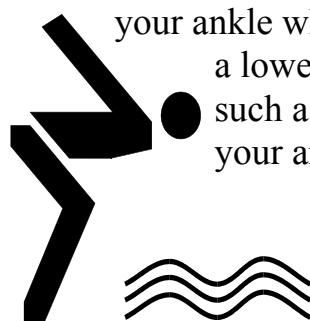
## **To work muscles in a balanced way.**

Choose activities that work opposing groups of muscles. This helps prevent injuries. For example, walking works the back thighs. Add cycling, and you also work the front thighs.



## **To keep injuries from getting worse.**

For example, what if you hurt your ankle while walking? Try a lower impact activity, such as swimming, until your ankle is healed.

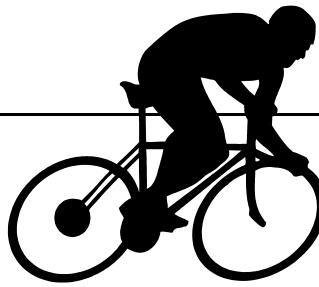


## **To add a change of pace.**

No one likes to stay active if it's boring. Vary the kind of activities you do. Create some new goals and challenges for yourself. Learn something new.

## **To lose weight.**

You're more likely to lose weight if you find several activities you like and will stick with for the long run.



# Cross Training Activities.

Here are some ideas of what to add to your walking program. Other activities are fine, too. Choose ones you like. Be creative.

## Aerobic Dance

- C Develops balance.
- C Keeps you flexible.
- C Strengthens muscles.  
*(Step aerobics works the front thigh and balances nicely with walking which uses the back thigh.)*
- C Keeps lungs and heart in shape.  
*(Low impact aerobics is less stress on the body than step aerobics.)*  
Low impact aerobics can give you a good workout when you add upper body movements to raise your heart rate to the upper end of your target range.

Note: Wear shoes made for aerobic dancing.

## Cycling

- C Strengthens the front thighs and shins when toe clips are used on the pedals.
- C Keeps hips and knees flexible.
- C Builds leg speed for walking.

## Stair Climbing Machine

- C Non-impact
  - C Keeps lungs and heart in shape.
  - C Works the front thigh muscles.  
This improves your stride length for walking.
- Note: For the best result, avoid leaning on the rails of the machine. Also, pump your arms like you do when you walk. (This takes balance, so wait until you're confident using the machine.) Finally, keep your feet flat on the pedals to avoid hurting your lower legs.

## Swimming

- C Non-impact.
- C Causes the least amount of stress of any cross training activity.
- C Good choice if you have an injury.
- C Strengthens the upper body, which may be neglected in walking.
- C Stretches the back thigh and hip muscles, which usually tighten with walking.
- C Keeps ankles flexible.
- C Uses breathing techniques that can help you breathe properly when you walk.

# Pre-Event and Event Day Checklist

## Several weeks before the event

- Enter the event *early*.
- Make a mental plan for the course.
- Walk, bike, and/or drive the event course.
- Make a physical plan for the course.

## Several days before the event

- Plan what to wear on event day. Start with your feet (shoes, socks) and work up to your head. Plan for the weather.
- Consider packing some Vaseline (for chafing), bandages (Band-aids, braces or elastic support bandages for injuries), safety pins, towels, locks, soap, toilet paper, and/or plastic bags for wet clothing.
- Pack extra walking clothes (shoes, socks, shorts, shirt, etc.). Also pack clean clothes to change into after the event.
- Double check the event time and place.

## Day of the event



- Wake up at least 3 hours before the start time. Have a light pre-event meal at least 3 hours before as well.
- Put away your outer layers (sweats, jackets) before reaching the starting line.
- Get a current weather report in the morning. Change what you wear if needed.
- Make a final restroom stop well before the start of the event.
- Arrive at the event site early.
- Take any final safety precautions. For example, put on any braces/bandages you need for support. Put on sun screen lotion well before start time.
- If possible, pick up your number days before the event or at least one hour before. You'll avoid long lines and feeling pressed for time. Pin your number on right away so you won't lose it.
- Drink plenty of fluids up to 10 - 15 minutes before the start during warmer days. For a short event in cold weather, 1 cup of water, 20 minutes before the start, is enough.

# Pre-Event Day Tips

**1. Walk, bike, and/or drive the course before the event.** This can help you:

- C Learn your strengths and weaknesses.
- C Plan ahead for mental and physical challenges.
- C Conquer an obstacle on event day rather than fear it.
- C Be less threatened by the event itself.

**2. Make a mental plan for the course.** Plan positive responses to negative thoughts.

Example: By walking the course ahead of time, you know there are steep hills.

Negative thought: I'm not sure I can make it up this hill.

Positive response: I can make it up the hill if I start up slow. I know it will be easier on the way down.

**3. Make a physical plan for the course.**

Set short-term goals you can reach. These will help you feel successful and prevent mental fatigue.

Example: Break the route into segments, using landmarks and/or mile markers.  
Note any barriers in each segment. Plan for them.

Segment	Barriers	Plan
0-1 mile	Series of hills	Shorten stride and arm swing going uphill. Lengthen stride a little and keep knees relaxed going downhill.
1-1.5 miles	Fatigue from hills	Focus on good form. Relax.
1.5-2.5 miles	Keeping up the pace	Find a good rhythm. Pace myself against another walker that keeps me below my upper target heart rate.



# Event Day Tips

## Lining Up

- C **Find a place in the starting area where there are others who walk a pace similar to yours.** Simply ask other walkers their pace for walking a mile (e.g., 25 minutes per mile).
- C **Avoid the front of the pack where the fastest walkers line up.** You may find yourself getting trampled over or getting in the way of faster walkers. Or you may start the event too fast.
- C **Avoid the back of the pack if you are an intermediate walker.** You may be frustrated by the slower pace.
- C **Line up with confidence.** You have prepared for this event. You belong at the start line with all the other walkers.
- C **Look for walkers who are at your pace or slightly faster than you.** Use them as guides or pacers during the first part of the event. As the event goes on, do not be afraid to pass up your “pacers” if you feel strong and confident. Or if you can’t keep up with your “pacers,” let them go and try to keep them within sight.



## “...And You’re Off”

- C **The start of the event can sometimes catch you off guard if you are not ready.** Be alert while standing in your starting position to avoid getting tripped up by the wave of walkers behind you.
- C **Keep in pace with the crowd of walkers around you until you can break away or establish your own pace.**

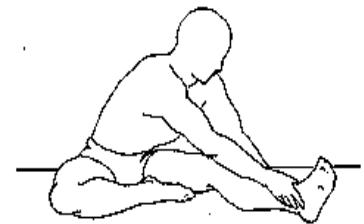
## Be patient

- C **Starting off too quickly can be dangerous.** If you are not used to the fast pace, it is likely that you will “poop out” early.
- C **If you get stuck behind walkers who are slower than you, be patient.** Do not speed up and weave in between the packs of slower walkers. If you try to pass others in this way, you may put yourself and others at risk for injury. You will also waste a lot of energy, both physical and mental.

# Focus on Flexibility

Stretching can give you more freedom of movement to do the things you need and want to do. It can also help prevent injuries.

*Warning:* Experts study the way people stretch and what can cause injuries. Sometimes what was taught years ago (for example, bouncing when you stretch) is now known to be unsafe. Always consult an up-to-date and reputable source for stretching instructions. (The attached stretches were approved in 1999 by national experts in exercise physiology.)



Here are some do's and don'ts for safe and effective stretching:

## DO

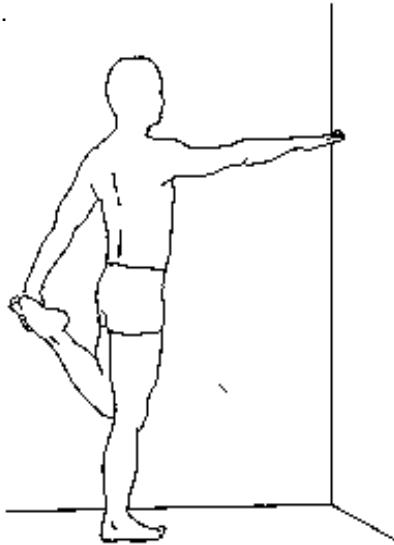
- C **Always warm up before stretching.** Stretching your muscles before they are warmed up may result in injury. **For example, stretch after you do your regular exercise, not before.**
- C Slowly stretch into the desired position. Go as far as possible without pain. **Hold the stretch for 10-30 seconds.** The longer, the better. Relax, then repeat, trying to stretch farther, but not so far that it hurts.
- C **Do each stretch 3-5 times.** The total stretching session should last 15-30 minutes.
- C **At minimum, do one of the quadriceps stretches, the hamstring stretch, and one of the calf stretches.** (See attached.)
- C **Breathe slowly and deeply during the stretches.**

## DON'T

- C **Stretching should never cause pain.** If it does, you are stretching too far. Reduce the stretch so it doesn't hurt. (Mild discomfort or a mild pulling sensation is normal.)
- C **Never "bounce" into a stretch.** Jerking into position can cause muscles to tighten and may result in injury. Make slow, steady movements instead.
- C **Don't "lock" your joints** into place when you straighten them during stretches. Your arms and legs should be straight when you stretch them but don't lock them in a tightly straight position.
- C **Don't hold your breath.**

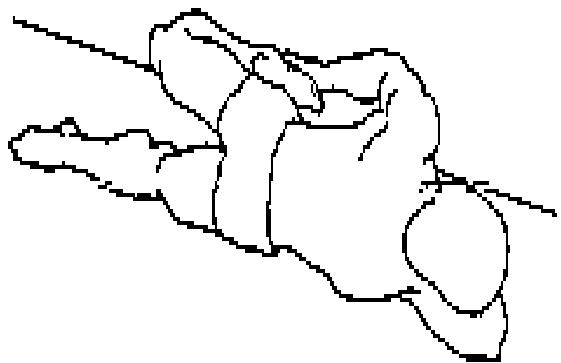
### **1. Quadriceps (Front Thigh) - Standing**

1. Stand upright with one hand against a surface for balance and support.
2. Flex one leg and raise your foot to your buttocks.
3. Slightly bend the supporting leg.
4. Exhale, reach down, grasp your ankle with one hand, and pull your heel toward your buttocks.
5. Hold the stretch and relax.
6. Remember to keep your knee pointed at the ground.



### **2. Quadriceps (Front Thigh) - On side**

1. Lie on your side with your hips slightly flexed.
2. Flex one leg and bring your heel toward your buttocks.
3. Exhale, swing your arm back to grasp your ankle, and pull your heel toward your buttocks.
4. Hold the stretch and relax.



### **3. Inner Thigh**

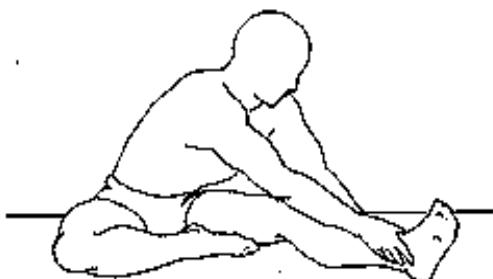
1. Sit upright on the floor.
2. Flex your knees and bring the heels and soles of your feet together as you pull them toward your buttocks.
3. Place your elbows on the inside portion of both upper legs.
4. Exhale, and slowly push your legs to the floor.
5. Hold the stretch and relax.

NOTE: This stretch is more effective with your back against a wall.



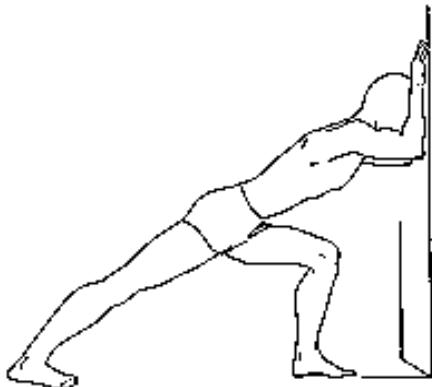
### **4. Hamstring**

1. Sit upright on the floor with both legs straight.
2. Flex your right knee and slide your heel toward your buttocks.
3. Lower the outer side of your right thigh and calf onto the floor.
4. Place your right heel against the inner side of your left thigh so that a 90 degree angle is formed between your extended left leg and flexed right leg.
5. Exhale. Keeping your left leg straight, bend at the waist, reach out toward your left ankle, and lower your extended upper torso onto your thigh.
6. Hold the stretch and relax.
7. If you can't reach your foot, you may use a folded towel around your foot to help you do the stretch.



## 5. Calf

1. Stand upright 4-5 steps from a wall.
2. Step back into a lunge position so that your front leg is bent in a 90-degree angle and your back leg is straight.
3. Lean against the wall without losing the straight line of your head, neck, spine, pelvis, right leg, and ankle.
4. Keep your rear foot *down, flat, and parallel to your hips*.
5. Exhale, bend your arms, move your chest toward the wall, and shift your weight forward.
6. Hold the stretch and relax.



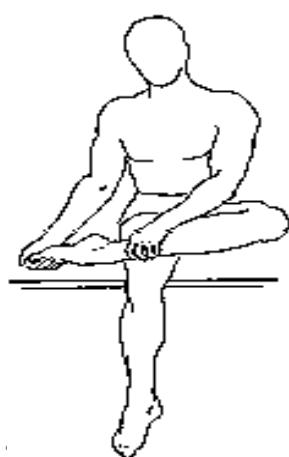
## 6. Calf

1. Sit upright on the floor with both legs straight.
2. Cross one leg and rest it on the opposing knee.
3. Exhale, lean forward, and grasp hold of your foot or use a folded towel.
4. Exhale, keep your extended leg straight, and pull on your foot.
5. Hold the stretch and relax.



## 7. Shin

1. Sit upright in a chair or on the floor with one leg crossed over the opposite knee.
2. Grasp hold on/above your ankle or heel of your foot with one hand.
3. Grasp hold of the top portion of your foot with your other hand.
4. Exhale, and slowly pull the bottom of your foot to your body (*plantar-flexion*).
5. Hold the stretch and relax.



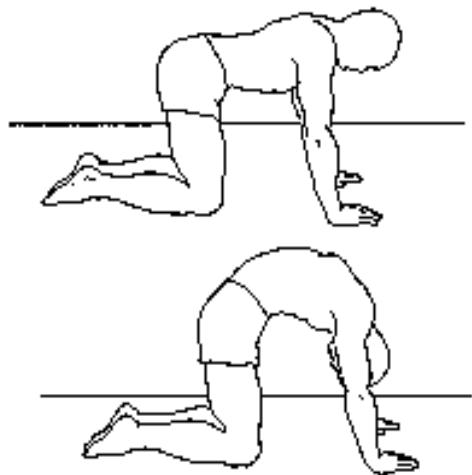
## 8. Torso

1. Sit upright on the floor, hands behind your hips for support, and your legs extended.
2. Flex your left leg, cross your left foot over your right leg, and slide your heel toward your buttocks.
3. Reach over your left leg with your right arm and place your right elbow on the outside of your left knee.
4. Exhale, look over your left shoulder while twisting your trunk and *gently pushing back* on your left knee with your right elbow.
5. Hold the stretch and relax.



### **9. Low Back**

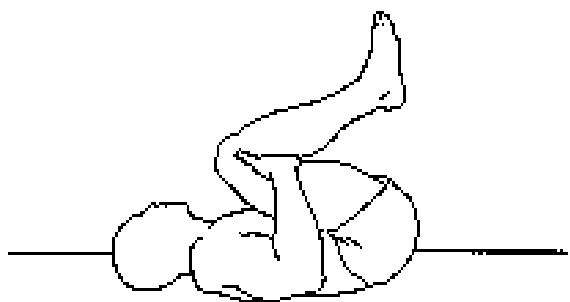
1. Kneel on all fours with your toes facing backward.
2. Inhale, contract your abdominals, and round your back.
3. Exhale, relax your abdominals, and return to the "flat back" position.



### **10. Low Back**

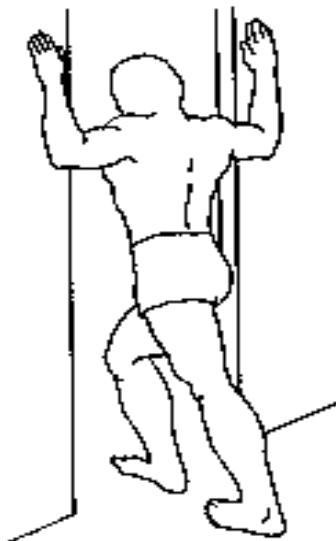
1. Lie flat on your back with your body extended.
2. Flex your knees and slide your feet toward your buttocks.
3. Grasp behind your thighs.
4. Exhale, pull your knees toward your chest/shoulders and keep your low back on the floor.
5. Hold the stretch and relax.

CAUTION: Upon completing the stretch, the legs should be reextended slowly one at a time to prevent possible pain or spasm.



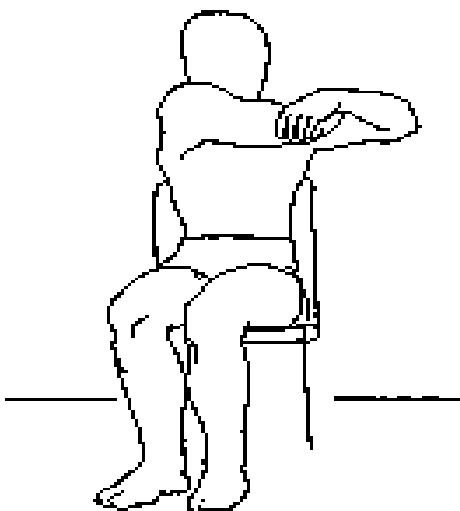
### **11. Pectoralis (Chest)**

1. Stand upright facing a corner or open doorway.
2. Raise your arms to form the letter "T" (elbows level with your shoulders).
3. Exhale, and lean your entire body forward.
4. Hold the stretch and relax.



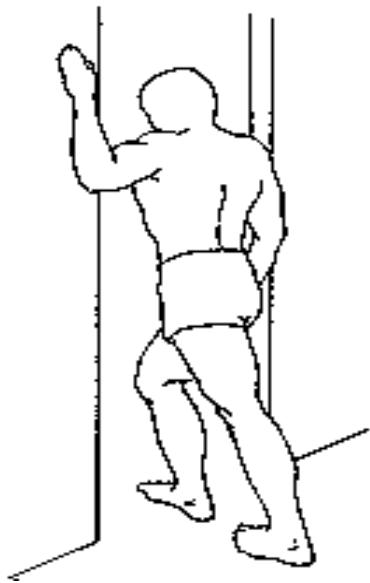
### **12. Shoulder - Posterior**

1. Sit or stand upright with one arm raised to shoulder height.
2. Flex your arm across to the opposite shoulder.
3. Grasp your raised elbow with the opposite hand.
4. Exhale, and gently push your elbow backward.
5. Hold the stretch and relax.



### **13. Shoulder - Front**

1. Stand upright facing the edge of a door frame.
2. Raise your arm, flex your elbow, and place your hand on the frame.
3. Exhale, and turn away from your fixed arm as it remains on the frame, against your side.
4. Hold the stretch and relax.



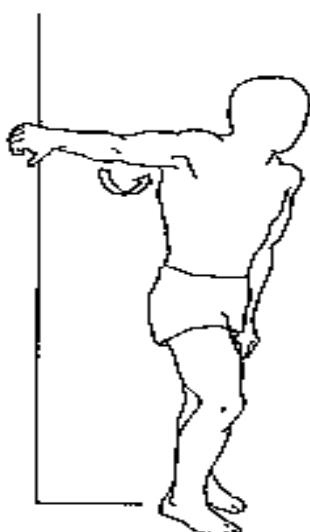
### **14. Triceps**

1. Sit or stand upright with one arm flexed, raised overhead next to your ear, and your hand resting on your shoulder blade.
2. Grasp your elbow with the opposite hand.
3. Exhale, and *gently* push your elbow behind your head.
4. Hold the stretch and relax.



### **15. Biceps**

1. Stand upright with your back to a door frame.
2. Rest one hand against the door frame with your arm rotated at the shoulder, forearm extended, and your thumb pointing down.
3. Exhale, and attempt to roll your biceps so they face upward,
4. Hold the stretch and relax.



# **Muscle Training.**

## **Class Overview**

In this class, participants will learn the benefits of muscle or resistance training and some basic muscle training exercises. Participants will practice these exercises as a group and will have the opportunity to try using weights with some of the exercises.

Note: Participant safety is the highest priority. **The leader of this class must be knowledgeable and experienced in teaching resistance training** (for most centers, this will be an exercise physiologist, perhaps the exercise consultant to the center).

Notes to the leader:

- C The class should be open to all participants, which means that the exercises should be basic and appropriate for beginners. Feel free, however, to tailor the level of training to more advanced participants who may be part of the class.
- C The focus of the class should be on participating, not competing. Emphasize throughout the sessions that each participant should do only what is comfortable for him or her, and encourage participants to support one another at whatever level they are.
- C If at any point the appropriateness of individual exercises for a particular participant is in question, additional guidance should be sought from a trained consultant, for example, from another exercise physiologist or the DPP physician.
- C Remember to instruct participants before the sessions to wear appropriate clothing.
- C Be sure to have various weights on hand.
- C Provide water, juice, and light refreshments for during and after the sessions.
- C When you advertise the class to participants, emphasize its noncompetitive nature (see note above).

### **Session 1: Getting Started**

- C Ask participants to share the reasons for their interest in muscle training.
- C Ask participants if they can name some of the benefits of muscle training. Write their answers on a board or flip chart, and clarify and expand on them as appropriate. Also ask if they are aware of any guidelines for starting a muscle training routine and for progressing. Distribute copies of the attached handout, “Muscle Training,” and review the benefits and guidelines provided on pages 1 and 2. (Note: Keep the didactic portion of the class as short as possible, allowing plenty of time for hands-on practice and questions.) Answer questions.
- C Depending on the time available, demonstrate some or all of the exercises and have participants try them for a small number of repetitions.
- C Explain how to complete the “Muscle Training Record,” using an example.
- C For homework, ask participants to practice at home the exercises that have been demonstrated and self-monitor using the “Muscle Training Record.”

### **Sessions 2, 3, 4, and 5: Muscle Training Practice**

- C Ask participants what they have learned by practicing at home.
- C Review the participants’ Muscle Training Records. Answer any questions.
- C Have participants practice the exercises as a group, slowly increasing the number of reps and trying weights, as appropriate. Provide plenty of individual guidance.

# Muscle training.

---

Susan turns on the evening news and picks up a small, 3-pound dumbbell. After only about 15 minutes of simple exercises, she has strengthened and toned her chest, back, shoulders, arms, belly, and legs.

Here's why Susan trains her muscles:

- C **It keeps her looking good.** Her muscles are firm, but not bulky or large.
- C **It keeps her strong.** She can carry her groceries without getting tired or sore.
- C **It helps her lose weight.** At first, she might gain a pound or two from new muscle. But in the long-run, it will help her weight loss efforts.
- C **It keeps her bones strong.** That helps fight off osteoporosis (weak bones).

Here's how to start a simple muscle training routine of your own:

- C **Warm up.** March in place for a few minutes, doing arm circles while you march. Do a few stretches.
- C **Follow up-to-date instructions to the letter,** such as those attached. For example, you may have been taught to do sit-ups with your legs straight out. Now we know it's important to bend your knees to prevent back problems.
- C **Never lift more weight than you can handle safely.** A good way to start is by doing the exercises first without weights.
- C **Move slowly and smoothly, and never hold your breath.** Breathe out and count 1-2 when you lift. Breathe in and count 1-2-3-4 when you return to a resting position. This is very important for preventing a dangerous rise in blood pressure.
- C **Try to include all 10 exercises on the next pages.** Do them **in the order given**, working your chest and back first.
- C **Do the exercises on 3 days per week.** Take a day off between workouts to allow your muscles to rest and recover, which prevents injuries.
- C **Progress slowly** (see the next page).

# How to progress

## **For muscle training exercises that use weights:**

1. Do each exercise *without weights first*, to get used to the motions.
2. When you are comfortable doing an exercise 5 times without weight, add a light weight.
3. Gradually increase the number of times you repeat the exercise (“rep”) until you are comfortable doing it 12 times. Each time you complete a series of reps for an exercise, it is called a “set.”
4. If it becomes easy to complete one set, then either add weight or do another set with the same weight. Rest for 30 seconds to one minute between sets.
5. If you don’t have access to heavier weights, but feel you should be increasing the amount you lift, keep increasing the reps.

## **For exercises that don't use weights (such as curl ups):**

1. Gradually add reps until you can do the exercise about **20** times comfortably.
2. Then go on to the next exercise, and **repeat the entire set again.**

## **For exercises that alternate the use of arms or legs:**

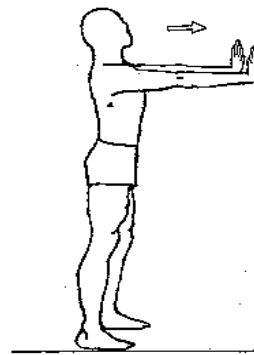
A set is completed once you have performed the same number of repetitions on each side.

Example: If your goal is to complete 15 reps, do 15 on your left side and 15 on your right side. If you do not do the same number of reps on each side, unequal muscle development or injury may occur.

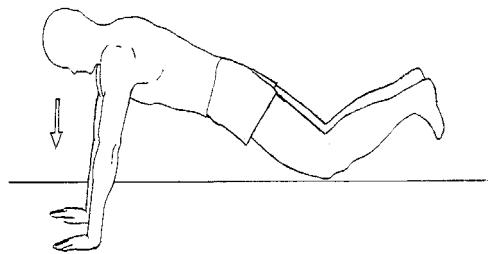
Ask your Coach to show you the exercises on the next pages. **You can do it!**

# Muscle training exercises.

1. **Chest.** *Wall Push-Up:* Stand a little more than an arm's length from a wall. Lean forward against the wall with both hands spread. Keep your feet firmly planted. Slowly lower yourself, then push back up using your upper chest muscles.

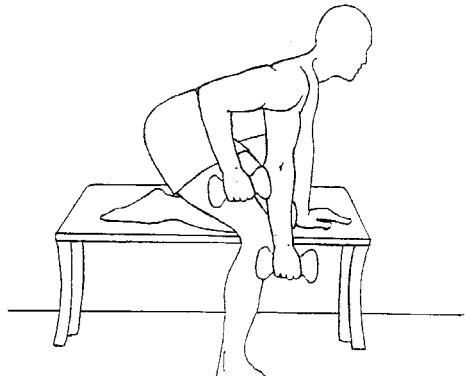


If this exercise becomes easy, you may want to try a *modified floor push-up*. Your hands and knees are touching the floor, with your hands slightly more than shoulder-width apart. Keeping your back straight, lower yourself until your face is one to two inches from the floor. Then push yourself up to the starting position.



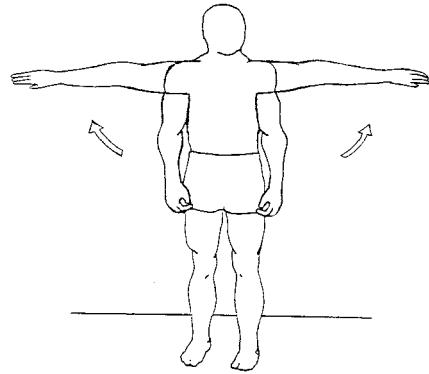
2. **Back.** *One-Arm Dumbbell Row:* Stand beside a bench or chair. Place one knee and the hand of the same side of the body (for example, start with your left knee and left hand) on the bench or chair. Keep the other foot flat on the floor.

With your free hand, hold a dumbbell at full extension with your palm facing your body and your hand lined up slightly in front of your shoulder. Slowly pull the dumbbell up to your side until it is level with your upper body, with your hand close to your hip. Then slowly return to starting position.

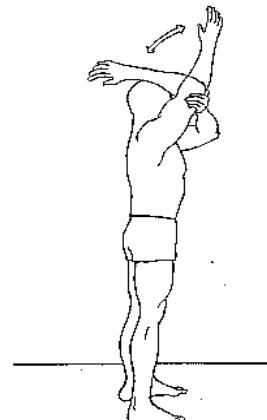


When lifting, remember not to move your back or jerk the weight.

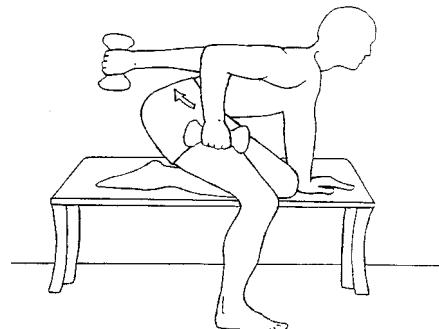
- 3. Shoulders.** *Lateral Raise:* Stand. Hold your arms at your side. Lift your arms outward. Your palms should be down and your arms nearly straight (just a slight bend at the elbow). Stop when you reach shoulder level.



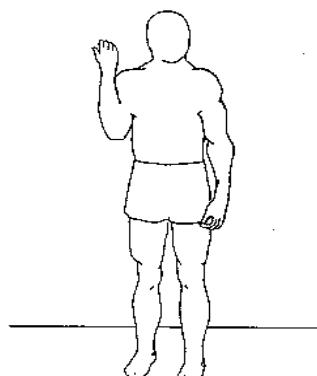
- 4. Back of Arms.** *Triceps Press:* Stand with your arms at your side. Slowly lift one arm above your head, with the elbow bent. Keeping your elbow above your head and next to your ear, slowly lower and lift your forearm from behind your head.



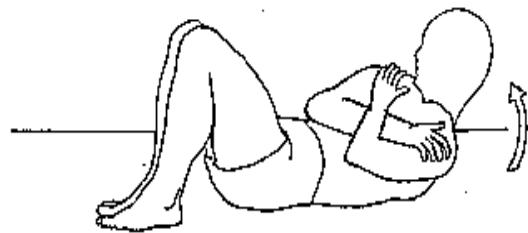
Or *Triceps Extension:* Begin in the same starting position as a one-arm dumbbell row. Pull the weight up your side until it is level with your upper body. This will be the starting position. Keeping your upper arm in place, extend your forearm and hand directly behind you and then bring them back down to your side.



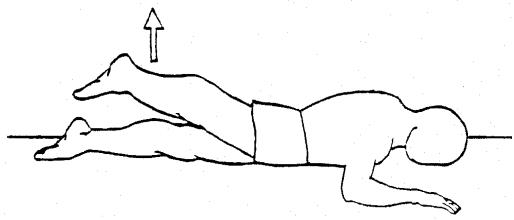
- 5. Front of Arms.** *Biceps Curl:* Stand. Hold your arms at your side. Lock your elbows at your hips and gradually curl your arms upward. Your thumbs should be out and palms up as you go. Stop when your palms are almost to your shoulder.



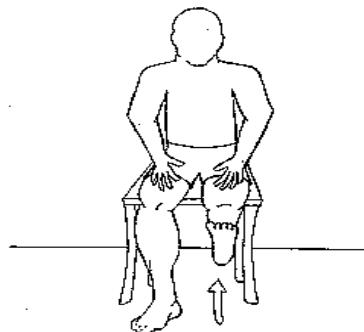
- 6. Belly. Curl Up:** Lay on your back with your knees bent, feet flat on the floor. Cross your arms in an X over your chest. (Caution: If you have neck problems, check with your Lifestyle Coach about whether this exercise is safe for you.) Slowly curl up, keeping your chin tucked in toward your chest. Start by lifting only your head and neck off the floor. Down the road, you may try lifting your upper back off the floor. It's not necessary to go beyond lifting the middle of your back off the floor. The key is to squeeze your stomach during each rep.



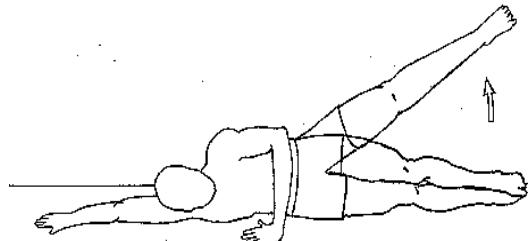
- 7. Back of Thighs. Leg Lift:** Lay on the floor on your stomach, with your arms on the floor, perpendicular to your trunk and slightly bent. Slowly lift one leg from the hip. Slowly return to resting position. Don't bend your knees.



- 8. Front of Thighs: Seated Leg Lift:** Sit on a chair, with your feet on the floor. Slowly lift your foot until your leg is straight, then lower.



- 9. Outer Thighs. Outer Thigh Lift:** Lay on your side. One arm should be under your ear, straight out above your head and in line with your body. The other arm should be bent, hand flat on the floor in front of your chest. Keep your legs straight, in line with your upper body. Slowly lift and lower your upper leg.



- 10. Inner Thighs. Inner Thigh Lift:** Assume the position for the Outer Thigh Lift. Then bend the upper leg at the knee, with the foot flat on the floor in front of the other leg. Slowly lift and lower your lower leg from the hip.

# Muscle Training Record

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Use this form to record your progress.

Week starting \_\_\_\_\_

	Chest	Back	Shoulders	Back of Arms	Front of Arms	Belly	Top of Thighs	Bottom of Thighs	Outer Thighs	Inner Thighs
Date _____ Set 1	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep
Set 2										
	Chest	Back	Shoulders	Back of Arms	Front of Arms	Belly	Top of Thighs	Bottom of Thighs	Outer Thighs	Inner Thighs
Date _____ Set 1	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep
Set 2										
	Chest	Back	Shoulders	Back of Arms	Front of Arms	Belly	Top of Thighs	Bottom of Thighs	Outer Thighs	Inner Thighs
Date _____ Set 1	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep	Weight/Rep
Set 2										

## Walks

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One idea for an after-core class is to offer a **series of interesting group walks**. You may want to invite all of your after-core participants as well as some participants who are still in core but have been exercising regularly and can physically handle the walk.

For some of the walks you may want to invite a local expert (e.g., local tour guide, skiing instructor) to provide some instruction.

In general, you may want to keep the walks to a total of about 2 or 3 miles each, or shorter if the event includes touring houses, etc.

Note: These ideas could also be used for supervised activity sessions.

Example walks:

1. Tour of **historic landmarks** (with 15-20 minute brisk walks between each landmark) (see attached invitation for a walk like this that was done in Pittsburgh)
2. Tour of **historic cemetery** (with 15-20 minute brisk walks between points of interest) (ask the cemetery office for historical information or check your library)
3. Scenic hike in a **park** of interest. One variation: meet at a central place and walk in a different direction each evening.
4. **Community walking event** (benefit for charity, annual city event, etc.)
5. **Bird watching walk** (with 15-20 minute brisk walks between stops)
6. **Snow shoeing** in a scenic area (check outdoors stores for names of instructors)
7. **Cross country skiing** in a scenic area
8. **Tree identification** walk (with 15-20 minute brisk walks between stops)
9. **House and/or garden tour** (with 15-20 minute brisk walks between stops)
10. **Wild food walk** (with 15-20 minute brisk walks between stops)
11. Walk 20-30 minutes to a **local restaurant**, discuss how to order a low-fat meal from the menu, eat lunch, walk back
12. Before or after a **mall walk**, meet at a shoe store for a presentation by an expert on how to get the **ideal shoe fit**.
13. **Race walking** (have a guest speaker instruct participants and demonstrate).
14. **Mountain hike**
15. **Wild flower walk** (with guidebook or guide)
16. **Walks of different distances, speeds, difficulty** (e.g., an easy walk, medium, more difficult walk--might be challenging to some)

Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

Note: **As with other after-core classes, this class should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the class. All sessions should include encouragement to self-monitor, goal setting, and a brief check-in with each participant to review progress toward goals. Unlike with other classes, it may not be reasonable to weigh participants or collect self-monitoring materials at every session, depending on the location for the walk. However, a **weigh-in and collection of self-monitoring materials should occur at a minimum of one of the sessions** and as often as is possible. (For example, you may be able to meet before the walk at the clinic and weigh participants there, or carry a portable scale with you if there is a private place near the walk location, such as a participant’s home or a private room at a park office.)

## **Let's Get Up Close and Personal with Our Heart Rate Monitors**

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DPP Northwestern developed a popular one-session after-core class called Let's Get Up Close and Personal with Our Heart Rate Monitors. The invitation and outline are attached. The class was led by their exercise consultant, and six participants attended.

Feel free to call the Lifestyle Coaches at Northwestern for additional details about this class.

# **Outlines for Lifestyle Classes after Core**

## **Healthy Eating Topics**

# **Low-Fat Cooking Class**

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Note: This class was developed and pilot-tested by Margie Bronsord and Tracy Kellum at the Medlantic DPP center. Thank you, Margie and Tracy, for your talents and hard work.

In this six-session class, participants will learn the principles of low-fat cooking and have the opportunity to taste-test a number of low-fat recipes and brand-name products. A variety of low-fat cooking techniques will be demonstrated, and low-fat recipes will be provided.

**Session 1: Salads and Salad Dressings**

**Session 2: Soups and Appetizers**

**Session 3: Vegetables and Side Dishes**

**Session 4: Meat and Seafood Entrees**

**Session 5: Vegetarian Meals**

**Session 6: Desserts**

## **Overview**

It's important to note that this class was developed and pilot-tested at a DPP clinical center with unique resources. Two Lifestyle Coaches, both trained in nutrition and one having attended classes at a culinary institute, were available to lead the class. They were able to prepare several recipes before each session and demonstrate several additional recipes during the sessions while facilitating discussions on cooking and nutrition. An equipped kitchen and food preparation area were available. Each session cost between \$75-\$100 for recipe ingredients and brand-name foods. An enthusiastic group of participants was eager for the information presented in the classes, which took from 90 to 120 minutes to conduct (some participants stayed even longer).

This class, as originally developed, may be too difficult, time-consuming, and expensive to conduct for many DPP centers (including here in Pittsburgh!). However, the information and recipes are excellent. The Lifestyle Resource Core therefore suggests that DPP centers modify the class in one of the following ways:

- C **Present one or more of the sessions as independent social events for lifestyle participants, perhaps quarterly.** For example, you may want to offer the session on salads and salad dressings as a spring or summer event.
- C **Simplify the sessions to make them shorter and less expensive.** Ways to simplify might include the following: Demonstrate only one recipe per session. Use simpler recipes.

Cut the recipe(s) in half to cut costs. Ask a participant to bring in a prepared recipe rather than having a Coach do so. Ask participants to bring in brand-name products. Prepare all recipes ahead of time. Taste-test all commercially prepared products rather than demonstrating recipes.

- C **Include one of the cooking sessions in the context of a more general 4-6 session after-core class.** This will allow more time for discussion and didactic presentation as well as hands-on participant involvement in the food preparation. (Contact the Lifestyle Resource Core about any class you plan to develop so we can review your outline and share it with the other centers.) Some ideas for using one of the cooking sessions in a more general after-core class include the following:
  - C Summer Eating Solutions
    - C Session 1: Cool Meal Ideas for Hot Weather (sources of low-fat/calorie take-out meals, low-fat ways to grill, etc.)
    - C Session 2: Favorite Summer Salads (participants help prepare several low-fat salad recipes during the session)
    - C Session 3: Dressing Up: A Salad-Dressing Extravaganza (participants taste-test commercial and homemade salad dressings)
    - C Session 4: Handling Summer Events (how to handle food and social cues at picnics, weddings, graduation parties, barbecues, etc.)
    - C Potluck barbecue or picnic.
  - C Low-Fat Meat and Seafood Cooking (Part of this class might include viewing the video *Lean 'N Easy: Preparing Meat with Less Fat and More Taste* from the National Cattlemen's Beef Association and the American Dietetic Association. See page 5 of the March 7, 1997 issue of Lifestyle Balance News for ordering information, or call the Lifestyle Resource Core.)
    - C Session 1: Tour of the Meat and Fish Counter (Grocery store tour of the meat and fish counter with instructions for selecting low-fat cuts)
    - C Session 2: Low-Fat Ways with Beef and Pork (participants help prepare several recipes)
    - C Session 3: Low-Fat Ways with Poultry
    - C Session 4: Low-Fat Ways with Seafood
  - C Vegetarian Eating (the Lifestyle Resource Core is developing a class on this topic).

Based on their pilot test, Margie and Tracy have the following general recommendations regarding how to conduct the class:

- C Keep the sessions as interactive as possible. Try to bring out the major points in the context of a discussion and conversation rather than in a lecture format.
- C Tailor the sessions to the interests of the participants enrolled and the time allotted. Remain flexible.

- C Display cookbooks and cooking magazines (such as Cooking Light, Eating Well, Vegetarian Times) for participants to browse before and/or after the sessions.
- C Substitute different recipes and different brand-name products based on what is available locally and the ethnic and regional preferences at your center.
- C If participants ask you to do so, review recipe modification skills and/or how to calculate fat grams in recipes. (Use these DPP handouts: Build a Better Recipe, How to Lower Fat in Recipes, How to Count the Grams of Fat in Recipes.) You may also want to ask participants to bring in favorite high-fat recipes. Choose one recipe at each session, and as a group, discuss how to modify the recipe to be lower in fat.

## **Equipment, Supplies, and Recipes**

The following standard equipment and supplies are needed for every session. You may want to have a student help organize these materials in a box or on a cart that can be wheeled into the kitchen or demonstration area with the ingredients for the recipes to be demonstrated. Particular equipment and supplies needed for the individual sessions are listed under "Materials Needed" for the session, and a shopping list and recipes for each session are at the end of all the session outlines. Again, you may be able to have a student do the shopping and prepare the various equipment, supplies, and materials needed for each session.

### **Standard Equipment and Supplies**

#### **Serving supplies:**

- 9 Bowls
- 9 Plates
- 9 Cups
- 9 Knives
- 9 Forks
- 9 Spoons
- 9 Napkins

#### **Cleaning supplies**

- 9 Sponge
- 9 Dish cloth
- 9 Dish towels
- 9 Paper towels

#### **Other:**

- 9 Apron(s)
- 9 Latex gloves
- 9 Plastic wrap
- 9 2 large cutting boards
- 9 3 large chopping knives
- 9 Measuring cups and spoons

## Session 1: Low-Fat Salads and Salad Dressings

**Objectives:** Participants will learn how to make low-fat salads and salad dressings.

**Materials needed:**

- 9 Name tags, markers, pencils
- 9 Handouts (attached):
  - Recipes demonstrated: Caesar Salad Dressing, Blue Cheese Dressing, Raspberry Oil Free Vinaigrette
  - Extra recipes: Basic Italian Dressing, Parmesan-mustard Dressing, Balsamic-Dijon Dressing, Tomato-Herb Dressing
  - Recipes prepared ahead: Margie's Potato Salad; Tracy's Chicken, Tomato and Asparagus Pasta Salad
  - Rate the Recipe (recipe evaluation tool)
- 9 Groceries (see attached shopping list)
- 9 Standard equipment and supplies (see class overview)
- 9 Also the following:

9 5 small-to-medium bowls	9 3 rubber spatulas	9 Coffee filter and funnel or commercial yogurt strainer (to demonstrate ways to strain yogurt)
9 2 wire whisks	9 Skillet	
	9 Ladles	
	9 Heavy duty paper towels	

**Before the session:**

- 9 Buy groceries.
- 9 Make the potato and pasta salad. Also, prepare a large, colorful salad to use for taste-testing the salad dressings.
- 9 Put the brand-name items on display (see grocery list or others of interest). Note: If available, you may also want to display various flavored vinegars.

1. **Explain the purpose of the class.**
2. **Review the topics, schedule and locations for each upcoming session.**
3. **Have participants share their reasons for signing up for the class.** Ask them to introduce themselves and their family members, if present, and say what they'd like to get from the class.
4. **Demonstrate the preparation of Caesar Salad Dressing, Blue Cheese Dressing, and**

**Raspberry Oil-Free Vinaigrette.** Distribute the salad and salad dressing recipe handouts. Identify those you will demonstrate. Ask if there are any unfamiliar ingredients, and if so, show them to the participants and ask if anyone has experience with those ingredients.

As you prepare the recipes to be demonstrated, ask participants why most traditional salad dressings are high in fat (because the base of many dressings is oil, mayonnaise, cheese, sour cream, or whole milk). **Ask participants to name some general guidelines for reducing the fat in salad dressings while retaining the desired texture/consistency and flavor** (provide the following guidelines, if not brought out in the discussion; you may want to write them on the board):

- C Use less or no oil.
- C Add flavored vinegars, juices, or broths to replace the missing oil.
- C Substitute low-fat or fat-free ingredients for those that are high in fat (such as low-fat or nonfat mayonnaise, low-fat cheeses, sour cream, skim milk, nonfat buttermilk, yogurt).
- C Add herbs and spices to replace the flavor of missing cheese or oil.
- C Add cornstarch or arrowroot to replace the texture/consistency of the missing oil.
- C Add honey to provide thicker consistency and cut the tartness of vinegars.
- C Use nonfat, strained yogurt to give the dressing more body. (Note: You may want to demonstrate various ways to strain yogurt other than using paper towels. For example, using a coffee filter or commercial yogurt strainer.)

5. **Have participants taste and evaluate the recipes demonstrated and the ones prepared before class.** Distribute and explain how to complete the Rate the Recipe handout. **As time permits, have participants read the labels on the brand-name products and sample them.**
6. **Discuss the participants' evaluations of the salads and salad dressings they tasted.** C  
What did you like? What didn't you like?
  - C Would you change the recipe? How? If you changed the recipe, what impact would it have?
7. **Assign home activity.**
  - C Prepare one of the recipes distributed or modify one of your favorite salad or salad dressing recipes.
  - C Participants who want to do so may bring in a low-fat salad dressing, salad, or recipe of their own to share in class next week.

## Session 2: Low-Fat Soups and Appetizers

**Objective:** Participant will learn how to prepare low-fat soups and appetizers.

**Materials needed:**

- 9 Name tags, markers, pencils
- 9 Handouts (attached):
  - Recipes demonstrated: Mango Salsa, Seafood Chowder, Cream of Broccoli Soup
  - Recipes prepared ahead: Spinach Dip
  - Rate the Recipe (recipe evaluation tool)
- 9 Groceries (see attached shopping list)
- 9 Standard equipment and supplies (see class overview)
- 9 Also the following: and the following equipment:

9 1 small bowl	9 Can opener
9 2 wire whisks	9 2 large wooden spoons
9 2 large soup pots	9 Ladles
9 2 medium saucepans	9 2 spatulas

**Before the session:**

- 9 Buy groceries.
- 9 Put the brand-name items on display (these or others of interest):
  - Chi-Chi's Salsa (and/or a local store brand)
  - Healthy Choice Chowder
  - Campbell's Soup Low-Fat Cream of Broccoli Soup
  - Packaged 16-bean soup (display only)
  - Soup Starter (or other mix of uncooked pasta and dehydrated vegetables)
  - Nile Spice or Fantastic Foods Cup-A-Soup

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- 1. **Briefly review the main points of the last session.** Ask if anyone prepared any new low-fat salad dressings, modified recipes for salads or salad dressings, or tried any brand name low-fat salad dressings?
  - 2. **Demonstrate the preparation of Mango Salsa, Seafood Chowder, and Cream of Broccoli Soup.** Distribute the soup and appetizer recipe handouts. Ask if there are any unfamiliar ingredients, and if so, show them to the participants and ask if anyone has experience with those ingredients (e.g., cilantro, leeks, jalapeno pepper). As you prepare the recipes to be demonstrated, ask participants why many soups are high in fat (make the following points, if not brought out in the

discussion; you may want to write them on the board):

- C The base of many soups is cream, whole milk, or whole evaporated milk (adds texture).
- C Oils, butter, or margarine are used for sauteing ingredients, such as onions.
- C Some high-fat ingredients may be used to add flavor (such as cheeses, bacon, or meats).

As you prepare the soup recipes, **ask participants for some general guidelines to lower the fat while retaining the texture/consistency and flavor in soups** (again, provide the following guidelines, if not brought out in the discussion; you may want to write them on the board):

- C Use less or no oil. (For example, saute onions in water or use nonstick cooking spray.)
- C Substitute low-fat or nonfat products (e.g., skim milk, evaporated skim milk).
- C Add a starch which adds texture/consistency. To add a starch without decreasing volume, cook pasta separately until still chewy ("al dente"). Add to soup just before serving.
- C Use a mixture of cornstarch and water to thicken soups.
- C Use more herbs and seasonings and/or lemon juice to replace flavor (this can also allow you to reduce sodium by using less salt). (Discuss how to substitute dried herbs for fresh. For example, instead of 1 Tablespoon fresh basil, substitute  $\frac{1}{2}$  to 1 teaspoon dried basil. The guideline is to use the dried seasoning in  $\frac{1}{3}$  to 1/5 of the amount of the fresh herb.)
- C Chill soups until the fat becomes solid and rises to the top. Spoon off the fat and discard before serving.

As you prepare the mango salsa, demonstrate how to slice and dice a mango (as outlined in the recipe). Ask for **some general guidelines to lower the fat in appetizers** (again, provide the following guidelines, if not brought out in the discussion; you may want to write them on the board):

- C Instead of fatty chips and party crackers, serve: pretzels, fat-free corn chips, pita bread cut in wedges, party rye or pumpernickel, mini bagels, bread sticks, mini popcorn or rice cakes, Melba toast-type crackers, oyster crackers, saltine and soda crackers, rye crackers, air-popped popcorn sprayed lightly with butter-flavored spray and sprinkled with favorite herb or spice mix).
- C Serve plenty of fresh fruits and vegetables. Include some unusual, eye-catching ones (e.g., jicama, kiwi, mango, papaya, clementines).
- C Make dips or baked appetizers using low-fat or nonfat products (for

- example, low-fat or nonfat yogurt/sour cream/mayonnaise/cream cheese/cheese, egg substitute, salsa, nonfat refried beans).
- C Serve dill or sweet pickles instead of nuts and olives.
- 5. Have participants taste and evaluate the recipes demonstrated and the ones prepared before class.** Distribute and explain how to complete the Rate the Recipe handout. **As time permits, have participants read the labels on the brand-name products and sample them.**
- 6. Discuss the participants' evaluations of the recipes and products.**
- C What did you like?
- C What didn't you like?
- C Would you change the recipe? How?
- C If you changed the recipe, what impact would it have?
- 7. Assign home activity.**
- C Prepare one of the recipes distributed or modify one of your favorite soup or appetizer recipes.
- C Participants who want to do so may bring in a low-fat soup or appetizer, or a recipe of their own to share in class next week.

## Session 3: Low-Fat Vegetables and Side Dishes

Objective: Participants will learn how to flavor vegetables and side dishes using as little fat as possible.

### Materials needed:

- 9 Name tags, markers, pencils
- 9 Handouts (attached):
  - Recipes demonstrated: Broccoli with White Wine Sauce, Oven-fried Sweet Potatoes
  - Recipes prepared ahead: Green Beans with Bacon and Balsamic Vinaigrette; Couscous with Corn and Black Beans
- Rate the Recipe (recipe evaluation tool)
- Note: If there is time during this session, you may want to distribute the DPP handout, Build a Better Main Meal, and ask participants to design main meals that include plenty of vegetables and side dishes.
- 9 Groceries (see attached shopping list)
- 9 Standard equipment and supplies (see class overview)
- 9 Also the following:

9	1 skillet	9	2 wooden spoons	9	Large baking sheet
9	1 colander	9	Peeler	9	Tongs
9	2 large bowls	9	Grater	9	2 small bowls

### Before the session:

- 9 Buy groceries.
- 9 Make the green beans and couscous recipes.
- 9 Put the brand-name items on display (these or others of interest): Potato Shakers (seasoning packets for potatoes), Rice-A-Roni, couscous, Knorr Side Dishes, boxed Macaroni and Cheese, Near East Side Dishes.

1. **Briefly review the main points of the last session.** Ask if anyone prepared any new low-fat soups or appetizers, modified recipes for soups or appetizers, or tried any brand name low-fat soups or appetizers?
2. **Demonstrate the preparation of Broccoli with White Wine Sauce and Oven-Fried Sweet Potatoes.** Distribute the vegetable and side dish recipe handouts. Identify those that you will demonstrate. Ask if there are any unfamiliar ingredients, and if so, show them to the participants and ask if anyone has experience with those

ingredients (e.g., couscous, shallots, white balsamic vinegar, vegetable broth, nonfat Parmesan).

As you prepare the recipes to be demonstrated, ask participants **what proportion of the dinner plate do experts recommend be filled with vegetables and side dishes.** (Ask participants to visualize the lunch or dinner plate as a peace symbol, with the two large wedges at the top filled with vegetables, starches, and/or fruit, while the smaller wedge at the bottom is for meat or meat alternatives. Meat or meat alternatives should be considered a condiment, not the focus of the meal.) Ask participants how many servings of fruits and vegetables are recommended according to the Food Guide Pyramid (five per day).

3. **Discuss the fact that vegetables are a good source of fiber,** which is the part of plants that is not absorbed or digested by the human body. The type of fiber in vegetables is largely **insoluble** fiber, which attracts and holds water as it passes through the digestive tract. The stools produced tend to be softer, bulkier, and pass more quickly through the colon, which **helps prevent constipation.**

Diets high in insoluble fiber and low in fat **may also reduce the risk of developing cancers** of the breast, colon and prostate. In the large intestine, dietary residues from the breakdown products of food are formed. Microorganisms normally found in the colon are capable of converting these residues into cancer-causing chemicals (carcinogens). The large stools produced by a high fiber diet dilute the carcinogens. Fiber also speeds the movement of stool, so there is less time for the carcinogens to come into contact with the lining of the colon.

In addition, insoluble fiber binds with estrogen and moves it out of the body. Without enough fiber, estrogen can be reabsorbed from the intestine into the blood. High levels of estrogen in the blood may increase breast and prostate cancer risk. Some types of tumors need estrogen to grow.

4. **Vegetables also contain cancer-fighting substances such as phytochemicals and antioxidants.** Phytochemicals inhibit the amount of estrogen the body makes. Antioxidants help protect cell membranes from damage.
5. Ask participants why vegetables and side dishes may be high in fat (because of added fat (oil, margarine, or butter) and/or added protein (ground beef, chicken)).  
**Ask for some general guidelines for making vegetables and side dishes with less fat** (provide the following guidelines, if not brought out in the discussion; you may want to write them on the board):

- C Use less or no oil, margarine, or butter.
  - C Use less or no meat or a lower cut of meat (such as ground turkey breast, Canadian bacon).
  - C Substitute lower-fat or nonfat products (e.g., I Can't Believe It's Not Butter Spray, liquid smoke).
6. **Have participants taste and evaluate the recipes demonstrated and the ones prepared before class.** Distribute and explain how to complete the Rate the Recipe handout. **As time permits, have participants read the labels on the brand-name products and sample them.**
  7. **Discuss the participants' evaluations of the recipes and products.**
    - C What did you like?
    - C What didn't you like?
    - C Would you change the recipe? How?
    - C If you changed the recipe, what impact would it have?
  8. **Assign home activity.**
    - C Prepare one of the recipes distributed or modify one of your favorite vegetable or side dish recipes.
    - C Participants who want to do so may bring in a low-fat vegetable or cooked side dish, or a recipe of their own to share in class next week.

## Session 4: Low-Fat Meat and Seafood Entrees

**Objective:** Participants will learn how to prepare low-fat meat and seafood entrees.

Note: Depending on the interests of the participants and the time allotted, you may want to add to this session a discussion/demonstration of low-fat cooking methods for meats and seafood, such as baking, broiling, stir-frying, and roasting, and the equipment needed for these techniques.

### Materials needed:

9	Name tags, markers, pencils			
9	Handouts (attached):			
	Recipes demonstrated:	Un-Fried Chicken, Pork and Sweet Potato Stew, Shrimp Scampi		
	Recipes prepared ahead:	Focaccia Pizza with Ground Turkey and Vegetable Topping		
	Target In On Fat: Meats (After-Core Handout FF4)			
	Rate the Recipe (recipe evaluation tool)			
9	<b>The Restaurant Companion</b> (second edition)			
9	Groceries (see attached shopping list)			
9	Standard equipment and supplies (see class overview)			
9	Also the following:			
	9      2 medium bowls	9      3 wooden spoons	9	Baking sheet
	9      3 large bowls	9      Ladles or large serving spoons	9	Large zip lock bag
	9      Shallow pan for flour	9      Paring knife	9	6 gratin dishes or rectangular baking dish
	9      dredging	9      Small skillet	9	Gravy cup that separates off fat
	9      Dutch oven and lid	9      Broiler pan	(you may want to give one to each participant as a gift)	(you may want to give one to each participant as a gift)
		9      Colander		
		9      Large jar		
		9      Tongs		

Before the session:

- 9      Buy groceries.
- 9      Identify chicken take-out restaurants in your area and lower fat choices (refer to **The Restaurant Companion**).

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- 9 Make the Focaccia Pizza with Ground Turkey and Vegetable Topping.  
9 Put the brand-name items on display (these or others of interest): Tuna Helper, Hamburger Helper (both can be prepared using lower-fat additions than called for), Birds-Eye Frozen Stir-Fry Add-Ins.
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1. **Briefly review the main points of the last session.** Ask if anyone prepared any new low-fat vegetables or side dishes, modified recipes for vegetables or side dishes, or tried any brand name low-fat vegetables or side dishes?
2. **Demonstrate the preparation of Un-Fried Chicken, Pork and Sweet Potato Stew, Shrimp Scampi.** Distribute the meat and seafood entree recipe handouts. Identify those that you will demonstrate. Ask if there are any unfamiliar ingredients, and if so, show them to the participants and ask if anyone has experience with those ingredients (e.g., Creole seasoning, Focaccia bread).

As you prepare the recipes to be demonstrated, ask **what makes many meat and seafood entrees high in fat** (make the following points, if not brought out in the discussion; you may want to write them on the board):

- C **The type and cut of meat** (e.g., loin or round cuts of beef are lower in fat than chuck, brisket, or prime rib; white chicken or turkey meat is lower in fat than dark meat; chicken or turkey skin is high in fat).
- C **Fat added as part of the cooking method or for flavor** (e.g., oil or margarine used in frying or sauteeing; oil in marinades).
- C **Cooking methods that include fatty meat drippings** (e.g., frying ground beef in its own drippings rather than draining it; using the fatty drippings to make gravy or sauces).

**Ask for some general guidelines for making meat and seafood entrees lower in fat** (again, provide the following guidelines, if not brought out in the discussion; you may want to write them on the board):

- C Use less or no oil, margarine, butter, or other fats.
- C Replace fat with low-fat liquids (e.g., use fruit juices in marinades instead of oil).
- C Buy lower cuts of meat (refer to the handout, **Target In On Fat: Meats**).
- C Trim all visible fat from meats.
- C Remove the skin from chicken and turkey.
- C Use nonstick pans or vegetable cooking spray instead of adding oil to pans or cooking meats in fatty drippings.
- C Drain off the fatty drippings and discard (e.g., place ground meat after cooking in a colander and rinse with hot water; roast meats on a rack so they stand above, not in, the drippings as they cook; use a gravy cup to separate

the fat from the meat juices and then thicken the meat juices to make gravy). Show participants how the gravy cup works.

**Also stress the importance of small portion sizes.** As explained in a previous session, meat or seafood should be more of a condiment or ingredient rather than the main focus of the meal.

3. **Have participants taste and evaluate the recipes demonstrated and the ones prepared before class.** Distribute and explain how to complete the Rate the Recipe handout. **As time permits, have participants read the labels on the brand-name products and sample them.**
4. **Discuss the participants' evaluations of the recipes and products.**
  - C What did you like?
  - C What didn't you like?
  - C Would you change the recipe? How?
  - C If you changed the recipe, what impact would it have?
5. **Discuss how to choose lower-fat meat and seafood entrees when ordering at restaurants and take-out.** What prepared food items are available for purchase in your grocery store that you can reheat or cook at home? How can some of these be prepared to be lower in fat than preparation instructions indicate? Identify chicken take-out restaurants in your area and lower-fat choices (refer to The Restaurant Companion, second edition).
6. **Assign home activity.**
  - C Prepare one of the recipes distributed or modify one of your favorite meat or seafood entrees.
  - C Participants who want to do so may bring in a low-fat meat or seafood entree or a recipe of their own to share in class next week.

## Session 5: Low-Fat Vegetarian Meals

**Objective:** Participants will learn how to prepare low-fat entrees without using animal protein.

**Materials needed:**

- 9 Name tags, markers, pencils
- 9 Handouts (attached):
  - The Vegetarian Pyramid (color copies are available from The Health Connection, 1-800-548-8700)
  - Nutrition Factsheet: Vegetarian Diets
  - Vegetarian Vitality: Striking the Right Balance
  - Target in On Fat: Cheeses (after-core handout)
  - Recipes demonstrated: Chick Pea Stew, Broccoli Stir Fry with Tofu
  - Recipes prepared ahead: Broccoli Potato Casserole (Potato Lasagna)
  - Rate the Recipe (recipe evaluation tool)
- 9 Groceries (see attached shopping list)
- 9 Standard equipment and supplies (see class overview)
- 9 Also the following:

9 Large skillet	9 Spatula
9 Medium skillet	9 Several small bowls
9 Large soup pot for perogies	9 Rice cooker
9 4-quart pot	9 Tongs
9 Wooden spoons	9 Serving spatula
	9 1 paring knife

Before the session:

- 9 Buy groceries.
- 9 Make the Broccoli Potato Casserole.
- 9 Put the brand-name items on display (these or others of interest): Ground meatless (e.g., Green Giant brand, frozen food section) or other texturized vegetable protein product available in your area; frozen perogies (Mrs. T's)
- 9 Display low-fat vegetarian cookbooks and cooking magazines such as Vegetarian Times.

- 
1. **Briefly review the main points of the last session.** Ask if anyone prepared any new low-fat entrees, modified recipes for entrees, or tried any brand name low-fat entrees?
  2. **Demonstrate the preparation of Chick Pea Stew and Broccoli Stir Fry with Tofu.** Distribute the vegetarian recipe handouts. Identify those that you will demonstrate. Ask if there are any unfamiliar ingredients, and if so, show them to the participants

and ask if anyone has experience with those ingredients (e.g., tofu, chickpeas, textured vegetable protein). Also ask participants what characteristics might make these ingredients useful in vegetarian cooking (absorb flavors, add texture, high in protein).

As you prepare the recipes to be demonstrated, ask participants to name the **types of vegetarians**: semi-vegetarian (avoids red meat), lacto-ovo (eats dairy products and eggs, but no animal flesh), and vegan (avoids all animal products). Ask participants what can make a **vegetarian eating pattern high in fat** (high-fat dairy products such as regular cheeses and 2% or whole milk, high fat meat alternatives such as some soy products, a large number of eggs, nuts, or added fats such as oil and margarine). Distribute the related handout, Target in On Fat: Cheeses, and discuss.

Distribute the handouts, The Vegetarian Pyramid, Nutrition Factsheet: Vegetarian Diets, Vegetarian Vitality: Striking the Right Balance. Discuss the difference between the regular Food Guide Pyramid and the Vegetarian version (instead of 2-3 ounces of cooked meat, a meat alternative serving is 1 to 1½ cups cooked beans or lentils or 2-3 ounces of textured vegetable protein or tofu).

If time permits, also discuss the following:

- C Nutrition issues of concern for vegetarians, such as sources of calcium, protein, and vitamin B12 for vegans.
- C Ways to flavor tofu, such as using marinades, sauces, and cooking it with other high-flavor foods.
- C How to modify favorite recipes (e.g., chili, tacos, stir-fries, lasagna) to decrease the animal protein or substitute a vegetable protein.

3. **Have participants taste and evaluate the recipes demonstrated and the ones prepared before class.** Distribute and explain how to complete the Rate the Recipe handout. **As time permits, have participants read the labels on the brand-name products and sample them.**
4. **Discuss the participants' evaluations of the recipes and products.**
  - C What did you like?
  - C What didn't you like?
  - C Would you change the recipe? How?
  - C If you changed the recipe, what impact would it have?

**5. Assign home activity.**

- C Prepare one of the recipes distributed or modify one of your favorite recipes.
- C Participants who want to do so may bring in a low-fat vegetarian dish or a recipe of their own to share in class next week.

## Session 6: Low-Fat Desserts

**Objective:** Participants will learn how to prepare low-fat desserts.

Note: You may want to add to this session a taste test of a regular versus fat-modified baked product. For example, before the class, prepare a standard cake or brownie using the amount of butter called for. Also, prepare the same recipe with applesauce, prune puree, or lower-fat tub margarine used instead of the butter.

Materials needed:

9 Name tags, markers, pencils

9 Handouts (attached):

Recipes demonstrated: Winter Crisp, Fruit Cup with Mango Sauce

Recipes prepared ahead: Tiramisu, Key Lime Pie, Crunchy Coffee Frozen Torte

Rate the Recipe (recipe evaluation tool)

Low-Fat Cooking Class Evaluation

9 Groceries (see attached shopping list)

9 Standard equipment and supplies (see class overview)

9 Also the following:

9 Blender 9 3 medium bowls

9 Paring knife 9 3 mixing/wooden spoons

9 Grater 9 6-cup baking dish

9 2 large bowls

Before the session:

9 Buy groceries.

9 Make the Tiramisu, Key Lime Pie, and Crunchy Coffee Frozen Torte.

9 Put the brand-name items on display (these or others of interest): Box Cake Mix,

Low-fat Prepared Frosting, Low-fat Brownie Mix, Snackwells/Healthy Choice

Cookies, fat-replacement for baking

1. **Briefly review the main points of the last session.** Ask if anyone prepared any new vegetarian meals, modified recipes to make them vegetarian, or tried any brand name vegetarian products.
  
2. **Demonstrate the preparation of the Winter Crisp and Fruit Cup with Mango Sauce.** Distribute the dessert recipe handouts. Identify those that you will demonstrate. Ask if there are any unfamiliar ingredients, and if so, show them to the participants and ask if anyone has experience with those ingredients (e.g., cream of tartar, unflavored gelatin, instant espresso coffee granules). Ask if anyone has had nonmodified tiramisu. Discuss the differences between the original recipe and the

two modified recipes, pointing out examples of different techniques for lowering the fat, such as the use of nonfat cheese, skim milk, and a smaller portion size.

**Ask for some general guidelines for lowering the fat in desserts** (again, provide the following guidelines, if not brought out in the discussion; you may want to write them on the board):

- C Use nonstick pans and/or pan spray to grease pans for cookies and cakes.
- C Make fruit the main attraction in a dessert as often as possible.
- C Make pies without the crust or make fruit crisps with a low-fat topping for texture.
- C Use less oil, margarine, butter, eggs, sour cream, or other fats.

Note: Based on work in their test kitchen, the Washington Post Food Section recently published the following recommendations for lowering the fat in recipes for baked products:

- C Best substitute for sour cream in a baked product: Nonfat yogurt (depending on recipe and taste desired). Yogurt traps air bubbles well, an important factor for leavening. Nonfat sour cream works well but not as well. It tends to break down with heating, due to added maltodextrins, which makes products gummy.
- C Best substitute for eggs in a baked product: commercial egg replacement (e.g., Egg Beaters). Using 2 egg whites for every whole egg tends to make the product drier than using an egg replacement.
- C Best substitute for butter in a baked product: Lower-fat tub margarine. Fat is important in baked goods because it functions as a tenderizer, moisturizer, adds flakiness, and carries flavors and aromas. Applesauce or prune puree can be used as a substitute for butter but they creates gummy products because it allows the formation of gluten from the flour (which fat inhibits). Gluten is fine for breads but not so good for baked goods in which you want a tender crumb.
- C Best substitute for sugar in a baked product: Not reducing the quantity, especially if you are reducing the fat at the same time. Sugar, like fat, prevents the formation of gluten, so reducing sugar in the recipe can cause a tough product. It also may cause a sunken product, because sugar aids in creaming and whipping air into batters. If you reduce the sugar by too much, batters will fall while baking.

3. **Have participants taste and evaluate the recipes demonstrated and the ones prepared before class.** Distribute and explain how to complete the Rate the Recipe handout. **As time permits, have participants read the labels on the brand-name products and sample them.**

- 4. Discuss the participants' evaluations of the recipes and products.**
  - C What did you like?
  - C What didn't you like?
  - C Would you change the recipe? How?
  - C If you changed the recipe, what impact would it have?
- 5. Ask the participants to complete the course evaluation.**
- 6. Assign home activity.**
  - C Prepare one of the recipes distributed or modify one of your favorite recipes.

## Shopping List for Session 1: Low-Fat Salads and Salad Dressings

To demonstrate the Caesar Salad Dressing, Blue Cheese Dressing, and Raspberry Oil

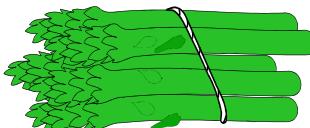
Vinaigrette recipes, you will need:

9	Spicy hot mustard	9	½ cup cider vinegar
9	1 head garlic	9	Salt
9	1 cup grated Parmesan cheese	9	2 ounces blue cheese, crumbled
9	½ cup red wine vinegar	9	Black pepper
9	½ cup lemon juice	9	2 cups (16 ounces) raspberry
9	Anchovy paste or anchovies		vinegar
9	2 cups nonfat buttermilk	9	Fresh basil
9	½ cup white wine	9	1 cup sugar
9	1 cup olive oil	9	⅓ cup cornstarch
9	1 cup (8 ounces) plain low-fat	9	Fresh parsley
	yogurt	9	Lettuce and other ingredients for a large, colorful salad to use for taste-testing the dressings

To prepare the pasta and potato salads before the class, you will need:

9	8 ounces uncooked spinach	9	Fresh onion
	linguine	9	1 bunch fresh celery
9	1 fresh tomato	9	3 pounds red potatoes
9	Sun-dried tomatoes	9	Cider vinegar
9	½ cup grated Parmesan cheese	9	Nonfat mayonnaise
9	Nonstick cooking spray	9	Dijon mustard
9	1 (5-ounce) can chicken breast	9	Celery seed
9	Fresh asparagus (about 1 pound)	9	Salt
9	Garlic	9	Pepper
9	Olive oil		

You will need these or other brand-name items for display:



- 9 Marie's Fat-Free Raspberry Vinaigrette
- 9 Kraft's Fat-Free Blue Cheese Dressing
- 9 Hellman's Low-Fat Caesar Salad Dressing
- 9 Assorted flavored vinegars, if available

## **Shopping List for Session 2: Low-Fat Soups and Appetizers**

To demonstrate the Mango Salsa, Seafood Chowder, and Cream of Broccoli Soup recipes, you will need:

9	2 mangos	9	1 bunch parsley
9	1 red bell pepper	9	Black pepper
9	1 bunch spring onions	9	Salt
9	Jalapeno pepper	9	1 large head fresh broccoli
9	Cilantro	9	2-3 leeks
9	1 Tablespoon lemon or lime juice	9	¼ cup flour
9	2 Tablespoons light margarine	9	1 teaspoon ground nutmeg
9	1 can chicken broth	9	2 garlic cloves
9	1 bunch celery	9	1 bunch fresh basil
9	1 large onion	9	Nonfat cooking spray
9	1-½ pounds frozen fish (e.g., salmon or monkfish)	9	Chicken bouillon cubes
9	2 cans low-fat cream of potato soup (e.g., Campbell's Healthy Request Creative Chef Herbed Potato Soup)	9	Baked tortilla chips (for salsa)
9	4 cans evaporated skim milk		

To prepare the Spinach Dip before the class, you will need:

9	1 (10-ounce) package frozen chopped spinach
9	¼ package (2 Tablespoons) dry vegetable soup mix
9	16 ounces plain nonfat yogurt
9	8 ounces reduced calorie mayonnaise
9	1 (8-ounce) can water chestnuts, drained and chopped
9	1 bunch spring onions
9	Dry mustard
9	1 round loaf pumpernickel or sour dough bread

You will need these or other brand-name items for display:

9	Chi-chi's Salsa (and/or local store brand)
9	Healthy Choice Chowder
9	Campbell's Low-Fat Cream of Broccoli Soup
9	One package 16-Bean Soup
9	Soup Starter
9	Nile Spice or Fantastic Foods Cup-A-Soup

## Shopping List for Session 3: Low-Fat Vegetables and Side Dishes

To prepare the couscous and green bean recipes before the class, you will need:

9	1 bunch fresh parsley	9	Olive oil
9	10-oz. bag frozen whole-kernel corn	9	Ground cumin
9	Lemon juice	9	2 pounds fresh green beans
9	Salt	9	Shallots
9	Black pepper	9	Brown sugar
9	1 cup couscous, uncooked	9	Bacon (2 slices)
9	1 (15-ounce) can black beans	9	Almonds
9	Orange juice	9	White balsamic vinegar
9	2 lemons (for rind and juice)		

To demonstrate the broccoli and sweet potato recipes, you will need:

9	Chicken or vegetable broth (½ cup)	9	4 medium sweet potatoes
9	Garlic (several cloves)	9	Olive oil
9	6 cups broccoli florets (about 2 large heads)	9	Salt
9	2 red bell peppers	9	Nonstick cooking spray
9	1 cup white wine	9	Fresh parsley
9	Black pepper	9	Orange (for rind)
9	Nonfat or regular grated Parmesan cheese		

You will need these or other brand-name items to display:

9	Potato Shakers
9	Rice-A-Roni
9	Couscous
9	Knorr Side Dishes
9	Boxed Macaroni and Cheese
9	Near East Side Dishes

## Shopping List for Session 4: Low-Fat Meat and Seafood Entrees

To prepare the Focaccia Pizza with Ground Turkey and Vegetable Topping before the class, you will need:

9	1 loaf (1 lb) Focaccia bread	9	Fresh mushrooms
9	Ground turkey breast (no skin)	9	Fresh green pepper
9	Part-skim mozzarella cheese, shredded	9	Onion
9	Pizza or tomato sauce	9	Dried oregano

To demonstrate the Un-Fried Chicken, Pork and Sweet Potato Stew, and Shrimp Scampi recipes, you will need:

9	6 chicken drumsticks	9	Dried basil
9	3 whole chicken breasts, halved	9	Dried oregano
9	1 cup (8 ounces) plain, nonfat yogurt	9	1 pound boneless pork loin
9	1 cup dried Italian bread crumbs	9	Dijon mustard
9	1 cup flour	9	Flour
9	1 Tablespoon Old Bay Seasoning	9	Vegetable cooking spray
9	½ teaspoon garlic powder	9	Vegetable oil
9	½ teaspoon Creole seasoning or the following: paprika salt garlic powder black pepper onion powder cayenne powder dried leaf oregano dried leaf thyme	9	1 pound sweet potatoes Unsweetened apple juice Salt Black pepper Paprika Frozen cut green beans 1 bunch green onions 2 pounds (48-count) large shrimp Margarine 2 red bell peppers Large head of garlic White wine, dry Fresh parsley Lemon juice ¾ pound uncooked angel hair pasta
9	Ground black pepper	9	
9	Cayenne pepper	9	
9	Dried leaf thyme	9	

You will need these or other brand-name items to display:

9	Tuna Helper
9	Hamburger Helper
9	Birds-Eye Frozen Stir-Fry Add-Ins

## Shopping List for Session 5: Low-Fat Vegetarian Meals

To prepare the Broccoli Potato Casserole (Potato Lasagna) before the class, you will need:

9	10-ounce package frozen chopped broccoli	9	Black pepper
9	15-ounce carton nonfat ricotta cheese	9	Vegetable cooking spray
9	½ pound carrots	9	2-¼ lb. red potatoes
9	1 bunch green onions	9	6 ounces shredded mozzarella cheese
9	Dried marjoram	9	½ cup grated Parmesan cheese

To demonstrate the Chick Pea Stew and Broccoli Stir-Fry with Tofu recipes, you will need:

9	Large onion	9	1 bunch fresh cilantro
9	Olive oil	9	1 jalapeno pepper
9	Ground ginger	9	Sesame oil
9	Tumeric	9	½ cup broccoli florets
9	Cinnamon	9	½ cup carrots
9	Black pepper	9	Unsweetened apple juice
9	Salt	9	Low-sodium soy sauce
9	Vegetable or chicken broth	9	Cider vinegar
9	1 large butternut squash	9	Light brown sugar
9	3 small turnips	9	Cornstarch
9	2 (15-ounce) cans chickpeas	9	1 pound extra firm tofu
9	Raisins	9	Rice, uncooked



You will need these or other brand-name items to display:

- 9 Ground meatless (e.g., Green Giant brand, frozen food section) or other texturized vegetable protein product available in your area
- 9 Frozen perogies (Mrs. T's)

## Shopping List for Session 6: Low-Fat Desserts

To prepare the Tiramisu, Key Lime Pie, and Crunchy Coffee Frozen Torte before the class, you will need:

9	Powdered sugar	9	1 (14-ounce) can fat-free sweetened condensed milk
9	8 ounces reduced-fat cream cheese	9	Cream of tartar
9	Frozen reduced-calorie whipped topping	9	Salt
9	Sugar	9	Lime slices
9	7 egg whites	9	Ground cinnamon
9	Kahlua	9	Margarine
9	Unsweetened cocoa	9	Graham crackers
9	Instant espresso	9	Vegetable cooking spray
9	20 lady fingers	9	Vanilla frozen yogurt
9	Unflavored gelatin	9	Instant coffee granules
9	Lime juice	9	Chocolate sandwich cookies
9	2 egg yolks		

To demonstrate the Winter Crisp and Fruit Cup with Mango Sauce recipes, you will need:

9	1 large ripe mango	9	1 bag cranberries, fresh
9	2 limes (for juice and peel)	9	White or unbleached flour
9	1 large banana	9	Fresh apples, about 3 pounds
9	1 large navel orange	9	Rolled oats
9	1 (16-ounce) can juice-packed pineapple chunks	9	Brown sugar
9	Sugar	9	Whole wheat flour
9	Lemon (for peel)	9	Margarine
			Ground cinnamon

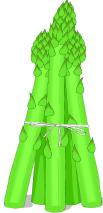
You will need these or other brand-name items to display:

9	Box Cake Mix	9	Low-fat Brownie Mix
9	Low-fat Prepared Frosting	9	Snackwells/Healthy Choice Cookies
		9	Fat replacement for baking

Recipes to prepare ahead and taste test during Session 1:

## Tracy's Chicken, Tomato and Asparagus Pasta Salad

8 ounces uncooked spinach linguine  
1 (5-oz.) can white chicken breast  
1 cup fresh asparagus, steamed and cut  
into small pieces  
2 Tablespoons sundried tomatoes,  
dry, packed, chopped



1-2 Tablespoons garlic, minced  
1 small tomato, peeled, diced  
2 Tablespoons grated Parmesan cheese  
Up to 1 Tablespoon olive oil (optional)  
Nonstick cooking spray

Cook the linguine as directed. Drain and set aside. Meanwhile, spray a small saute pan lightly with cooking spray. Over medium heat, saute chicken, asparagus, sun dried tomatoes, and garlic for approximately 3 minutes. Add diced tomato to mixture and continue to saute for 1 additional minute. Remove from heat.

In a serving bowl, toss pasta, chicken and vegetable mixture, and Parmesan cheese. If the salad is too dry for your taste buds, add a little olive oil and toss again.

Makes 4 side-dish servings. Per serving: 313 calories, 5 grams fat (without oil).  
342 calories, 8 grams fat (with 1 TB oil).

## Margie's Potato Salad

3 pounds red potatoes, scrubbed and cut  
into chunks  
1 teaspoon salt (to taste)  
1 Tablespoon cider vinegar  
Freshly ground black pepper to taste

$\frac{3}{4}$  cup nonfat mayonnaise-type salad  
dressing  
1-2 Tablespoons Dijon mustard  
 $\frac{1}{2}$  teaspoon celery seed  
 $\frac{1}{2}$  cup minced onion  
1- $\frac{1}{2}$  cups chopped celery

In a large saucepan, cover potatoes with cold water. Add salt and bring to a boil over medium heat. Cook until tender, 7 to 9 minutes (pierce potato pieces with a fork to see if tender). Drain the potatoes and place in a large bowl. Toss with vinegar and season with pepper. Let cool.

In a small bowl whisk together salad dressing, mustard, celery seed. Stir in the onion and celery. Add to the potatoes, stirring gently to combine. Taste and adjust salt and pepper. Add more salad dressing and mustard if not moist enough for your taste.

Makes 6 ( $\frac{3}{4}$ -cup) servings, depending on size of potatoes.  
Per serving: 199 calories, 1 gram fat.

Recipes to demonstrate for Session 1:

## Caesar Salad Dressing

2 teaspoons spicy hot mustard  
1 teaspoon anchovy paste  
1 clove garlic, crushed  
 $\frac{1}{2}$  cup nonfat buttermilk  
 $\frac{1}{4}$  cup grated Parmesan cheese

2 Tablespoons Chablis or other dry white wine  
2 Tablespoons red wine vinegar  
1 Tablespoon chopped fresh parsley  
1 Tablespoon lemon juice  
1 Tablespoon olive oil

Combine mustard, anchovy paste, and garlic in a small bowl. Stir well. (Note: If you do not have anchovy paste, crush canned anchovies into a paste.) Add buttermilk, cheese, wine, vinegar, parsley, lemon juice, and olive oil. Stir with wire whisk until blended. Cover and chill.

Makes 1 cup. Per 1 Tablespoon: 19 calories, 1.3 grams fat.

From *Cooking Light Magazine*.



## Blue Cheese Dressing

1 cup (8-ounces) plain low-fat yogurt  
 $\frac{3}{4}$  cup nonfat buttermilk  
 $\frac{1}{2}$  cup (2 ounces) crumbled blue cheese

1 teaspoon cider vinegar  
 $\frac{1}{4}$  teaspoon freshly ground black pepper  
 $\frac{1}{8}$  teaspoon salt  
1 small clove garlic, crushed

Spoon yogurt onto several layers of heavy-duty paper towels. Spread yogurt to  $\frac{1}{2}$ -inch thickness. Cover with additional paper towels; let stand 5 minutes. Scrape into a small bowl, using a rubber spatula. Add buttermilk, cheese, vinegar, pepper, salt, and garlic. Stir well. Cover and chill.

Makes 1  $\frac{1}{2}$  cups. Per 1 Tablespoon: 17 calories, 0.8 grams fat.

From *Cooking Light Magazine*.

## Raspberry Oil-Free Vinaigrette

2 cups (16 ounces) raspberry vinegar  
1 Tablespoon plus 1 teaspoon cornstarch  
1 Tablespoon salt

5 Tablespoons sugar  
1 teaspoon crushed garlic  
1 Tablespoon fresh basil, minced

Bring vinegar to a simmer over medium heat. In a small bowl, add 4 teaspoons cold water to the cornstarch and stir until it dissolves. Add to simmering vinegar. Add salt, sugar, garlic, and basil. Dressing may be served hot or cold.

Makes 10 servings. Per 3 Tablespoons: 36 calories, 0 grams fat.

From ATI Career Institute.

Additional recipes for Session 1:

## Basic Italian Dressing

2 Tablespoons arrowroot or cornstarch	2 cloves garlic, minced
2 cups water	2 Tablespoons Dijon mustard
½ cup white wine vinegar	1 Tablespoon honey
¼ cup minced green bell pepper	1 Tablespoon chopped fresh parsley
2 green onions, minced	½ teaspoon paprika
	¼ teaspoon black pepper

Dissolve arrowroot or cornstarch in ¼ cup of the water. Bring remaining 1-3/4 cups water to a boil. Stir in dissolved arrowroot or cornstarch and whisk until the liquid is clear. Allow mixture to cool. Stir in vinegar, green pepper, green onion, garlic, mustard, honey, parsley, paprika and black pepper.

Per ¼ cup serving: 16 calories, 0.1 gram fat.

## Parmesan-Mustard Dressing

1 cup nonfat buttermilk	1 Tablespoon chopped fresh parsley
¼ cup nonfat sour cream	1 clove garlic, minced
¼ cup nonfat mayonnaise	1 teaspoon minced onion
1 Tablespoon grated nonfat Parmesan cheese	¼ teaspoon dry mustard

Combine buttermilk, sour cream, mayonnaise, Parmesan cheese, parsley, garlic, onion, and dry mustard in a bowl. Cover and chill for 1 hour.

Per ⅓-cup serving: 44 calories, 0 grams fat (If you use regular Parmesan cheese, ⅓ cup contains 48 calories and 2 grams of fat).



## Balsamic-Dijon Dressing

3 Tablespoons Balsamic vinegar
2 Tablespoons water
¼ teaspoon ground black pepper
1 teaspoon Dijon mustard

Combine the vinegar, water, pepper, and mustard in a small bowl. Whisk until smooth.

Per 4-teaspoon serving: 3 calories, 0 grams fat.

## Tomato-Herb Dressing

$\frac{1}{2}$ cup red wine vinegar	1 garlic clove, minced
$\frac{3}{4}$ cup low-sodium tomato juice	$\frac{1}{4}$ teaspoon ground black pepper
$\frac{1}{4}$ teaspoon dried oregano leaves	Pinch of cayenne pepper
1 Tablespoon chopped green onions	Pinch of sugar
1 Tablespoon minced fresh parsley	

Combine the wine vinegar, tomato juice, oregano, green onions, parsley, garlic, black pepper, cayenne pepper, and sugar in a jar with a tight-fitting lid. Shake until thoroughly mixed.

Per 3 Tablespoons: 10 calories, 0 gram fat. From *500 Fat-Free Recipes: A Complete Guide to Reducing the Fat in Your Diet* by Sarah Schlesinger.

Note: The following four salad dressing recipes are from *Family Circle*, 8/8/95.

### Creamy Dijon Parmesan

1 cup buttermilk	1 Tablespoon Dijon mustard
1 cup (8 ounces) nonfat sour cream	1 teaspoon fresh lemon juice
$\frac{1}{3}$ cup grated Parmesan cheese	$\frac{1}{4}$ teaspoon black pepper

Whirl all ingredients in a blender. Per 2 Tablespoons: 33 calories, 1 gram fat.

### Franca's Dressing

$\frac{1}{2}$ cup Dijon mustard	2 Tablespoons each: rice vinegar,
$\frac{3}{4}$ cup water	balsamic vinegar, Worcestershire sauce,
	maple syrup

Whirl all ingredients in a blender. Per 2 Tablespoons: 23 calories, 1 gram fat.

### Cran-Raspberry Vinaigrette

$\frac{3}{4}$ cup raspberries	1 Tablespoon olive oil
$\frac{1}{2}$ cup cranberry juice	$\frac{3}{4}$ teaspoon salt
$\frac{1}{2}$ cup wine vinegar	$\frac{1}{4}$ teaspoon sugar
$\frac{1}{4}$ cup hot water	



Place berries in sieve over bowl. Press with spoon to remove seeds, discard seeds. Whirl berries in blender with the remaining ingredients. Per 2 Tablespoons: 20 calories, 1 gram fat.

### Thousand Island Dressing

$\frac{1}{2}$ cup light mayonnaise	2 Tablespoons each: chili sauce, pickle relish, chopped red pepper
$\frac{1}{2}$ cup low-fat yogurt	

Whisk ingredients in bowl. Per 2 Tablespoons: 30 calories, 2 grams fat.

Recipe to prepare ahead and taste test during Session 2:

## Spinach Dip

1 round loaf pumpernickel or sour dough bread  
1 (10-ounce) package frozen chopped spinach  
 $\frac{1}{4}$  package (2 Tablespoons) dry vegetable soup mix  
 $1\frac{3}{4}$  cup plain nonfat yogurt  
 $\frac{1}{4}$  cup reduced calorie mayonnaise  
1 (8-ounce) can water chestnuts, drained and chopped  
2 Tablespoons chopped green onions  
 $\frac{1}{4}$  teaspoon dry mustard

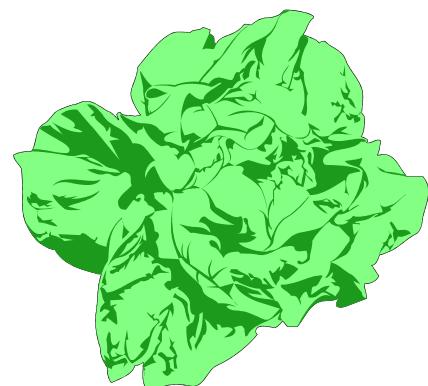
Hollow the loaf of bread and cube the bread that you remove. Set aside.

Thaw spinach, drain and squeeze until dry. Stir dry soup before measuring to mix evenly. Mix spinach, soup mix, and remaining ingredients. Chill.

Fill the hollowed loaf of bread with the dip. Serve with raw vegetables and the cubes of bread you've removed from the loaf.

Makes about  $3\frac{1}{2}$  cups (14 servings). Per  $\frac{1}{4}$ -cup serving: 40 calories, 2 grams fat.

From *Quick and Healthy Recipes and Ideas* by Brenda Ponichtera.



Recipes to demonstrate for Session 2:

## Mango Salsa

2 cups diced mango (about 2 mangos)  
½ cup diced red bell pepper  
1 small minced jalapeno pepper  
½ cup spring onion, chopped  
¼ to ⅓ cup fresh cilantro, minced (to taste)  
1 Tablespoon lemon or lime juice

To slice and dice a mango: choose a ripened mango (skin should be mostly red). Peel mango, removing all skin. Stand mango upright. Make vertical cuts into mango at the widest part of the mango. (If you hit something hard, it is the pit. Simply move further away from pit.) Turn mango and cut to get most of the fruit.

Combine all ingredients. Refrigerate for 1 to 2 hours before serving. Serve with baked or low-fat tortilla chips.

Per 2 Tablespoon serving: 30 calories, 0 grams fat.

From *Cooking Light Magazine*.



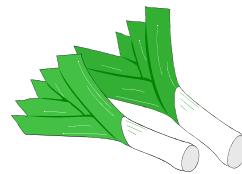
## Seafood Chowder

2 Tablespoon light margarine or butter OR ½ cup chicken broth  
1 cup diced celery  
½ cup diced onion  
1-½ pounds frozen fish chunks or fillets (such as salmon or monkfish)  
2 cans low-fat cream of potato soup (e.g., Campbell's Healthy Request Creative Chef Herbed Potato Soup)  
1 soup can water  
1-½ soup cans nonfat evaporated skim milk  
1 Tablespoon minced parsley  
Salt and freshly ground black pepper to taste

Melt margarine or place broth in large pot. Saute celery and onion until tender. Add frozen fish; simmer 5 minutes. Break fish into bite-sized pieces. Add remaining ingredients, and simmer 20 to 30 minutes.

Makes 8 servings. Per serving: 266 calories, 7 grams fat (varies depending on fish).  
From: *River Feast, Still Celebrating Cincinnati* by the Junior League of Cincinnati.

Recipes to demonstrate for Session 2 (continued):



## Cream of Broccoli Soup

$\frac{1}{2}$ cup water	1- $\frac{1}{2}$ cups chopped leek, white part only (2-3 leeks)
1 chicken bouillon cube	2 Tablespoons flour
3 cups broccoli florets and peeled stems (about 1 large head)	$\frac{1}{2}$ teaspoon ground nutmeg
24 ounces evaporated skim milk	1 clove garlic, peeled and minced
Light vegetable oil cooking spray	3 Tablespoons chopped fresh basil
	Freshly ground black pepper to taste

Bring the water to a boil in a medium saucepan over medium heat. Dissolve the bouillon cube in the boiling water. Add the broccoli and cook for 5 to 6 minutes. (Do not overcook. It should be fork tender and bright green.)

Put the evaporated milk in a small saucepan. Warm over low heat, just until bubbles begin to form around the edge. Remove the pan from the heat.

Preheat a large, heavy saucepan over medium heat for about 1 minute. Spray it twice with the vegetable oil. Add the leeks and saute, stirring often, for 7 to 8 minutes, until limp. Stir in the flour and cook for 1 minute. Slowly whisk in the warm evaporated milk. Continue to cook, whisking constantly, until the flour has dissolved and the mixture is smooth.

Reduce the heat to low. Add the nutmeg, the garlic, and the broccoli, along with its cooking liquid. Simmer for 5 minutes more, taking care not to bring the soup to a boil. Remove the pan from the heat and stir in the basil and black pepper.

Makes 4 servings. Per serving: 211 calories, 1.5 grams fat.

From: *In the Kitchen with Rosie: Oprah's Favorite Recipes* by Rosie Daley.

Recipes to prepare ahead and taste test during Session 3:

## Couscous with Corn and Black Beans

1-½ cups water	3 Tablespoons orange juice
1 cup uncooked couscous	1 teaspoon grated lemon rind
½ cup chopped fresh parsley	3 Tablespoons lemon juice
1 (15-ounce) can black beans, rinsed and drained	1 Tablespoon olive oil
1 (10-ounce) package frozen whole-kernel corn, thawed and drained	¼ teaspoon salt
	¼ teaspoon ground cumin
	⅛ teaspoon ground black pepper

Bring water to a boil in a medium saucepan, and stir in couscous. Remove from heat; cover and let stand 5 minutes. Fluff with a fork.

Combine prepared couscous, parsley, beans, and corn in a large bowl; toss. In another bowl, combine orange juice, lemon rind, lemon juice, olive oil, salt, cumin, and pepper; stir. Add to couscous mixture; toss well.

Makes 4 (1-¼ cup) servings. Per 1-¼ cup: 302 calories, 4.1 grams fat.

From *Cooking Light Magazine*.



## Green Beans with Bacon-Balsamic Vinaigrette

2 pounds fresh green beans
2 slices bacon
¼ cup minced shallots
3 Tablespoons coarsely chopped almonds
2 Tablespoons brown sugar
¼ cup white balsamic vinegar (if unavailable, use brown balsamic vinegar)

Cook green beans in boiling water for 5 to 7 minutes (beans should be tender and bright green). Drain and rinse under cold water. Drain well; set aside.

Cook bacon in a small skillet over medium-high heat until crisp. Remove bacon from skillet. Crumble; set aside. Add shallots to bacon fat in skillet; sauté 1 minute. Add almonds. Sauté for 1 additional minute. Remove and let cool. Add sugar and vinegar; stir until sugar dissolves. Add crumbled bacon.

Pour vinaigrette over beans, tossing gently to coat.

Makes 8 (¾-cup) servings. Per serving: 75 calories, 2.6 grams fat.

From *Cooking Light Magazine*.

Recipes to be demonstrated during Session 3:



## Broccoli with Wine Sauce

- |  |   |
|--|---|
| ¼ cup water, nonfat chicken broth, or<br>vegetable broth | ½ cup chopped red bell pepper                       |
| 1 garlic clove, minced                                   | ½ cup white wine                                    |
| 6 cups broccoli florets                                  | Pinch of black pepper                               |
|  | 1 Tablespoon nonfat Parmesan cheese<br>(or regular) |

Heat water or broth in a skillet over medium heat. Add garlic. Cook and stir for 30 seconds.

Add broccoli and red pepper. Cook and stir for 1 minute. Add ¼ cup wine and the black pepper. Cook and stir the vegetables for 4 to 6 minutes or until the broccoli is crisp-tender. Add the remaining ¼ cup wine during this process. Sprinkle with Parmesan, if desired, before serving.

Makes 4 servings. Per serving: 59 calories, 0.5 grams fat (2 grams if regular cheese)

From: *500 Fat-Free Recipes: A Complete Guide to Reducing the Fat in Your Diet* by Sarah Schlesinger.

## Oven-fried Sweet Potatoes

- |  |  |
|--|--|
| 4 medium sweet potatoes (about 1 ½ pounds), peeled and cut into<br>¼-inch slices | Nonstick cooking spray                       |
| 1 Tablespoon olive oil   | 1 Tablespoon finely chopped fresh<br>parsley |
| ¼ teaspoon salt  | 1 teaspoon grated orange rind                |
| ¼ teaspoon pepper  | 1 small garlic clove, minced                 |

Combine the sweet potatoes, oil, salt and pepper in a large bowl; toss gently to coat the potatoes. Arrange potato slices in a single layer on a large baking sheet coated with cooking spray. Bake at 400 degrees for 30 minutes or until tender, turning the potato slices after 15 minutes.

Combine parsley, orange rind, and garlic in a small bowl; stir well. Sprinkle parsley mixture over sweet potato slices.

Makes 7 (½-cup) servings. Per ½ cup: 176 calories, 2.5 grams fat.

From *Cooking Light Magazine*.

Recipes to prepare ahead and taste test during Session 4:

## Focaccia Pizza with Ground Turkey and Vegetable Toppings

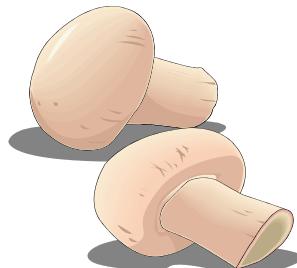
1 loaf (1 lb.) Focaccia bread  
½ cup pizza sauce, no fat added  
½ cup sliced fresh mushrooms  
½ cup diced green bell pepper  
½ cup sliced onion  
1 cup ground turkey breast (no skin)  
4 oz. part-skim Mozzarella cheese, shredded  
Dried oregano

Preheat oven to 375 degrees.

In a nonstick skillet over medium heat, brown the turkey breast. Drain and crumble.

Cut the bread in half, horizontally, producing two round loaves. Place on baking sheet. Top each with pizza sauce, vegetables, and browned turkey. Spread the cheese over all, and sprinkle with oregano to taste. Bake for 20 minutes or until cheese is browned on top.

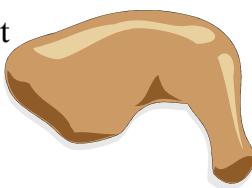
Makes 8 slices. Per slice: 228 calories, 4 grams fat.



Recipes to be demonstrated during Session 4:

## Un-Fried Chicken

Vegetable cooking spray  
6 chicken drumsticks, skin removed  
3 whole chicken breasts, halved and  
skin removed (or 6 boneless, skinless  
chicken breasts)  
3-½ cups ice water  
1 cup plain nonfat yogurt



*For the breading:*  
1 cup dried Italian bread crumbs  
1 cup flour  
1 Tablespoon Old Bay Seasoning  
½ teaspoon garlic powder  
½ teaspoon Creole seasoning (see  
below)  
⅛ teaspoon ground black pepper  
Dash cayenne pepper  
½ teaspoon dried thyme  
½ teaspoon dried basil  
⅛ teaspoon dried oregano

Make sure that both the chicken and yogurt are very cold. Preheat the oven to 400 degrees.

Coat a baking sheet with 3 sprays of the vegetable spray. Put the chicken in a large bowl with the ice water. Put the yogurt into a medium bowl. Set both bowls aside.

Toss all the breading ingredients into a large, tightly-sealed plastic bag. Seal and shake well to mix. Remove 2 pieces of chicken from the ice water. Roll each piece in the yogurt. Put the chicken into the plastic bag, reseal, and shake to coat thoroughly. Transfer the breaded chicken to the prepared baking sheet. Repeat the process until all 12 pieces are breaded.

Spray the chicken lightly with the vegetable oil. Place the baking sheet on the bottom shelf of the oven and bake for 1 hour, turning the pieces every 20 minutes to allow even browning.

Serve hot or at room temperature.

Makes 12 pieces. Per half chicken breast: 185 calories, 2.2 grams fat.

Per drumstick: 195 calories, 4.2 grams fat.

Recipe from: *In the Kitchen With Rosie, Oprah's Favorite Recipes by Rosie Daley.*

If you are unable to find Creole Seasoning, prepare the following:

## Emeril's Creole Seasoning

2½ Tablespoons paprika	1 Tablespoon onion powder
2 Tablespoons salt	1 Tablespoon cayenne pepper
2 Tablespoons garlic powder	1 Tablespoon dried leaf oregano
1 Tablespoon ground black pepper	1 Tablespoon dried leaf thyme

Combine all ingredients thoroughly and store in an airtight jar or container. Makes about  $\frac{2}{3}$  cup.

From *Emeril's New Orleans Cooking*, by Emeril Lagasse and Jessie Tirsch.

Recipes to be demonstrated during Session 4 (continued):

## Pork and Sweet Potato Stew

1 pound lean, boneless pork loin, trimmed and cut into ½-inch cubes	¾ cup water
2 Tablespoons Dijon mustard	¾ cup unsweetened apple juice
3 Tablespoons flour	¼ teaspoon salt
Vegetable cooking spray	⅛ teaspoon ground black pepper
1 teaspoon vegetable oil	1 cup frozen, cut green beans, thawed
2 cups peeled, cubed sweet potato (about 1 pound)	¼ cup sliced green onions

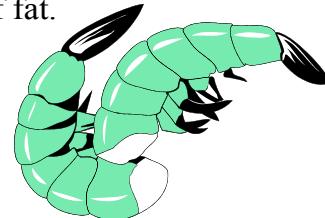
Combine pork and mustard in a bowl; stir well to coat. Dredge pork in flour.

Lightly coat a Dutch oven with cooking spray. Add oil and place over medium heat until hot. Add pork and cook 7 minutes, browning well on all sides.

Add sweet potato, water, apple juice, salt, and pepper; bring to boil. Cover, reduce heat, and simmer 15 minutes or until potato is tender. Stir in beans and onions; cook 5 minutes or until beans are tender.

Makes 4 servings. Per serving: 301 calories, 9 grams of fat.

From *Health Magazine*.



## Shrimp Scampi

2 pounds large (48 count) unpeeled shrimp	¼ cup fresh lemon juice
3 Tbsp margarine	½ teaspoon salt
1 cup chopped red bell pepper	¼ teaspoon ground black pepper
8 garlic cloves, peeled and crushed	Paprika
½ cup dry white wine	6 cups hot cooked angel hair pasta
¼ cup minced fresh parsley	(about ¾ pound uncooked)

Peel shrimp, leaving tails intact. Starting at tail end, butterfly underside of each shrimp, cutting to, but not through, back of shrimp.

Arrange 8 shrimp, cut sides up, in each of 6 gratin dishes and set aside. Or place all shrimp in one large baking dish.

Melt margarine in a small skillet over medium heat. Add bell pepper and garlic; sauté 2 minutes. Remove from heat, stir in wine, parsley, lemon juice, salt, and pepper.

Spoon wine mixture evenly over each serving. Sprinkle paprika over shrimp, and broil 6 minutes or until shrimp is done. Serve with angel hair pasta.

Makes 6 servings. Per serving (8 shrimp and 1 cup pasta): 383 calories, 8.7 grams fat.

From *Cooking Light Magazine*, March 1996.

Recipes to prepare ahead and taste test during Session 5:

## Broccoli Potato Casserole (Potato Lasagna)

1 (10-ounce) package frozen chopped broccoli, thawed  
1 (15-ounce) carton nonfat ricotta cheese  
1 cup shredded carrot  
 $\frac{1}{2}$  cup minced green onion  
1 teaspoon dried whole marjoram  
 $\frac{1}{2}$  teaspoon ground black pepper  
Vegetable cooking spray  
5 large red potatoes, peeled and thinly sliced (about  $2\frac{1}{4}$  lbs)  
1 $\frac{1}{2}$  cups (6 ounces) shredded part-skim mozzarella cheese  
 $\frac{1}{2}$  cup freshly grated Parmesan cheese

Press broccoli between paper towels until barely moist. Combine broccoli, ricotta cheese, and next four ingredients in a medium bowl; stir well. Set aside.

Coat an 11 x 7 x 2-inch baking dish with cooking spray. Place one-third of potato slices in bottom of dish. Spread with half of broccoli mixture; sprinkle with half of mozzarella cheese. Repeat layers. Top with remaining potato slices and sprinkle with Parmesan cheese.

Cover and bake at 375 degrees for 30 minutes; uncover and bake an additional 55 minutes or until potato is tender and top is golden brown.

Let stand 10 minutes before serving.

Makes 8 servings. Per serving: 194 calories, 5.6 grams fat.



Recipes to be demonstrated during Session 5:

## Chick Pea Stew

1 large onion, diced	1 large butternut squash, peeled and cubed
1 Tablespoon olive oil	3 small turnips, sliced into $\frac{1}{2}$ " wedges
1 teaspoon ground ginger	1- $\frac{1}{2}$ cups or 2 (15-oz) cans cooked chickpeas, drained and rinsed
$\frac{1}{2}$ teaspoon tumeric	$\frac{1}{3}$ cup raisins
$\frac{1}{2}$ teaspoon ground cinnamon	$\frac{1}{4}$ cup minced fresh cilantro
$\frac{1}{2}$ teaspoon ground black pepper	1 jalapeno pepper, seeded and minced
$\frac{1}{2}$ teaspoon salt	
2 cups vegetable broth or water	

In a 4-quart pot, sauté the onions in the oil until tender, about 5 minutes. Add the ginger, tumeric, cinnamon, pepper, and salt. Cook for 1 minute.

Add the stock, squash, turnips, drained chick-peas, raisins, cilantro, and peppers. Bring to a boil, lower the heat, cover, and simmer for 35 minutes, or until the vegetables are tender.

Makes 4 servings. Per serving: 285 calories, 2 grams fat.

Recipe adapted from **The Healing Foods Cookbook** and CSPI.



## Broccoli Stir-Fry with Tofu

1 teaspoon sesame oil	3 Tablespoons low-sodium soy sauce
$\frac{1}{2}$ cup broccoli florets	2 Tablespoons cider vinegar
$\frac{1}{2}$ cup diagonally-sliced carrots	2 Tablespoons light brown sugar
3 cloves garlic, finely minced	4 teaspoons cornstarch
$\frac{1}{2}$ teaspoon ground ginger	1 pound extra firm tofu, cut into 1-inch pieces
$\frac{3}{4}$ cup unsweetened apple juice	2 cups cooked, hot rice
$\frac{1}{2}$ cup water	

Heat oil in a medium-size skillet over medium heat. Add broccoli, carrots, garlic, and ginger. Cook, stirring until garlic is browned.

In a cup or small bowl, stir together the apple juice, water, soy sauce, vinegar, brown sugar, and cornstarch. Pour into skillet and heat to boiling, stirring constantly. Add tofu to sauce mixture and cook 1 minute longer, or until heated through. Serve immediately over rice.

Makes 4 servings. Per serving: 288 calories, 7 grams fat.

From *Simple, Low-fat and Vegetarian* by Suzanne Havala, MS, RD.

Recipes to prepare ahead and taste test during Session 6:

## Tiramisu (Modified)



$\frac{2}{3}$  cup sifted powdered sugar  
1 (8-ounce) tub reduced-fat cream cheese  
 $1\frac{1}{2}$  cup frozen reduced-calorie whipped topping, thawed and divided  
 $\frac{1}{2}$  cup sugar  
 $\frac{1}{4}$  cup water

3 egg whites  
 $\frac{1}{2}$  cup hot water  
1 Tablespoon sugar  
1 Tablespoon instant espresso coffee granules  
2 Tablespoons Kahlua or other coffee-flavored liqueur  
20 ladyfingers  
 $\frac{1}{2}$  teaspoon unsweetened cocoa powder

Combine powdered sugar and cream cheese in a bowl, and beat with a mixer at high speed until well-blended. Gently fold in 1 cup whipped topping. Set aside.

In the top of a double boiler, combine  $\frac{1}{2}$  cup sugar,  $\frac{1}{4}$  water, and 3 egg whites. Place over simmering water. Beat with a mixer at high speed until stiff peaks form. Gently stir one-fourth of this egg white mixture into the cream cheese mixture. Gently fold in the remaining egg white mixture; set aside.

In a small bowl, combine  $\frac{1}{2}$  cup hot water, 1 Tablespoon sugar, and espresso granules. Stir well. Set aside.

Split the ladyfingers in half lengthwise. Arrange half of the ladyfinger halves, cut sides up, in the bottom of an 8-inch square baking dish.

Drizzle half of the espresso mixture over the lady fingers, then spread evenly with half of the cream cheese mixture. Arrange remaining ladyfinger halves on top, and drizzle with remaining espresso mixture. Spread with remaining cream cheese mixture, then the remaining  $\frac{1}{2}$  cup whipped topping. Sprinkle with cocoa powder.

Place one toothpick in each corner and in center of Tiramisu to prevent plastic wrap from sticking to whipped topping; cover with plastic wrap. Chill 2 hours.

Makes 8 servings. Per 1 (4 x 2-inch) piece: 226 calories, 7 grams fat.

## **Another Modified Tiramisu Recipe**

1 recipe Sky-High Angel Food Cake  
1 cup cold espresso coffee  
 $\frac{3}{4}$  cup Amaretto liqueur  
 $1\frac{1}{3}$  cup nonfat ricotta cheese  
1 cup mascarpone

3 Tablespoons skim milk  
 $\frac{1}{4}$  cup plus 1 Tablespoon confectioners' sugar  
 $1\frac{1}{2}$  cup sliced almonds, toasted  
1 ounce shaved bittersweet chocolate

Cut the angel food cake into three equal layers.

In a small bowl, combine the coffee and  $\frac{1}{2}$  cup of the Amaretto. Spoon one-third of the mixture evenly over each layer of cake.

In a medium bowl, whisk together  $\frac{1}{4}$  cup Amaretto, 1 cup ricotta,  $\frac{1}{2}$  cup mascarpone, skim milk, and  $\frac{1}{4}$  cup sugar.

Place one of the layers on a plate and spread half of the mascarpone mixture on top. Add the second layer and repeat. Place the remaining layer on top.

In a medium mixing bowl, whisk together the remaining ricotta, mascarpone, Amaretto, and sugar until well blended.

Cover the entire cake with the second mascarpone mixture. Press the almonds onto the sides of the cake. Grate the chocolate onto the top of the cake. Cover loosely with plastic wrap. Refrigerate at least 24 hours before serving.

Makes 24 servings. Per serving: 201 calories, 7 grams of fat.

From **Great Good Food** by Julee Rosso.



## Tiramisu Recipe (Not modified)

1 (4.4-ounce) package dry ladyfingers or  
Champagne biscuits  
½ cup brewed espresso coffee, cooled  
2 Tablespoons brandy  
6 eggs, separated  
6 Tablespoons sugar

1½ pounds cream cheese mixed with  
½ cup heavy cream and  
¼ cup sour cream  
4 Tablespoons unsweetened cocoa

Spread ladyfingers on a large baking sheet. In a small bowl, combine coffee and brandy. Sprinkle ladyfingers with mixture and set aside.

In a medium bowl, beat egg yolks and sugar with an electric mixer until thick and lemon colored, 4 to 5 minutes. Add cream cheese mixture and blend on low speed until combined.

In a large bowl, beat egg whites with electric mixer until soft peaks form, 2 to 3 minutes. Using a rubber spatula, fold egg whites into cream cheese mixture.

Line the bottom of an 8-cup soufflé dish with half the ladyfingers. Spread half the cream cheese mixture on the ladyfingers and sift 2 Tablespoons of cocoa over the surface. Repeat layers, ending with cocoa. Cover with plastic wrap and refrigerate at least 2 hours.

To serve, spoon out into a serving plate.

Makes 10 servings. Per serving: 399 calories, 32 grams of fat.

From **365 Easy Italian Recipes** by Rick Marzullo O'Connell.



Recipes to prepare ahead and taste test during Session 6 (continued):

## Key Lime Pie

Graham cracker crust (see recipe below)  
1 teaspoon unflavored gelatin  
2 Tablespoons cold water  
 $\frac{1}{2}$  cup fresh lime juice  
2 egg yolks  
1 (14-ounce) can fat-free sweetened condensed milk

3 egg whites, at room temperature  
 $\frac{1}{4}$  teaspoon cream of tartar  
 $\frac{1}{8}$  teaspoon salt  
 $\frac{1}{3}$  cup sugar  
Lime slices (optional)

Preheat oven to 325 degrees.

Sprinkle gelatin over cold water in a small bowl. Set aside.

Combine lime juice and egg yolks in a small heavy saucepan. Cook over medium-low heat for 10 minutes or until slightly thick and very hot (180 degrees), stirring constantly (do not boil). Add softened gelatin to lime juice mixture. Cook 1 minute, stirring until the gelatin dissolves.

Place the saucepan containing the gelatin mixture in a large ice-filled bowl. Stir gelatin mixture for 3 minutes or until it reaches room temperature (do not allow gelatin mixture to set). Strain gelatin mixture into a medium bowl; discard any solids. Gradually add milk, stirring with a whisk until blended (mixture will be very thick). Spoon mixture into the graham cracker crust; spread evenly.

Beat egg whites, cream of tartar, and salt with a mixer at high speed until foamy. Gradually add sugar, 1 Tablespoon at a time, beating until stiff peaks form. Spread evenly over filling, sealing to edge of crust.

Bake at 325 degrees for 25 minutes. Let cool 1 hour on a wire rack. Chill 3 hours or until set. To serve, cut with a sharp knife dipped in hot water. Garnish with lime slices, if desired.

Makes 8 servings. Per serving: 290 calories, 4.4 grams fat.



## Graham Cracker Crust

2 Tablespoons sugar  
1 Tablespoon chilled stick margarine  
1 egg white

1- $\frac{1}{4}$  cup graham cracker crumbs  
1 teaspoon ground cinnamon  
Vegetable cooking spray

Preheat oven 325 degrees.

In a medium bowl, combine sugar, margarine, and egg white. Beat with a mixer at medium speed until blended. Add crumbs and cinnamon; toss with a fork until moistened.

Press crumb mixture into a 9-inch pie plate coated with cooking spray.

Bake at 325 degrees for 20 minutes or until lightly browned. Let cool on a wire rack.

Makes 1 (9-inch) crust.

Recipes to prepare ahead and taste test during Session 6 (continued):

## Crunchy Coffee Frozen Torte

1/4 cup hot water  
2 Tablespoons instant coffee crystals  
2 pints vanilla frozen yogurt  
8 chocolate sandwich cookies, coarsely chopped  
Nonfat whipped topping (optional)  
Maraschino cherries (optional)

In a 1 cup measuring cup, combine water and coffee crystals. Set aside.

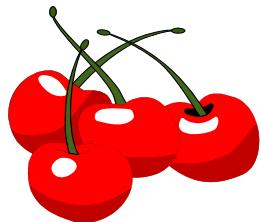
Place frozen yogurt in a medium mixing bowl. Let soften until yogurt can be stirred smooth.

Add coffee and chopped cookies. Mix well.

Spoon mixture evenly into an 8-inch spring form pan. Freeze 4 hours, or until firm.

Cut torte into wedges. Garnish with nonfat whipped topping and maraschino cherries, if desired.

Makes 10 servings. Per serving (without topping or cherries): 127 calories, 3 grams fat.



Recipes to demonstrate during Session 6:

## Fruit Cup with Mango Sauce

1 large ripe chilled mango, peeled, seeded, and cut into chunks	1 large banana, peeled and sliced
3 Tablespoons lime juice	1 large navel orange, peeled, sliced, and sectioned
¼ teaspoon grated lime peel	2 cups fresh or juice-packed canned pineapple chunks

Place mango chunks, lime juice, and lime peel in a blender or food processor and puree. In a large bowl, toss banana, orange sections, and pineapple chunks. Divide fruit salad into 4 bowls. Top each with an equal amount of the mango puree.

Makes 4 servings. Per serving: 118 calories, 0.4 grams fat.

Recipe from *500 Fat-Free Recipes: A Complete Guide to Reducing the Fat in Your Diet* by Sarah Schlesinger.

## Winter Crisp

### *Filling:*

½ cup sugar  
3 Tablespoons white flour  
1 teaspoon grated lemon peel  
5 cups unpeeled, sliced apples  
1 cup cranberries

### *Topping:*

⅔ cup rolled oats  
⅓ cup packed brown sugar  
¼ cup whole wheat flour  
2 teaspoons ground cinnamon  
3 Tablespoons soft margarine, melted

Prepare filling: In a medium bowl, combine sugar, 3 Tablespoons white flour, and lemon peel. Mix well. Add apples and cranberries. Stir to mix. Spoon into a 6-cup baking dish.

Prepare topping: In a small bowl combine oats, brown sugar, ¼ cup whole wheat flour, and cinnamon. Add melted margarine; stir to mix.

Sprinkle topping over filling.

Bake in a 375 degree oven for 40-50 minutes or until filling is bubbly and top is brown. Serve warm or at room temperature.

Makes 6 servings. Per serving: 284 calories, 6 grams fat.

Recipe from *Down Home Healthy* by Leah Chase and Johnny Rivers.



### *Variation*

### **Summer Crisp:**

Prepare as directed above, substituting 4 cups fresh or unsweetened frozen (thawed) peaches and 2 cups fresh or unsweetened frozen (thawed) blueberries for the apples and cranberries. If using frozen fruit, thaw completely but do not drain.

Additional low-fat dessert recipes:

## Cooking Light's Ultimate Chocolate Layer Cake

Vegetable cooking spray	¾ teaspoon baking soda
2 cups sugar	¼ teaspoon salt
10 Tablespoons light margarine, softened	¾ cup low-fat sour cream
¾ cup egg substitute	¾ cup boiling water
2 cups flour	1 teaspoon vanilla extract
½ cup unsweetened cocoa powder	Chocolate Frosting (see recipe below)

Preheat oven to 350 degrees.

Coat the bottoms of 2 (8-inch) round cake pans with cooking spray (do not coat sides of pan); line bottoms of pans with wax paper. Coat wax paper with cooking spray; set aside.

In a medium bowl, beat sugar and margarine with a mixer at medium speed until well-blended. Gradually add egg substitute; beat well.

In another medium bowl, combine flour, cocoa, baking soda, and salt. With mixer running at low speed, add the flour mixture to the sugar mixture alternately with the sour cream, beginning and ending with the flour mixture. Gently stir in boiling water and vanilla.

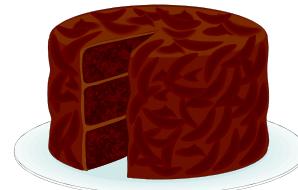
Pour batter into prepared pans. Bake at 350 degrees for 35 minutes or until cake springs back when touched in center.

Loosen layers from sides of pans using a narrow metal spatula; turn out onto wire racks. Peel off wax paper; let cool.

Place 1 cake layer on a plate; spread with ½ cup Chocolate Frosting. Top with other cake layer. Spread remaining frosting over cake.

Makes 18 servings. Per serving (includes frosting below): 315 calories, 7.8 grams fat.

Note: Although this dessert is high in calories and fat, it's a better option as a rare indulgence than a piece of regular chocolate cake with frosting (551 calories and 27 grams of fat!).



## Chocolate Frosting

4 ounces light cream cheese, softened	3 cups sifted powdered sugar
3 Tablespoons skim milk	¼ cup unsweetened cocoa
3 (1-ounce) squares semisweet chocolate, melted	1 teaspoon vanilla extract

In a medium bowl, beat cheese and milk with a mixer at high speed until creamy. Add melted chocolate, and beat until well-blended.

Combine sugar and cocoa; gradually add sugar mixture to cheese mixture, beating at low speed until well-blended. Add vanilla. Beat well for 1 minute until very creamy.

Makes 1 ¾ cups.

Recipe from *Cooking Light Magazine*.

Additional low-fat dessert recipes:

## Fudgy Cream Cheese Brownies

$\frac{3}{4}$ cup sugar	$\frac{1}{4}$ cup unsweetened cocoa
6 Tablespoons reduced-calorie stick margarine, softened	1 Tablespoon vanilla
1 large egg	Cooking spray
1 large egg white	8 ounces fat-free cream cheese, softened
$\frac{1}{2}$ cup flour	$\frac{1}{4}$ cup sugar
	1 large egg white

Preheat oven to 350 degrees.

In a medium bowl, cream  $\frac{3}{4}$  cup sugar and margarine with a mixer at medium speed until light and fluffy. Add egg and 1 egg white; beat well. Add flour and cocoa to creamed mixture; beat well. Add vanilla; beat well.

Pour into a 9-inch square baking pan coated with cooking spray. Set aside.

In another medium bowl, beat cream cheese and  $\frac{1}{4}$  cup sugar with a mixer at high speed until smooth. Add 1 egg white; beat well.

Pour cream cheese mixture over chocolate mixture; swirl together using the tip of a knife to marble.

Bake at 350 degrees for 30 minutes or until done. Cool completely on a wire rack.

Makes 16 brownies. Per brownie: 113 calories, 3.3 grams fat.

## Good-for-You Chocolate Chip Cookies

1- $\frac{1}{4}$ cups white flour	$\frac{2}{3}$ cup firmly packed brown sugar
1- $\frac{1}{4}$ cups whole-wheat flour	$\frac{1}{4}$ cup applesauce
1 teaspoon baking soda	1 teaspoon vanilla
$\frac{1}{2}$ teaspoon salt	1 large egg
$\frac{3}{4}$ cup reduced-calorie stick margarine, softened	1 large egg white
$\frac{2}{3}$ cup sugar	$\frac{1}{2}$ cup reduced-fat semisweet chocolate chips
	Cooking spray



Preheat oven to 350 degrees.

In a medium bowl, combine white and whole-wheat flour, baking soda, and salt; stir well. Set aside.

In a large bowl, combine margarine, sugar, and brown sugar. Beat with a mixer at medium speed until light and fluffy. Add applesauce, vanilla, egg, and egg white; beat well.

Add dry ingredients; beat at low speed until well-blended. Stir in chips.

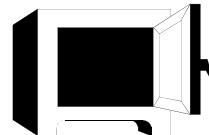
Makes 5 dozen. Per cookie: 52 calories, 2 grams fat.

Recipe from *Cooking Light Magazine*.

Additional low-fat dessert recipes:

## Easy Chocolate-Caramel Brownies

2 Tablespoons skim milk  
27 small soft caramel candies  
 $\frac{1}{2}$  cup fat-free sweetened condensed milk  
1 (18.25-oz) package devil's food cake mix with pudding (Pillsbury)  
7 Tablespoons reduced-calorie stick margarine, melted  
1 large egg white, lightly beaten  
Cooking spray  
1 teaspoon flour  
 $\frac{1}{2}$  cup reduced-fat chocolate baking chips



Preheat oven to 350 degrees.

Combine skim milk and candies in a microwave-safe bowl.

Microwave at high  $1\frac{1}{2}$ -2 minutes or until caramels melt and mixture is smooth, stirring with a whisk after every minute. Set aside.

Combine sweetened condensed milk, cake mix, margarine, and egg white in a bowl; stir well (batter will be very stiff).

Coat bottom only of a 13 x 9-inch baking pan with cooking spray; dust lightly with flour. Press two-thirds of the batter into the prepared pan using floured hands; pat evenly (layer will be thin).

Bake at 350 degrees for 10 minutes. Remove from oven; sprinkle with chocolate chips.

Drizzle caramel mixture over chips. Carefully drop remaining batter by spoonfuls over caramel mixture.

Bake at 350 degrees for 30 minutes. Let cool completely in pan on a wire rack.

Makes 3 dozen brownies. Per brownie: 122 calories, 4 grams of fat.

Recipe from *Cooking Light Magazine*.

# Rate the Recipe

Circle the number that best shows your rating. (1 = very poor, 5 = excellent)

Food Item: \_\_\_\_\_

1. **Appearance**                    1      2      3      4      5

Comments: \_\_\_\_\_

2. **Smell**                        1      2      3      4      5

Comments: \_\_\_\_\_

3. **Taste**                        1      2      3      4      5

Comments: \_\_\_\_\_

4. **Texture**                        1      2      3      4      5

Comments: \_\_\_\_\_

5. **Mix of Flavors**                1      2      3      4      5

Comments: \_\_\_\_\_

**Overall Rating**                    1      2      3      4      5

Comments: \_\_\_\_\_

# Low-Fat Cooking Class Evaluation

Please circle the number that best matches your answer to each of the following questions.

1 = Strongly Agree      5 = Strongly Disagree

Have these classes helped you in your daily life?	1	2	3	4	5
Did the classes have enough information?	1	2	3	4	5
Were the recipes varied enough?	1	2	3	4	5
Were the recipes too hard to prepare?	1	2	3	4	5
Will the classes help you cook at home more often?	1	2	3	4	5

Using the different scale below, please answer the following questions.

1 = Very Helpful      5 = Not at All Helpful

How helpful were the following:					
Cooking demonstrations	1	2	3	4	5
Taste-testing of recipes	1	2	3	4	5
Displays of brand-name products	1	2	3	4	5

Do you have other comments or suggestions? Would you recommend any changes for future cooking classes?

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# **Low Fat Cooking Class Idea from Pittsburgh**

Note: Instructions for conducting this four-session class were provided in detail at the September 1998 Lifestyle Training in Pittsburgh. If you have questions, please contact the Lifestyle Resource Core or view the videotape from the training.

For the first two sessions, many of the handouts and much of the content can be found in the Considering Vegetarian Food Options class in the Manual for Contacts After Core.

## **Session 1**

Supplies: plates, napkins, small cups for lentils, plastic spoons, basket for pita ingredients for lentils ole, small pita bread cut into wedges, buns, ketchup, mustard for meatless burgers

Prepared ahead: Lentils Ole

- I. Welcome and overview of 4 sessions
- II. Reasons for Vegetarianism (see Considering Vegetarian Food Options class)
- III. Types of Vegetarians
- IV. Food Pyramid (see Considering Vegetarian Food Options class)
- V. Meal Planning Principles
  - A. Importance of 5+ fruits/vegetables
    - 1. Antioxidants
    - 2. Phytochemicals
    - 3. Fiber
  - B. Supplements
  - C. Protein
    - 1. Definition
    - 2. Importance
    - 3. Sources
    - 4. Low fat protein
  - D. Cookbooks (see Considering Vegetarian Food Options class)
- VI. Meatless Meal Suggestions
- VII. Taste test
  - A. Lentils ole in pita
  - B. Boca Burger and Garden burger on bun

## Session 2

Supplies: ingredients for Sweet and Sour Tofu, plates, napkins, plastic forks, cutting boards, sharp knives, measuring cups and spoons, casserole dish with lid, serving spoon, microwave, soy cheese (Veggie slices: cheddar flavor and pepper jack flavor), low fat crackers, low fat soy milk, cups, soy nuts, serving spoon for salad.

Prepared ahead: low-fat vegetarian main dish made with meat analog

--use one of the recipes on the Soyfoods handout or prepare another recipe that contains ground beef, such as Easy Taco Casserole, using crumbled meat analog as a substitute

- I. Review of Session 1
- II. Prepare Sweet and Sour Tofu as a class
  - A. Each person gets a cutting board, knife, and ingredient to chop
  - B. Pass casserole for each person to add his/her ingredient
- III. Soy Information (see Considering Vegetarian Food Options class)
  - A. Tofu Facts
    1. Taste sweet and sour tofu
  - B. Meat Analogs
    1. Taste low-fat vegetarian main dish made with meat analog
  - C. Soymilk Facts
    1. Taste soymilk
  - D. Soy products
    1. Taste soy nuts
    2. Taste soy cheese on crackers
- IV. Bean Information (see Considering Vegetarian Food Options class)
- V. Grain Information (see Considering Vegetarian Food Options class)
- VI. Vegetarians in Pittsburgh
  - A. Grocery stores
  - B. Restaurants
- VII. Low fat meatless products
- VIII. Meatless meals in minutes (see Considering Vegetarian Food Options class)

## Session 3

Supplies: plates, napkins, products for tasting, knives, serving plates/baskets

Prepared ahead: Lighter Bake oatmeal raisin cookies

- I. Video: Lose Weight Today
  - A. Give brief overview of video
  - B. Show segment #2 (fast forward to Art Ulene and Bryant Gumble in the studio to start; end at assignment)
  - C. Show segment #5 (stop at labeling)
  - D. Discussion
- II. 3 ways to reduce fat
  - A. Eat high fat foods less often
  - B. Eat less fat
    - 1. Handout: Target on Fat: Meats
    - 2. Handout: Target on Fat: Cheese
  - C. Substitute low fat choices
    - 1. Recipe modification information and handouts
    - 2. Taste oatmeal raisin cookies made with Lighter Bake
- III. Types of fat to use
  - A. Handout: Types of Fat
- IV. Taste test and evaluate fat modified products
  - A. Spreads (Brummel and Brown, I Can't Believe It's not Butter spray, Promise Light) on bread
    - 1. Information on trans fatty acids
    - 2. Information on ingredient listing
  - B. Sausage (Healthy Choice, Butterball Turkey Sausage, Lite)
  - C. Cheese (2% Kraft, Borden low fat, fat free)
  - D. Snacks (Snackwell Cracked Pepper crackers, Reduced Fat Ruffles, WOW Ruffles)
    - 1. Olestra information
  - E. Cookies (oatmeal raisin Snackwell and Barbara's fat free)
- V. Discussion of favorite fat modified products used at home

## Session 4

Supplies: index cards to label foods, diet pop and cups, plates, forks, napkins, serving utensils, ingredients for demo

Prepared ahead: Crab Cakes and Tarragon Sauce

- I. Set up buffet of appetizers and beverages the participants brought
- II. Demonstration of Easy Taco Casserole
  - A. Rinsing ground beef
  - B. Information about cooking sprays
  - C. Importance of reading labels for fat content of ground turkey
- III. Set up buffet of main dishes (including Easy Taco Casserole and Crab Cakes)
- IV. Question/Answer while eating
- V. Set up buffet of desserts

# Low Fat Meatless Products

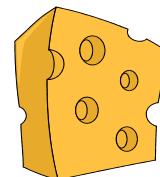
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## Milk and Dairy Products

- C Low fat or skim milk
- C Low fat buttermilk
- C Evaporated skim milk
- C Acidophilus milk - 1%
- C Lactose reduced milk (Lactaid, DairyEase)
- C Low fat or fat-free yogurt
- C Soy milk (reduced fat and fat free)

## Cheeses

- C Reduced fat or fat free American, Cheddar, cottage cheese, mozzarella, Parmesan, ricotta, Swiss
- C Veggie Slices (soy based)



## Eggs and Egg Substitutes

- C Egg substitutes (fat free are available)

## Fats

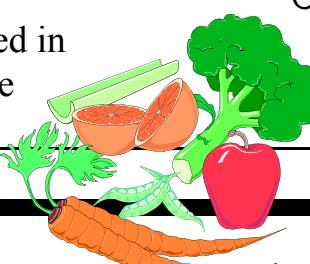
- C Reduced fat or fat free products, (e.g., butter, margarine, spray or squeeze, spreads, cream cheese, sour cream, coffee creamers, whipped cream, Cool Whip, salad dressings, mayonnaise, Miracle Whip)

## Fruits

- C All fresh fruits
- C Fresh, frozen, or canned in unsweetened fruit juice
- C "Lite"fruit or fruits canned in own juice

## Vegetables

- C All fresh vegetables
- C Frozen or canned (no added sauce)
- C Meatless spaghetti sauce (read label for fat content)



## Grains and Starches

- C *Read label for fat content:* breads, rolls, bagels, buns, pita, crackers, rice cakes, Melba toast, popcorn, tortillas (flour or corn)m pretzels, waffles, pancakes, French toast, cereals, rice, noodles, pasta, couscous, cornbread, muffins, biscuits



## Soups

- C *Canned soups* (e.g., black bean, mushroom, tomato, tomato/rice, pasta and vegetable, vegetable, cream of mushroom, celery, broccoli, broccoli, cheddar, cheddar cheese, green pea, lentil, potato)
- C *Dried soups in a package* (e.g., Lipton, Knorr, etc; vegetable, tomato, broccoli)
- C *Dried soups in a cup* (e.g., split pea, black bean, lentil couscous, minestrone)

## Soy Products

- C *In the produce section:* Tofu, Veggie dogs, Veggie burgers
- C *On the store shelf:* Imitation bacon bits (e.g., Bacos)



- C *In the freezer section:* Boca Burgers; Green Giant Harvest Burgers (Original and Italian Style); Garden burgers (original, with cheese, vegetable medley, zesty bean); Garden sausage; Morning Star breakfast patties and links, breakfast strips, scrambler patties

## Legumes

- C Canned and/or dried: lentils, black beans, pinto beans, kidney beans, garbanzo beans, split peas, navy beans, great northern

- C Vegetarian baked beans (canned)
- C Refried beans (canned, available fat free)
- C Vegetarian chili (canned)

## Frozen Meatless Entrees

Select low calorie frozen entrees that contain *less than (or equal to) 300 calories and 10 g of fat*. Examples include:

### Healthy Choice

C Penne Pasta with Roasted Tomato Sauce

C Fettuccini Alfredo  
C Manicotti with 3 Cheeses

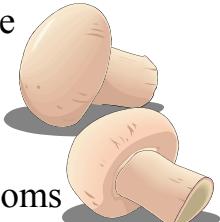
### Lean Cuisine

C Cheese Ravioli  
C Cheese French Bread Pizza  
C Macaroni and Cheese  
C Roast Potato with Broccoli and Cheddar Cheese  
C Cheese Lasagna Casserole

C Penne Pasta with Tomato Basil Sauce  
C Alfredo Pasta Primavera  
C Angel Hair Pasta  
C Fettuccini Alfredo  
C Fettuccini Primavera  
C Cheese Cannelloni

### Michelina's Lean 'N Tasty

C Penne Pasta with Mushrooms  
C Macaroni and Cheese



C Spicy Tomato Sauce with Spirals  
C Fettuccini with Creamy Pesto

### Weight Watcher's Smart Ones

C Broccoli and Cheese Baked Potato  
C Macaroni and Cheese  
C Pasta and Spinach Romano  
C Fettuccini Alfredo with Broccoli  
C Lasagna Florentine  
C Ziti Mozzarella

C Lasagna Alfredo  
C Ravioli Florentine  
C Spicy Penne Pasta and Ricotta  
C Angel Hair Pasta  
C Santa Fe Style Rice and Beans  
C Spaghetti Marinara

### Other Frozen Products

Read label for fat content. Select products that contain *less than (or equal to) 300 calories and 10 g of fat*.

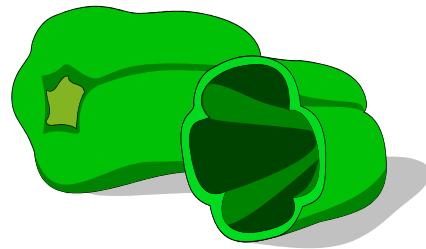
C Cheese ravioli (also available canned)  
C Cheese and broccoli stuffed shells  
C Cheese pizza

C Pierogi: sauerkraut, potato and onion, potato and cheese  
C Bean and cheese burrito  
C Cheese manicotti  
C Cheese tortellini

# Sweet and Sour Tofu

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1 medium green pepper, cut in  $\frac{1}{2}$ -inch pieces  
1 (8-ounce) can pineapple chunks, packed in juice  
 $\frac{1}{4}$  cup teriyaki sauce  
 $\frac{1}{2}$  cup sliced green onions  
3 Tablespoons cider vinegar  
2 Tablespoons brown sugar  
1 Tablespoon catsup  
2 Tablespoons cornstarch  
1 pound firm tofu, cubed (you can substitute lean pork or skinless, boneless chicken, cubed)



Mix all ingredients except tofu in a 2-quart microwave safe bowl. Cover with lid or vented plastic wrap. Microwave on *high* for 5 to 6 minutes, stirring once, until pepper is crisp-tender and sauce begins to thicken.

Stir in tofu. Cover and microwave on *medium* for 12-15 minutes, stirring twice. Let stand 5 minutes. Serve over cooked rice.

Makes 4 servings. Per serving: *202 calories, 5 grams fat.*

# My Thai Salad

## Dressing

3 Tablespoons each fresh lime juice and seasoned rice vinegar

2 Tablespoons reduced-sodium (lite) soy sauce

2 teaspoons sugar

4 cups thinly sliced Chinese cabbage (napa)

1 cup each shredded carrots and thinly sliced English (seedless) cucumber

½ cup each packed fresh cilantro and mint leaves

1 Tablespoon each minced garlic and fresh ginger

2 $\frac{2}{3}$  cups Harvest Burgers® for Recipes

$\frac{1}{4}$  teaspoon crushed red pepper

1 cup chopped tomato

6 red-leaf lettuce leaves

Mix all dressing ingredients in a large bowl. Top with cabbage, carrots, cucumber, cilantro and mint (don't toss or mix). Cover and refrigerate.

Coat a large nonstick skillet with nonstick cooking spray. Heat over *medium* heat, add garlic and ginger, and cook 1 $\frac{1}{2}$  minutes until fragrant and just starting to color. Add burgers, crushed red pepper and ½ cup water. Reduce heat to *low*, cover and cook about 2 minutes until heated through. Gently stir in tomato.

Arrange lettuce on a serving platter. Toss cabbage mixture with dressing in bottom of bowl. Arrange on platter with burger mixture.

Makes 4 servings. Per serving: 170 *calories*, 1 *gram fat*.

# Rinsing Ground Beef

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A simple way to reduce the fat content of cooked ground beef that will be used in a sauce (e.g., spaghetti sauce, chili, taco, lasagna) is to rinse the beef. Pan fry the beef and then drain off the fat by placing the cooked ground beef in a strainer or colander. Rinse the beef in hot running water for a few seconds and drain well.

This table shows the reduction of fat if ground beef is rinsed in hot water.

Ground Beef	Total weight of Ground Beef	Final Weight of Fat in Ground Beef	%Fat by Weight in Beef
Raw	450 g	120 g (4 oz)	27%
Cooked & Drained	319 g	58 g (2 oz)	18%
Cooked, Drained & Rinsed in Hot Water	322 g	23 g (less than 1 oz)	7%

# Considering Vegetarian Food Options

The leader of this class will need to be knowledgeable and experienced in teaching nutrition (for most centers, this will be a registered dietitian, perhaps the nutrition consultant to the center). Popular magazines and other media contain a great deal of misinformation about vegetarianism, some of which can compromise health and safety, and the leader will need to be prepared to answer related questions and help participants distinguish between fact and fiction. (Note: An excellent 1996 reference for Lifestyle Coaches on vegetarianism is **The Dietitian's Guide to Vegetarian Diets: Issues and Applications**, by Virginia Messina, MPH, RD, LD, and Mark Messina, PhD. To order, call Aspen Publishers at 1-800-638-8437. Another good reference is the article, "Position of the American Dietetic Association: Vegetarian Diets" in the Journal of the American Dietetic Association, November, 1993.)

## Class Overview

In this class, participants will learn basic information about vegetarian eating, identify vegetarian foods and if possible tour a food co-op or other source of vegetarian foods products, watch a vegetarian cooking demonstration, and sample vegetarian foods.

### **Session 1: Ten Reasons for Vegetarian Eating**

Participants will review the benefits of eating less meat, nutrition issues of importance to vegetarians, and high-fat vegetarian foods. Vegetarian cookbooks and samples of vegetarian foods and recipes will be available.

### **Session 2: How to Shop for Vegetarian Foods**

Participants will identify various grains, beans, and vegetarian food products. If possible, participants will tour a health food store or food co-op, which will include a brief scavenger hunt.

### **Session 3: Low-Fat Vegetarian Cooking (this may last several sessions depending on interest)**

The leader (perhaps a guest chef) will demonstrate basic cooking techniques such as how to cook grains and beans, and introduce a number of ethnic vegetarian specialties, such as dahl and hummus. Low-fat vegetarian recipes and samples to taste will be provided, and vegetarian cookbooks and magazines will be on display.

### **Session 4: Meatless Meals in Minutes**

Participants will learn time-saving tips for vegetarian cooking, and the leader will demonstrate the preparation of a quick vegetarian meal. Recipes and samples to taste will be provided, and cookbooks will be on display.

## Session 1: Ten Reasons for Vegetarian Eating

Objectives: Participants will review the benefits of eating less meat, nutrition issues of importance to vegetarians, and high-fat vegetarian foods.

Materials needed:

- C Name tags, markers, pencils
- C Handouts: Ten Reasons for Vegetarian Eating, Tips for Vegetarian Eating, The Vegetarian Pyramid (color copies are available by calling the Health Connection 1-800-548-8700), Vegetarian Fat Traps, Build a Better Recipe (CK1), How to Lower the Fat in Recipes (CK2), Lifestyle Balance Problem Solver (see Manual for Contacts After Core).
- C Blackboard or flip chart and chalk or markers.
- C Low-fat/calorie vegetarian snacks to sample (such as several low-fat bean dips, perhaps low-fat hummus and layered bean dip, with fresh vegetables or pita triangles, and soy milk and rice milk samples).
- C Containers of soy milk and rice milk for display. Circle fortification information on the labels.
- C Vegetarian cookbooks to display (see Session 3 for a list of cookbooks).

Note: Allow for a break during or after the session to socialize, taste the snacks, look at the product labels, and look at the cookbooks. This session includes a lot of lecture, so it will be important to emphasize interaction whenever possible.

1. **Explain purpose of class:** to introduce participants to vegetarian food options, answer any questions or concerns so it's easier to prepare and enjoy meatless meals.
2. **Review the topics, schedule and locations for each upcoming session.**
3. **Have participants share their reasons for signing up for the class.** Ask them to introduce themselves and their family members, if present, and say what they'd like to get from the class.
4. **Ask the following questions to promote discussion of some general topics about vegetarian eating.** Use the flipchart or blackboard to record participant responses. Only after several participants have responded, distribute the related handouts as a way to summarize the discussion and make additional points (do **not** distribute the handouts and read them).
  - C One way to eat less fat and fewer calories is to limit meat. In the session on Healthy Eating, we recommended serving vegetarian dinners several times a week. **Have any of you tried vegetarian meals?** What kind of dishes did you serve? How did it go?
  - C **What are some common American dishes that are meatless?** (e.g., macaroni and cheese, spaghetti with meatless sauce, grilled cheese sandwiches, cheese pizza, pasta primavera, vegetable quiche, lentil soup, eggplant Parmesan, vegetable soup, pancakes,

cereal and milk, french toast, cheese lasagna, peanut butter and jelly)

- C **What are some reasons to eat less meat?** Review the handout: "Ten Reasons for Vegetarian Eating" and ask for questions and comments.

Note: The following facts related to reasons for eating less meat are provided as Coach background for answering questions that may come up during this session. The Coach may want to weave a few of these facts into the discussion from time to time, but should avoid spending too much time lecturing on this topic. (Unless otherwise noted, the source for the information is The Dietitian's Guide to Vegetarian Diets, by Messina and Messina, 1996. This book provides detailed research findings and references.)

#### General

- C The number of vegetarians in the United States doubled between 1985 and 1992, when a Gallup poll revealed that **12 million American adults** called themselves vegetarian. Nearly half had been vegetarian for more than 10 years and nearly one quarter for more than 20 years.

#### Health

- C Numerous studies have shown that vegetarian men have approximately **half the risk of death due to ischemic heart disease** in comparison to the general population. Multiple factors may be related to the reduced risk, including the following: Vegetarians have reduced intakes of saturated fat, cholesterol, and animal protein; higher intakes of fiber, folate, and antioxidants including vitamins C, E, and betacarotene; lower heme iron intakes and lower iron stores; a lower incidence of obesity; lower blood pressure; a decreased tendency to form blood clots; and a reduced blood viscosity.
- C Vegetarians also have **lower average systolic and diastolic blood pressures** than omnivores. The extent of hypertension among vegetarians is lower as well. It is almost certain that a combination of nutrient changes elicits the blood pressure-lowering response when changing to a vegetarian diet.
- C Vegetarians have an **overall lower cancer rate** than the general population. It is not clear to what extent diet is responsible for this difference. Vegetarians are generally more health conscious, smoke less, drink less alcohol, and are leaner than the general population, so differences in cancer rates are probably due to multiple factors including diet. Comparisons among countries have repeatedly found that the consumption of high-fat, animal based diets is associated with higher rates of a wide range of cancers, particularly breast, colon, and prostate cancer. According to the National Cancer Institute, diet is related to one third of all cancer deaths. NCI has issued a set of dietary guidelines for reducing cancer risk, calling for Americans to reduce their fat intake and increase their intake of fiber, fruits, and vegetables. Vegetarian diets come much closer to these guidelines than typical omnivore diets.
- C There is some evidence that vegetarians are **less likely to develop diabetes**. Rates of

diabetes among Seventh-Day Adventists (about 50% are vegetarians) are less than half those of the general population, and within the Adventist population, vegetarians have lower rates of diabetes than nonvegetarians. Meat consumption has been shown to be positively related to blood glucose levels, and saturated fat intake may increase insulin secretion and possibly lead to insulin insensitivity. Diets based on whole grains, beans, vegetables, and fruits with reductions of meat and total fat significantly **reduce insulin requirements** for most diabetic patients. High complex carbohydrate, high-fiber diets **increase insulin sensitivity** in normal and diabetic individuals.

- C Vegetarians tend to be **leaner** than nonvegetarians, although studies differ. Vegetarians diets are somewhat lower in fat and much higher in fiber, which are likely to be associated with fewer weight problems. Also, vegetarians may have a higher metabolic rate than nonvegetarians. A vegetarian diet per se, however, may be no more effective in producing weight loss than other low-fat, high-carbohydrate dietary patterns.

#### **Low on food chain**

- C Converting plant to animal protein is highly inefficient. It takes 21 pounds of plant protein in the form of feed to produce 1 pound of beef or veal, 8 pounds of plant protein to produce 1 pound of pork, 6 pounds of plant protein to produce 1 pound of poultry, and 4 pounds of plant protein to produce 1 pound of milk or eggs. (Source: Diet for a Small Planet.)

#### **Low in cost**

- C In January 1998 in Pittsburgh, Pa., one pound of dried or canned beans cost between 50 and 80 cents; one pound of chicken breasts cost \$2.49; one pound of 93% lean ground beef cost \$2.69; and one pound of boneless chicken breasts cost \$4.29. (Source: A DPP supermarket sleuth.)

#### **World hunger**

- C It takes 10 times more land to produce beef protein as it does to produce the same amount of soy protein. (Source: Diet for a Small Planet.)

#### **Avoiding pesticides and contaminants**

- C Certain pesticides found in animal feed accumulate in organ meats and the fatty tissues of animals. So fatty meats, fish, and dairy products tend to have higher residues of pesticides than lean or low-fat animal products or vegetable foods. (Source: Nutrition Action Healthletter.)

#### **Religion**

- C Some interesting historical points: In 1800, the Reverend William Cowherd, a minister of the Church of England, established the Bible Christians, a sect that embraced a vegetarian diet. One member was Sylvester Graham, who toured the United States lecturing on vegetarianism and encouraging the use of whole wheat flour which came to be called graham flour (as in graham crackers). In the 1840s, the Seventh-Day Adventist Church was founded. The founder encouraged church members to eat a

vegetarian diet. One member, John Harvey Kellogg, produced some of the first breakfast cereals (corn flakes and granola) and the first peanut butter.

- C Various religious groups today recommend vegetarian eating or prohibit eating meat at certain times of the year. For example, about 50% of modern-day Seventh-Day Adventists are vegetarians. Many Catholics eat fish or no animal products on Friday, and some Jewish groups recommend a vegetarian diet. Vegetarianism is also commonly practiced by Jains, Hindus, and Buddhists.

### Cultural interests

- C Many traditional diets from around the world are plant-based, and if they do include meat, include only small amounts. Examples of vegetarian ethnic dishes that may be familiar to participants include Oriental stir-fried vegetables with rice, African black-eyed peas and rice, Native American succotash (lima beans and corn), Mexican burritos (refried beans in tortillas), Indian dahl (curried lentils) and rice.

- C Not all vegetarian foods are low in fat and calories. **What are some high-fat, high-calorie vegetarian foods?** (Related handouts: Vegetarian Fat Traps.) **What are some ways to lower the fat in vegetarian recipes?** (Related handout: Low-Fat Meatless Products. Write participant responses on the board or flip chart. If not already mentioned, include the applicable strategies listed on the optional handouts from the Manual of Operations entitled Build a Better Recipe and How to Lower the Fat in Recipes. If participants haven't received these handouts before, you may want to distribute copies. If participants seem particularly unfamiliar with the strategies, you may also want to reinforce them by using as an example a higher-fat recipe from one of the cookbooks on display and asking participants to make suggestions about how to lower the fat in that recipe. However, do not belabor this point if the majority of participants have already reviewed recipe modification in individual sessions or another group class.) Also, stress the importance of watching portion sizes.
- C **What problems get in the way of eating more meatless meals? What are some solutions?** (Mention the following if not brought out in the discussion.)
  - C *Don't like the taste of vegetarian foods* (refer to upcoming session on vegetarian cooking).
  - C *Worries about nutrition* (Refer to related handouts: "Tips for Vegetarian Eating" and "The Vegetarian Pyramid." Emphasize that most Americans eat more than twice as much protein as they need. Review the pyramid guidelines, stressing that these are for healthy adults, not children or teens who need special guidelines (if participants have questions related to vegetarian eating for family members, talk with your local nutrition expert.) Point out that in the Vegetarian Pyramid the meat alternatives group includes nuts and seeds which are important sources of protein but should be eaten in limited amounts because of the fat content. Also, caution participants to ignore the calorie guide given on the pyramid and follow their calorie goal for the DPP.)
  - C *Spouse, kids want meat.* (Related handout: Meatless Meal Suggestions. If applicable,

- review and possibly role play skills for handling social cues; also discuss main dishes that can be prepared without meat and then have lean cooked meat added only to those portions eaten by other family members, such as chili, low-fat fried rice with tofu, pizza, burritos, tacos, fajitas, bean soups.)
- C *Don't know how to cook or shop for beans, rice, other grains; takes too much time to cook beans, grains; intestinal gas.* (Refer to upcoming sessions on shopping for vegetarian foods and on vegetarian cooking.)
- 5. Have participants complete the Lifestyle Balance Problem Solver worksheet with regard to a problem they have in trying to eat more meatless meals, then discuss in pairs and briefly as a group.**
- 6. Assign home activity:**
- C Prepare one or more low-fat/calorie meatless meals. Bring in recipes and/or samples to share, if desired.
- C Follow the action plan developed during the session.

## Session 2: How to Shop for Vegetarian Foods

**Objectives:** Participants will identify various grains, beans, and vegetarian food products. If possible, participants will tour a health food store or food co-op, which will include a brief scavenger hunt.

**Materials needed:**

- C Name tags, markers, pencils
- C A wide variety of vegetarian foods, including some common ones and some unusual ones
  - C Dried beans and peas--Black beans, black-eyed peas, garbanzos (chick peas), Great Northern beans, kidney beans (several kinds, including white), lentils (many kinds), lima beans, pink, pinto or red beans, soybeans, split peas, and white (navy) beans.
  - C Grains--amaranth, barley, brown rice, buckwheat groats (or kasha), bulgur, couscous, kasha, millet, quinoa, triticale, wheat berries, wild rice.
  - C Soy products--several types of tofu, tempeh, soy milk, soy flour, textured soy protein, miso, meat analogs.
  - C Miscellaneous: sprouts, tahini, tamari, rice milk.
- C Handouts: Great Grains!, Beans and More Beans, Soy Foods.
- C Optional handouts (for Coach background and for participants with particular interests in soy products) from the Soyfoods Association of America: Soy Protein Isolates, Textured Soy Protein, Meat Analogs, Soy Flour, Tempeh, Soy Milk, Miso, and Tofu.
- C Samples of vegetarian foods to taste.

**Note:** Allow for a break during or after the session to socialize and taste the food samples.

1. **Briefly review the main points of the last session.** Ask if anyone prepared some vegetarian recipes, brought recipes or samples to share, and followed their action plan. Questions or comments?
2. **How you conduct this session will vary depending on the location.** Make it as interactive as possible. For example:
  - C You may want to create a kind of **quiz** in which you label small jars or bags of the foods with letters of the alphabet and have participants try to match the letters with the numbers on a scrambled list of the food names. Provide answers and discuss. Distribute the handouts Great Grains!, Beans and More Beans, and Soy Foods. Also give participants any of the optional Soyfoods handouts for products of interest to them. (These handouts are provided for Coach background and for selected distribution to participants. Do not overwhelm participants with them.)
  - C For a **scavenger hunt**, meet at a local health food store or food co-op. Have a paper bag containing slips of paper on which you have written the names of various vegetarian foods available at the store. Have participants choose a slip of paper at random, then find the foods. Afterward, meet briefly as a group in the store to share their "finds," ask questions of a store manager, and/or take a tour of the store.

3. **Discuss “buying clubs”** that are active in your area, if any (these are groups of people that get together and place bulk orders of hard-to-find foods through the mail, then divide the shipments).
4. **If possible, have participants taste some of the more unusual foods** (e.g., the soy products, rice milk, millet). Some stores will provide samples as part of a tour.
5. **Assign home activity:**  
C Shop for vegetarian products. Bring in any products you'd like to share.

## Session 3: Low-Fat Vegetarian Cooking

**Objectives:** The leader (perhaps a guest chef) will demonstrate basic cooking techniques such as how to cook grains and beans, and introduce a number of ethnic vegetarian specialties, such as dahl and hummus. (The recipes demonstrated will depend on the leader's interests and abilities.) Low-fat vegetarian recipes and samples to taste will be provided, and vegetarian cookbooks and magazines will be on display. (Note: You may need to abbreviate what is covered in this session or you may want to continue this topic for several sessions, depending on participant interest, the facilities available for cooking demonstrations, and so on.)

**Materials needed:**

- C Name tags, markers, pencils
- C Samples of vegetarian dishes to taste, with copies of recipes.
- C A selection of vegetarian cookbooks and magazines.

You might want to look into getting a free sample of the magazine *Vegetarian Times* for each participant in the class. Call 1-800-829-3340.

Catalogs of books and other materials on vegetarianism are available from:

- C The Vegetarian Resource Group, PO Box 1463, Baltimore MD 21203. Phone: (410) 366-VEGE.
- C Vegetarian Times Books, PO Box 921, North Adams, MA 01247-0921. FAX 413-664-4066.
- C The Mail Order Catalog, PO Box 180, Summertown, TN 38483. Phone (800) 695-2241 (This catalog also includes vegetarian foods for mail order.)
- C US Soyfoods Directory, Stevens and Associates, Inc., 4816 North Pennsylvania Street, Indianapolis, IN 46205. Phone: (800) 301-3153. FAX (317) 283-8119. (This group publishes the US Soyfoods Directory every year, which includes recipes and information about many soy products as well as lists of companies and cookbooks.)

Examples of books that include vegetarian recipes:

- C Vegetarian Cooking for Everyone by Deborah Madison.
- C Jane Brody's Good Food Cookbook and Good Food Gourmet by Jane Brody.
- C The New Laurel's Kitchen by Robertson, Flinders, and Ruppenthal.
- C Lean and Luscious and Meatless by Bobbie Hinman and Millie Snyder.
- C Low-Fat Ways to Cook Vegetarian by Susan McIntosh.
- C Moosewood Restaurant Low-Fat Favorites by The Moosewood Collective.
- C High-Fit, Low-Fat Vegetarian by ER Burt, KB Goldberg, KS Rhodes.
- C Life's Simple Pleasures by Karen Mangum.
- C Vegan Handbook by Debra Wasserman and Reed Mangels.
- C Becoming Vegetarian by Vesanto Melina, Brenda Davis, and Victoria Harrison.
- C All-American Vegetarian by Barbara Grunes and Virginia Van Vynckt.
- C Simple, Lowfat, and Vegetarian by Suzanne Havala.
- C The Simple Soybean and Your Health by Mark and Virginia Messina.
- C Meatless Meals for Working People by Debra Wasserman and Charles Stahler.

- C Almost Vegetarian by Diana Shaw.
- C Everyday Cooking with Dr. Dean Ornish by Dean Ornish.
- C Handouts: Cooking Dried Beans and Peas, Cooking Grains.
- C Optional: Coupons for Beano (a product to reduce intestinal gas) Call 1 (800) 257-8650 to ask about getting samples and/or coupons for DPP participants.
- C Groceries (depending on the recipes demonstrated).
- C Equipment and supplies for the cooking demonstrations.

Note: Allow for a break during or after the session to socialize and taste the food samples.

1. **Briefly review the main points of the last session.** Ask if anyone shopped for vegetarian food products. If so, what was it like? Any questions, comments?
2. **Demonstrate how to prepare grains.** Have participants sample various cooked grains. Distribute handout, Cooking Grains.
3. **Demonstrate how to prepare dried beans.** Have participants sample various cooked beans. Distribute handout, Cooking Dried Beans and Peas.
4. **Demonstrate how to prepare various soy products** (e.g., how to freeze and thaw tofu, flavor tofu with marinades and sauces or by cooking it with high-flavor foods, cook tempeh, use textured soy protein, soy milk, soy flour, miso).
5. **Review methods for limiting intestinal gas and bloating:**
  - C Increase amounts of high-fiber foods (such as whole grains, beans) slowly.
  - C Drink at least 8 glasses of water daily.
  - C Soak dried beans overnight, discard soaking water, cook in fresh water, discard cooking water. Drain and rinse canned beans. (It's the indigestible carbohydrate in beans that causes intestinal gas; the soaking and cooking liquids contain a great deal of that carbohydrate.)
  - C Try Beano (pass around sample, coupons if available).
6. **Introduce several of the cookbooks on display,** emphasizing that participants should be wary of the high-fat/calorie ingredients in some vegetarian recipes.
7. **Prepare or provide samples of some ethnic vegetarian specialties.** (E.g., dahl, hummus, miso soup.)
8. **Assign home activity.**
  - C Prepare a grain, bean, or soy product that you haven't tried before.

## Session 4: Meatless Meals in Minutes

**Objectives:** Participants will learn time-saving tips for vegetarian cooking, and the leader will demonstrate the preparation of a quick vegetarian meal. Recipes and samples to taste will be provided, and cookbooks will be on display.

**Materials needed:**

- C Name tags, markers, pencils
- C A variety of vegetarian publications, including cookbooks and magazines.
- C Handouts: Meatless Meals in Minutes, other recipes for quick vegetarian dishes.
- C Samples of several of the meatless main dishes from the handout or other quick recipes.
- C Optional: Low-Fat and Fast: Real Food for Busy People (Each center has been sent a copy of this 36-minute video cookbook. It demonstrates the preparation of several meatless meals and many quick-cooking techniques that can be used with meatless meals.)

**Note:** Allow for a break during or after the session to socialize and taste the food samples.

- 1. Briefly review the main points of the last session.** Ask if any participants prepared a grain, bean, or soy product that was new to them. How did it go?
- 2. Demonstrate the preparation of a quick vegetarian meal,** highlighting some of the quick-cooking techniques illustrated, or show the video “Low-Fat and Fast: Real Food for Busy People.” Ask the participants to provide additional ideas for quick cooking (e.g., freezing chopped onions, green peppers, and minced garlic; buying quick-to-fix or prepared foods, such as canned beans, minced garlic, instant brown rice, and vegetable broth).
- 3. Review the handout “Meatless Meals in Minutes” and/or distribute copies of other quick vegetarian recipes.**
- 4. Assign home activity:**
  - C Prepare a quick vegetarian meal.

# **Ten reasons for vegetarian eating.**

Not all vegetarians are alike. Some vegetarians eat no animal foods at all. Others eat dairy foods (such as milk and cheese) but no eggs, meat, poultry, or fish. Others eat dairy foods *and* eggs. “Semi-vegetarians” may even eat a little fish, perhaps chicken now and then.

# Why do people choose vegetarian eating?

- 1. Health.** Vegetarians tend to have lower rates of:

  - C Heart disease
  - C High blood pressure
  - C Some kinds of cancer
  - C Adult-onset diabetes
  - C Obesity

Keep in mind that plant-based diets, like any eating style, can be unhealthy (for example, if high in fat or low in variety).

**2. Low on the Food Pyramid.** Plant foods (grains, vegetables, and fruits) are the foundation of the Food Guide Pyramid.

**3. Low on the food chain.** It takes fewer of the world's resources to make a pound of dried beans, grains, fruits, or vegetables compared to a pound of meat.

**4. Low in cost.** Plant foods like dried beans cost less than animal foods like meat.

**5. World hunger.** An acre of land can feed more people if it is used to produce plant foods instead of animal foods.

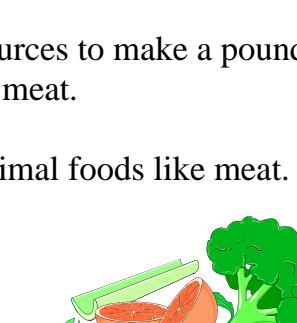
**6. Feelings about animals.**

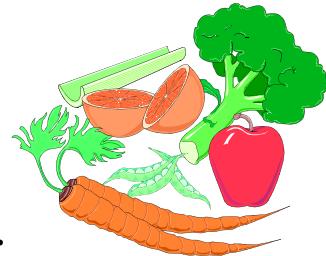
**7. Avoiding pesticides and contaminants** in animal products.

**8. Religion.** Some religions prohibit meat eating in general or at particular times of year.

**9. Cultural interests.** Many of the world's cuisines are plant-based.

**10. Taste.** Many plant-based dishes are *delicious*.





Vegetarian eating, if low in fat and calories, may help you lose weight. For example, you may find it difficult to eat smaller portions of meat. Or you may dislike low-fat cuts of meat or low-fat ways to prepare them. It may be easier for you to stop eating meat completely or to eat meat at only one meal a day.

Whatever your reasons for vegetarian eating, it's important to plan vegetarian meals carefully.

# Tips for vegetarian eating.

Note: The guidelines below apply to most adults. Children, pregnant and breast-feeding women, and the elderly have special needs. Their meals should be planned more carefully.

## Get the right kind of protein.

Your body needs what is called "high quality protein" to stay healthy. Vegetarians can get enough high quality protein by eating:

- C A variety of foods every day (see the Vegetarian Pyramid), including
- C 2-3 servings of "meat alternatives", and
- C 2-3 cups of fat-free or low-fat milk, yogurt, or fortified soy milk per day.

There is no need to worry about combining certain foods at one meal (such as grains with beans), as was once thought.

## Get enough calcium and vitamin D.



Good sources of calcium include:

- C Dairy foods (e.g., milk, cheese, yogurt).
- C Tofu or soy milk with added calcium.
- C Dark green, leafy vegetables (e.g., collard greens, kale, mustard greens, turnip greens, spinach, and broccoli).

The body needs Vitamin D to use calcium. You may need a vitamin pill if you don't drink milk, soy milk, or rice milk with added Vitamin D.

## Get enough zinc.

Seafood and meat are among the best sources of zinc. Plant sources include:

- C Whole grains, wheat germ.
- C Nuts.
- C Dried beans and peas.

## Get enough iron.

Iron is found in both animal and plant foods. Good plant food sources include:

- C Dark green, leafy vegetables. Examples are collard greens, kale, mustard greens, turnip greens, spinach, and broccoli.
- C Dried beans and peas.
- C Whole grains.
- C Cereals and other grain products with added iron.
- C Eggs.
- C Dried fruit.
- C Brewer's yeast.
- C Black strap molasses.



The iron in plant foods is more easily used by the body if you:

- C Eat them with foods rich in vitamin C. Examples are citrus fruits/juices, potatoes, strawberries, cantaloupe, green pepper, tomato, broccoli, Brussels sprouts.
- C Cook acidic foods (such as tomato sauce) in an iron skillet.

## Get enough vitamin B12.

Vitamin B12 is found only in animal products, including eggs and dairy products. Vegetarians who eat only plant foods must get vitamin B12 from:

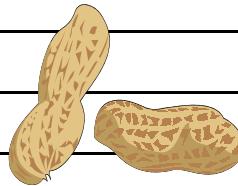
- C Vitamin B12 pills, or
  - C Foods with added vitamin B12, such as soy milk and some cereals.
- Some sources of vitamin B12, such as unfortified nutritional yeasts and fermented foods, are not reliable.

# Vegetarian “fat traps.”

Some vegetarian foods are just as high in fat as animal foods, or higher.

Beware of the “fat traps” below. Many of these foods are key ingredients in vegetarian recipes or are part of vegetarian choices on restaurant menus.

Food	Fat grams
½ cup cottage cheese (regular)	5
1 ounce Mozzarella cheese (regular)	7
1 brown 'n serve vegetarian sausage patty	7
2 tablespoons sunflower seeds	8
2 tablespoons sesame seeds	8
1 cup whole milk	8
1 ounce American, Cheddar, Monterey Jack cheeses (regular)	9
½ cup tofu (regular), stir-fried	9
2 tablespoons cream cheese	10
½ cup avocado	11
1 tablespoon olive oil	14
¼ cup walnuts	15
½ cup ricotta cheese (regular)	16
2 tablespoons peanut butter	16
¼ cup pecans	18
¼ cup peanuts	18
¼ cup almonds	19



Compare the fat content of the foods above with these low-fat meats:

- C 3 ounces of sole or another low fat fish (1 gram of fat)
- C 1 medium chicken breast, baked, skin removed (3 grams)
- C 3 ounces of round or sirloin steak, trimmed (4 grams)

# Great Grains!

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**Amaranth:** Slight pepper taste, high in protein. Flour used in breads, cakes, pancakes. Seeds used in breakfast cereals, pilaf, or porridge.

**Barley:** Chewy with nutty flavor. Add to stews, casseroles, or soups. Available in quick cooking form, also.

**Brown rice:** Nutty flavor, soft texture. Chewier than white rice. Use in side dishes, casseroles, pilafs, desserts, as a salad base. Available in quick cooking form, also.

**Buckwheat groats:** Nutty flavor, soft texture. If roasted, called “kasha” (stronger flavor). Buckwheat flour is used in pancakes. Makes a good pilaf alone or mixed with rice or bulgur.

**Bulgur:** Nutty flavor, chewy texture. Is wheat that’s been hulled, steamed, dried and cracked into small pieces. Use it like rice or as a cereal.

**Couscous:** Slight nutty, bland flavor. Is finely cracked wheat that has been steamed and dried. Serve it like rice or as a breakfast cereal.

**Millet:** Sweet, nutty flavor, chewy texture. Use like rice or as a breakfast cereal. Good served with spicy dishes. (Also used in birdseed!)

**Quinoa:** Sweet, nutty flavor. Light and fluffy with a pleasant crunch. Use like rice or as a breakfast cereal.

**Triticale:** A cross between wheat and rye. More complete protein than soybeans! Nutty flavor. Comes as a flour (for baking), a flake (use as a breakfast cereal), or a berry (use as pilaf or add to soups).

**Wheat berries:** Nutty flavor, chewy texture. Unprocessed whole wheat kernels (when ground, they make whole wheat flour). Use in salads or baking (adds texture).

**Wild Rice:** Nutty flavor and firm chewy texture. Rare and difficult to grow. Expensive. Use in side dishes, pilafs, salads, stuffing, and casseroles. Mix with white or brown rice.

Adapted with permission from materials used in the Women's Healthy Lifestyle Project.



# Beans and More Beans!

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**Black Beans:** Robust flavor, popular in South American and Southwestern cooking.

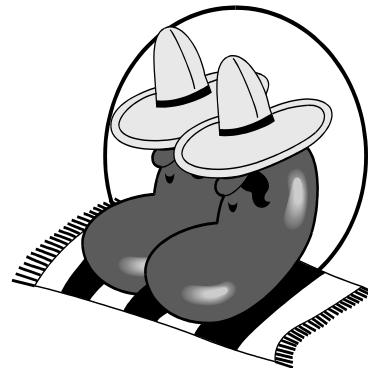
**Black-eyed Peas:** Smooth texture, pea-like flavor. Good mixed with other vegetables. Commonly available frozen.

**Garbanzos (Chickpeas or Ceci):** Nutty flavor, firm texture. Used in soups and salads and the Middle-Eastern dip, hummus.

**Great Northern Beans:** Milk flavor, similar to navy beans. Good in soups and vegetable dishes.

**Kidney Beans:** Firm texture, meaty flavor. Hold their shape well. Popular in chili and casseroles.

**Lentils:** Mild flavor that blends well with many different foods and spices. Used in Indian cooking (e.g., dahl). No need to pre-soak.



**Lima Beans:** When green, popular mixed with corn (succotash). Also available dried. Good in casseroles and baked bean dishes.

**Pink, Pinto, and Red Beans:** Hearty flavor. Great for barbecue-style beans, Mexican cooking, soups, and casseroles. Used in refried beans.

**Soy Beans:** Strong flavor. Near perfect protein source. Refrigerate while soaking to prevent fermentation. Delicious roasted as a snack.

**Split Peas (Green or Yellow):** Good for soups, side dishes. Used in Indian cooking. No need to presoak.

**White Beans (Navy):** Hold their shape when cooked. Classic for baked beans.

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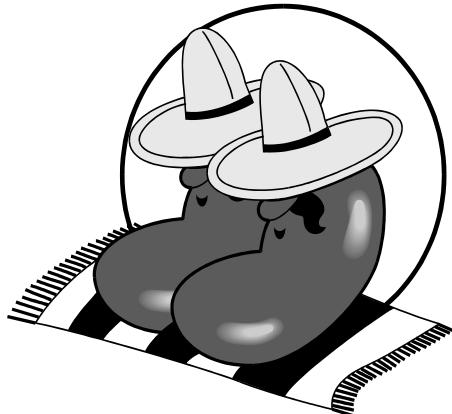
# Cooking Dried Beans and Peas.

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The easiest way to cook dried beans and peas is to open a can of precooked beans, rinse, drain, and heat! Or they can be cooked from the dried form. It takes time but not much attention. Here's how:

- 1. Sort them** (to get rid of any stones).
- 2. Rinse and drain them** (to get rid of any dirt).
- 3. Cover them with water. Let them soak for 8 hours or overnight.**

(For soybeans, do this in the refrigerator to avoid fermentation).



Or if you're in a hurry: Bring them to a boil.

Cook for 1-2 minutes. Remove from heat.

Let them soak in the water for 1 hour.

Note: Split peas and lentils do not need to be soaked.

- 4. Drain off the water. Replace with fresh water.** (Allow about 4 cups of water for each 1 cup of dried beans or peas).
- 5. Bring to a boil. Cover, reduce heat to a simmer. Simmer until tender.** (See times below). Beans are done when they can be easily mashed with a fork. Don't undercook.

Split peas, lentils, black-eyed peas--about 1 hour

Black beans, white (navy) beans, kidney beans--about 1 ½ hours

Great Northern beans--about 2 hours

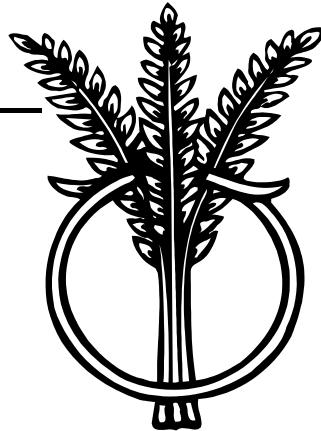
Garbanzos (chick peas), pink, pinto, red beans--about 3 hours

Soybeans--about 3-4 hours

- 6. 1 cup of dried beans or peas yields about 2 cups of cooked beans.**

Note: Don't add salt or tomatoes to beans until after cooking. Salt and tomatoes can prevent beans from becoming tender. This makes them harder to digest.

# Cooking Grains.



1. Bring water to a boil. (See amounts below.)
2. Add the grain. Return the water to a boil.
3. Cover. Reduce heat. Simmer until tender. (See times below.)
4. Remove from heat. Let stand, covered. (See times below.)

Grain (1 cup)	Water (cups)	Simmer for:	Let stand for:	Makes (cups):
Amaranth	3	25 min.	0 min.	2
Barley (pearled)	3	50 min.	10 min.	3½
Brown rice	2½	45 min.	10	3½
Buckwheat groats	2	12 min.	5 min.	2
Bulgur	2	15 min.	5 min.	3
Couscous	2	0 min.*	10 min.	3
Millet	2	25 min.	5 min.	3½
Quinoa	2	15 min.	5 min.	3
Triticale**	2¼	1¾ hours	10 min.	2
Wheat Berries**	3½	1 hour	15 min.	2
Wild Rice	2¼	45 min.	10 min.	2½

\* Put couscous in a bowl. Add boiling water. Cover. Let stand.

\*\* Soak overnight before cooking.

Chart taken from Nutrition Action Healthletter, April 1993.

# Soy Foods.



Soy foods are all rich in high-quality protein.

**Tofu:** Soft, cheese-like food made from soy milk. Six grams of fat per 4 ounce serving. Soaks up any flavor. Can be added to casseroles or soups and used in stir fries, dips, eggless egg salad, chili, and lasagna. To store, rinse and cover with fresh water in the refrigerator. Change the water daily, and use the tofu within a week. Discard when it tastes or smells sour. May be frozen for several months. When thawed, has a chewy, spongy texture that soaks up marinades and is great for the grill.

**Textured vegetable protein (TVP):** Dried, granular product made from compressed soy flour. When rehydrated with boiling water, texture is similar to ground beef. Only 0.2 grams of fat per cup of prepared TVP. Once rehydrated, refrigerate and use within a few days. Use to replace part of all of the ground beef in recipes (e.g., meat loaf, tacos, stuffed peppers).

**Tempeh:** Chunky, tender cake of soybeans mixed with rice or millet and fermented. Smoky or nutty flavor, similar to mushrooms. May be kept frozen for several months or refrigerated for 10 days. Delicious on the grill.

**Soy milk:** Creamy milk of whole soybeans. Available fortified with calcium, vitamin D, and B-12. Also in flavored and reduced fat varieties. Free of the milk sugar lactose, so it is a good choice for people who are lactose intolerant. Often sold in aseptic containers that can be stored at room temperature. Once opened, refrigerate and use within five days.

**Miso:** Rich, salty condiment. Made by aging a mixture of soybeans, often a grain such as rice, and salt. Will keep refrigerated for several months. After diluting with water, used to flavor soups, sauces, dressings, and marinades. High in sodium.

**Whole soybeans:** Sold dried or green, also roasted. Strong flavor. Near perfect protein source. Refrigerate while soaking to prevent fermentation.

**Soy flour:** Made from roasted soybeans ground to a fine powder. Can be added in small amounts to recipes for baked goods to add a protein boost and a pleasant texture and flavor. Place two tablespoons in a measuring cup before measuring the other flour for bread recipes.

# Meatless Meals in Minutes.

Working all day leaves little time for cooking. Here are 10 vegetarian dishes that are quick, easy, and tasty.



**Vegie-burgers®, GardenBurgers®, or other low-fat vegetarian burgers** (Check the frozen section of your supermarket.) Prepare as directed. Serve with lettuce, tomato, and mustard or catsup on a sesame seed bun. Add a side of low-fat, oven-baked fries, fresh vegetable sticks or salad with nonfat dressing, and fresh fruit.

**Bean Tostadas** Place 6 fat-free flour tortillas on a baking sheet. Bake at 375° for 5 minutes or until crisp. Top each with some fat-free canned refried beans, shredded lettuce and carrots, chopped tomato, and a little shredded, reduced-fat or fat-free sharp Cheddar or Monterey Jack cheese. Bake until the cheese melts. Serve with salsa.

**Black Beans with 100 Uses** Place the following ingredients in a saucepan and cook over medium heat for 20 minutes: 2 (15-½ oz) cans black beans, (rinsed and drained), 1 cup water, ½ cup chopped onion, 2 minced cloves of garlic, 1 teaspoon brown sugar, 1 Tablespoon ground cumin, 1 teaspoon dried oregano, 2 bay leaves (broken in half), 1/4 cup freshly squeezed lemon juice, and 2-3 drops Tabasco sauce. Serve as a filling for burritos or tacos, over rice and topped with salsa, or over pasta. Also good diluted with water for black bean soup (puree if you like it smooth), or with low-fat tortilla chips and low-fat grated cheese for nachos. (Serves 4. Per 1-cup serving: 165 calories, 1 gram fat.) Recipe from *Lowfat and Fast! Real Food for Busy People*.

**Milk Beans** In a nonstick pan sprayed with vegetable spray, cook 1 cup chopped onion and 1 (14-½ oz) can chopped tomatoes, drained, for 3 minutes. Add 1 (15-½ oz) can pinto beans, rinsed and drained; ⅔ cup skim or 1% milk; ½ teaspoon salt; and ground black pepper to taste. Add ½ teaspoon ground cumin and 1 teaspoon curry powder (optional additions: ½ teaspoon ground coriander, ½ teaspoon ground tumeric). Bring to a boil. Reduce heat, and simmer 15-20 minutes. Serve over cooked rice. (Makes 2 cups. Per ½ cup (made with 1% milk): 209 calories, 2 grams fat.) From *Extending the Table...A World Community Cookbook*.

**Flat-Bread Pizza** Slice focaccia (round Italian flat-bread) into two flat circles. Place cut side up on baking sheet. Spread *each half* with about ½ cup low-fat or fat-free spaghetti sauce (1 cup total), 1 tablespoon grated Parmesan cheese (2 TB total), and ¾ cup shredded fat-free mozzarella cheese (1½ cup total or 6 oz.). Bake at 400 degrees for 15-20 minutes until cheese is melted. (Makes 4 servings. Per serving (¼ of total recipe): 384 calories, 3 grams fat.) Try adding vegetable toppings such as sliced bell peppers, mushrooms, onions, or artichoke hearts packed in water. Try different breads for the crust, such as thawed frozen bread dough, pita bread, or French bread. Recipe from *Lowfat and Fast! Real Food for Busy People*.

**Three-Bean Salad** Drain and rinse: 1 (15-oz) can garbanzo beans, 1 (15½-oz) can red kidney beans, and 1 (15½-oz) can butter beans. In a large bowl, toss beans with 1 small yellow onion, finely chopped, and 1 green pepper, chopped. In a small bowl, combine 2 teaspoons olive oil, ½ cup red wine or balsamic vinegar, 3 Tablespoons granulated sugar, ½ teaspoon salt, ¼ teaspoon ground black pepper. Pour the dressing over the beans, toss, and chill overnight or longer. Toss several times while marinating. (Makes about 6 cups. Per ½ cup serving: 160 calories, 2 grams fat.)

**Quick Minestrone Soup** Cook ½ cup quick barley as directed and drain. Meanwhile, in a large saucepan, combine 2 (15½-oz) cans vegetable broth, about 4 cups; 1 (14½-oz.) can diced tomatoes with liquid; 1 (16-oz.) package frozen mixed vegetables; 1 (15½-oz.) can cannellini (white kidney) beans, rinsed and drained; 2 tablespoons fresh parsley, chopped, or 1 Tablespoon dried, crushed; 1 teaspoon Italian seasoning, crushed; and ¼ teaspoon ground black pepper. Bring to a boil, reduce heat, and simmer, covered, for 15 minutes. Add cooked barley and serve. (Makes about 10 cups. Per 1 cup serving: 132 calories, 1 gram fat.)

**Barbecued Tofu** Freeze a 16-oz container of firm tofu (in liquid) until solid (freezing tofu gives it a chewy texture). Defrost, drain, and squeeze out excess water. Slice the block of tofu across its short end into ¼-inch slices. Thinly slice 2 large onions and place in a baking dish. Pour ¼ cup of your favorite low-fat barbecue sauce over them. Arrange the tofu over the onions and top with an additional ¾ cup barbecue sauce. Turn the tofu several times to coat with sauce. Marinate in the refrigerator, covered, several hours or overnight. Bake at 375 degrees for 20 to 30 minutes until the sauce is bubbling and hot. Or grill, brushing often with the sauce. Serve over rice or stuffed into pieces of crusty French bread. (Serves 4. Per serving: 247 calories, 11 grams fat.)

**Vegetarian Chili** In a large pan sprayed with vegetable spray, cook 2 chopped onions until soft. Add 2 (15 ½-oz.) cans dark red kidney beans, rinsed and drained; 2 (15 ½-oz.) cans cannellini (white kidney) beans, rinsed and drained; 3 (1 lb.) cans whole tomatoes with liquid; ½ cup catsup; 2 teaspoons dry mustard; 1 tablespoon plus 2 teaspoons chili powder; 1 teaspoon salt (optional); ground black pepper to taste (1 teaspoon makes a spicy chili); and 4 stalks celery, chopped. Bring to a boil. Reduce heat and simmer, covered, 15 minutes until heated through (the celery should still be crunchy). Freeze half in containers for lunch. (Makes 12 cups. Per 1 cup serving: 178 calories, 1 gram fat.)



**Low-Fat Hummus** In a food processor or blender, mince 1 clove garlic. Drain 1 (15 ½-oz) can garbanzo beans, reserving 2 Tablespoons of bean liquid. Add drained beans to the processor with the reserved bean liquid, 2 Tablespoons nonfat sour cream, ½ teaspoon sesame oil, ¼ teaspoon ground black pepper, 2 drops Tabasco sauce, ¼ teaspoon onion powder, 1 Tablespoon minced dried parsley, and 2-4 Tablespoons freshly squeezed lemon juice. Blend until very smooth. Garnish with paprika. Serve as a sandwich filling or as a dip with raw vegetables or pita bread triangles. (Makes 2 cups. Per ½ cup as sandwich filling: 200 calories, 4 grams fat. Per 1 Tablespoon as dip: 25 calories, ½ gram fat.)

## **Eating on the Town**

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One idea for an after-core class is to **eat together at several restaurants**.

Objectives: to demonstrate that participants can make menu choices they like that are consistent with their fat gram/calorie goals; to help participants identify and resolve problems in making menu choices when eating out.

Example sessions:

Session 1: **Appetizer potluck and review of tips for ordering low-fat/calorie choices from a menu.** Have participants bring in samples of low-fat/calorie appetizers and recipes, or provide them yourself. Distribute copies of handouts from Session 10, Four Keys to Eating Out. Briefly review. Ask participants for some examples of helpful techniques they have used when eating out. Also distribute copies of selected pages from the book, The Restaurant Companion, which describe helpful techniques for restaurant eating, and review. Finally, distribute various menus from local restaurants (including the ones you plan to visit in the upcoming sessions). Have participants role play ordering from the menus, with you playing the waiter, and highlight the techniques from The Restaurant Companion and Session 10. Include some scenarios in which you put up some resistance to a participant's requests so there is an opportunity to practice assertiveness in a challenging situation (see the after-core class Being Assertive for some example scenarios). Include some humorous scenarios, too.

Sessions 2-4: **Go to three restaurants** together and practice the techniques reviewed in the previous session. Have fun and enjoy. (Use Tool Box funds to pay for the meals. First, select some possible restaurants that offer low-fat options and are affordable. Investigate whether or not you can get a discount for a group, perhaps on a weekday evening or at an early time for dinner. Then have the participants vote on which restaurants to visit.)

Note: Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

Note: **As with other after-core classes, this class should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the class. All sessions should include encouragement to self-monitor, goal setting, and a brief check-in with each participant to review progress toward goals.

Unlike with other classes, it may not be reasonable to weigh participants or collect self-monitoring materials during a session at a restaurant, depending on the location. However, a **weigh-in and collection of self-monitoring materials should occur at a minimum of one of the sessions** and as often as is possible. (For example, you may be able to meet as a group at the clinic before going to the restaurant and weigh participants there.)

## Food Tastings

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One idea for an after-core class is to offer a **series of food tasting parties** and have participants **rate the products** (see example rating form attached). One fun title for the class might be “Come Taste with Us.” Each session could follow this format:

1. Start with a discussion of strategies to lower calories and fat (e.g., omit fatty item all together, use other seasonings or ingredients to replace part of the fatty item, etc.)
2. Have everyone rate 2 or 3 brands of one product (e.g., salad dressings), then have someone total the scores and announce the winner.
3. Next have everyone rate 2 or 3 different items (e.g., sour creams), then have someone total the scores and announce the winner.
4. Conclude with a discussion. Make the point that it has taken all of us many years of trying many different high-fat food products before we discovered our favorites. In the same way, it takes time to sample different low-fat products before we discover ones that suit our tastes.

Here are some examples of types of products to taste:

1. **Low-fat salad dressings, condiments and spreads** (salad dressings, mayonnaise, margarine, butter alternatives, sour cream, cream cheese, flavored mustards, vinegars, gravies, packaged sauces, etc.)
2. **Low-fat dairy products** (yogurt, cheese, frozen yogurt, creamers, etc.) and egg substitutes
3. **Low-fat party and snack foods** (crackers, chips, vegetable tray, fruit tray, dips, rice cakes, angel food cake with fruit, etc.)
4. **Low-fat meats and meat alternatives** (vegetarian burgers, barbecued tofu, tempeh, different types of cooked beans, luncheon meats, sausage, ground turkey, extra lean ground beef, beef and pork tenderloin, etc.)
5. **Vegetarian food products** (for ideas, refer to the list of foods in the Considering Vegetarian Food Options class, Session 2, How to Shop for Vegetarian Foods)

You may also want to include one session that is a **tour of a grocery store**. Some stores provide tour guides who will tailor the tour to particular dietary requirements, such as highlighting low fat and low calorie products. If you conduct a tour on your own, you may want to include something fun like a scavenger hunt (write names of food products or specific criteria--e.g., “find two margarines that contain less than x grams of fat and less than xx calories per serving”--on slips of paper and have participants draw them at random from a paper bag, find the foods, then meet briefly as a group to share their “finds”).

Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

Note: **All after-core classes should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). To accomplish this, all classes should include weigh-ins, encouragement to self-monitor, and collection and review of self-monitoring records. At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the course.

# Rate the Recipe

Circle the number that best shows your rating. (1 = very poor, 5 = excellent)

Food Item:

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1. **Appearance**      1      2      3      4      5

Comments:

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2. **Smell**      1      2      3      4      5

Comments:

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3. **Taste**      1      2      3      4      5

Comments:

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4. **Texture**      1      2      3      4      5

Comments:

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5. **Mix of Flavors**      1      2      3      4      5

Comments:

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**Overall Rating**      1      2      3      4      5

Comments:

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# Making Sense of Health News and Popular Diets

## Class Overview

In these two sessions, participants will learn how to evaluate health news and popular weight loss diets. To constitute a class, Lifestyle Coaches will need to add at least two additional sessions (examples might include a group activity session, a potluck dinner featuring low-fat/low-calorie recipes, and a featured speaker on a related topic).

### **Session 1: Health News: Fact or Fad?**

Participants will learn how to evaluate health news.

### **Session 2: Popular Diets: Do They Make Sense?**

Participants will learn how to evaluate popular weight loss diets.

Portions of this class were developed by the Lifestyle Coaches in the Southern and Midwest/Southwest regions as part of their monthly lifestyle conference calls.

Notes to the Lifestyle Coach:

1. Because of unavoidable technical terms and large words, the reading level of some of the handouts for this class is high. Be careful to review the key information on the handouts aloud in simple terms and make sure participants understand how to use the information, particularly those who have lower literacy skills.
2. The leader of this class should be a registered dietitian.

## Session 1: Health News: Fact or Fad?

**Objectives:** Participants will learn how to evaluate health news.

**Materials needed:**

- C Name tags
- C Blackboard and chalk or flipchart and markers
- C Handouts

1. **Explain the purpose of the four-session class:** to learn how to evaluate health news, popular diets, herbal remedies, and vitamin supplements.
2. **Review the topics, schedule and locations** for each session.
3. **Have participants share their reasons for joining the class.**
4. **Ask participants to picture the last time they made a health-related decision (e.g., to join the DPP, find a new dentist or doctor, try a new vitamin, try a remedy for hot flashes, join a health club).**
  - C **What sources of information did you use to make the decision?** (Write the responses on the board. If not mentioned, include television, newspapers, magazines, tabloids, neighbors, friends, doctors, nurses, family members, coworkers, radio, the Internet.)
  - C **Which sources were the most helpful? Least helpful? In what way?**
  - C **What influence does the media (e.g, radio, newspapers, TV, magazines) have on your health decisions?**

Make the point, based on the discussion, that the public often complains that health news is confusing and frustrating. It can be contradictory (e.g., one study may conclude that coffee increases your risk of heart disease, another may conclude the opposite). And it can be difficult to apply to our own lives (e.g., a study may draw a conclusion but caution that more studies need to be done before specific recommendations are made). Becoming skilled in evaluating health news can make all the difference between frustration and peace of mind.

5. Distribute and review the handout, **Health News: Fact or Fad?** If appropriate for the group, you may also want to present some of the differences between types of studies, such as the following:
  - C *Observational (population-based) studies* compare one group of people to another (e.g., the eating and exercise habits of people who have diabetes with those who do not). Observational studies are designed to show association, but they don't prove cause and

effect.

- C *Retrospective studies* ask people about their habits in the past. These can be unreliable because people may forget or omit important information.
- C *Intervention studies* compare a conventional treatment or placebo in people who are randomly assigned to at least two groups (intervention and control). These are known as randomized, controlled studies. Even better are “blinded” studies, in which participants don’t know which treatment they are getting until the study is over. In “double-blind” studies, the investigators don’t know either. These studies are able to establish cause and effect, but they take a long time and a large number of people.

**Ask participants to imagine that the results of the DPP were published in an article.** Go through the questions on the handout, naming the features of the DPP that should be included in the article to show that the results are believable. (Write the answers on the board. Highlight the facts that the DPP is a randomized clinical trial, it features a long-term lifestyle intervention based on many previous studies published in scientific journals, and the participants are a large number of both men and women in a variety of ethnic groups. Name some of the reputable scientific journals that might publish the results, such as the New England Journal of Medicine, Journal of the American Medical Association, Diabetes, Diabetes Care, etc.)

6. **Distribute the article, “Low-fat diet doesn’t block breast cancer, study shows”** (used with permission from the participant manual of the Women’s Health Initiative). Ask for volunteers to read each paragraph aloud, and ask the group to point out where in the article they find answers to the questions on the Fact or Fad handout. For example:
  - C Paragraph 1: The study was published by scientists at a respectable institution (Harvard). However, the article does not specify where the study was published or who paid for the study.
  - C Paragraph 2: It is unclear how many women were in the study and what their age ranges were. It appears that some of the women were menopausal and some were not. The length of the study is not stated.
  - C Paragraph 4: The article refers to seven previous studies (objective research, not personal experience). However, no details are given on the study designs.
  - C Paragraph 5: Qualifying words are used in an appropriate way (“our results suggest....” “....is *unlikely* to reduce breast cancer risk.”)
  - C Paragraph 9: Here it is clear that the study was published in a peer-reviewed, recognized scientific journal. Also, the recommendation to follow a low-fat, high fiber diet is sensible and in line with recommendations made by many reputable organizations such as the American Heart Association, American Cancer Society, etc. The study results are not exaggerated, and there are no promises of quick fixes or easy answers.
  - C Paragraph 12: Again, qualifying words are used in an appropriate way (“the fat factor

- seems to be....”).*
- C Paragraph 14: Another reputable institution is referred to (Brigham and Women’s Hospital). Qualifying words are used appropriately (“strongly *indicative* of...”). By quoting a comment from another expert, the article provides a broader perspective than if the article had only quoted the study results.
  - C Headline: By the end of the article, it is clear that the headline is somewhat misleading. It implies that the study has proven that a low-fat diet is not associated with breast cancer; however, as you read the article, the question appears to be open for debate.

Ask participants what questions they have after reading the article and where they might find answers to their questions. Distribute the handouts **Top 10 List of Bread Statistics; Resources for Reliable News About Health, Nutrition, and Physical Activity;** and **Making the Net Work for You.** Make the points that it’s becoming more and more difficult for lay people to accurately interpret the constant stream of health information available in the media or on the Internet, it’s easy to misrepresent and misunderstand statistics, and it’s critical for the public to rely on both common sense and professional guidance from reliable sources of information such as the American Dietetic Association, the American Council on Exercise, and so on.

8. **Summarize main points from this session. Assign home activity:**
  - C Practice reading articles related to health information using the questions on the handout, **Health News: Fact or Fad?**

## Session 2: Popular Diets: Do They Make Sense?

Objectives: Participants will learn how to evaluate popular weight loss diets.

Materials needed:

- C Name tags
- C Blackboard and chalk or flipchart and markers
- C Handouts
- C Optional support materials: The PowerPoint slide presentation from the Wheat Foods Council called “Setting the Record Straight” which introduces several fad diets (you can download this from the Wheat Foods Council web site at <http://www.wheatfoods.org>). An 8-minute video is also available from the Wheat Foods Council. You may also want to bring in some popular weight loss books for display.

Before the session:

- C Review the attached article entitled **“News You Can Use: The High-Protein, Low-Carbohydrate Diet Craze” (for Coach reference only).**
- C For a simple, accurate analysis of many popular weight loss diets, visit the web site Nutrio.com (<http://www.nutrio.com>).

Note: During this session, **participants may ask the leader about following another weight loss program (e.g., Weight Watchers) while in the DPP** or state that they are currently doing so. The leader should ask the participants to describe what motivates them to follow another program and remind participants that the same approaches can be offered to them in the DPP (e.g., exchanges, a point system, group support, packaged foods, or structured meal plans). Participants are to be encouraged to discuss this further with their individual Lifestyle Coach. **Participants should be discouraged from joining another weight loss program, even reputable ones such as Weight Watchers, and Lifestyle Coaches should try to offer participants what they are seeking from another program, e.g., a more structured meal plan or group support.**

1. **Briefly review the main points of the last session.** Ask if participants read any articles related to health information using the questions on the **Health News: Fact or Fad?** handout. If so, ask the participants to share with the group how they evaluated the articles.
2. **Explain purpose of this session:** to evaluate some popular diets.
3. Make the point that losing weight and keeping it off is not easy, and it takes time. So a weight loss diet that promises quick and easy weight loss, as if by magic, sounds like a dream come true. Unfortunately, it’s just that--a dream. As you evaluate various popular weight loss diets, keep that in mind. As is the case with health news in general, **promising a**

**“magic answer” for weight loss is one of the most important red flags to watch out for.**

**Distribute the two advertisements for Bio-Mince and Trilean** as examples of weight loss programs that promise “magic answers.” Briefly point out some of the negative aspects of the advertisements that were addressed in the last session on the Fact or Fad handout. For example: dramatic headlines, promises of easy answers, a product being sold, not based on published scientific data (although misleading references are made to “this world famous medical doctor’s program” (Bio-Mince) and “the study report” and “clinical trials” (Trilean), without any substantiation).

4. Distribute and review the handouts, **Keys to a Healthy Weight Loss Diet** and **What About the Popular High-Protein, Low-Carbohydrate Diets?** Also distribute and review **Do Fad Diets Work?** (See below for additional background information on the diets.) Stress that none of these diets have been scientifically validated. Make the point that high-protein, low-carbohydrate diets have been around since the 1960s and, like many fad diets, resurface periodically (Dr. Atkins first book was published in the early 1970s). If interest and time permits, you may want to show the slide show “Setting the Record Straight,” which can be downloaded on Power Point from the Wheat Foods Council website (<http://www.wheatfoods.org>).
5. **Summarize main points from this session. Assign home activity:**
  - C Ask participants to practice evaluating popular weight loss diets that they see in bookstores or in advertisements.

Background information for Coaches on popular weight loss diets:

#### **Dr. Atkins' New Diet Revolution**

- C **Author:** Dr. Robert C. Atkins (Founder and Medical Director of the Atkins Center for Complementary Medicine in New York City established in 1970)
- C **Products Available:** Several books on weight loss. Multiple food items and vitamin/nutrient products available via 1-800 number and web sites.
- C **Claims**
  - C Obesity is caused by high blood insulin levels and not metabolizing fat.
  - C A carbohydrate-restricted diet dissolves body fat.
  - C Ketosis (a condition in which the kidneys cannot keep up with filtering the blood of ketones, a byproduct of fat breakdown) and the accompanying loss of appetite is a natural part of the diet's effectiveness.
- C **What You Do**
  - C Stop unnecessary medications.
  - C Reduce carbohydrates to 20 grams per day.

- C Restrict alcohol, caffeine, sugar, chocolate and any addictive or allergy-prone foods such as wheat or corn grains or gluten.
- C Take vitamin supplements: B complex and C, L-glutamine (500-1000 mg) before meals for sugar cravings, “borage oil” capsules, 2 tablespoons lecithin granules and pantethine (300 mg) before meals for concerns related to high cholesterol levels.
- C Use lipolysis testing strips to measure ketosis (fat burning success).
- C **Facts**
  - C Dehydration can occur on a diet restricted in carbohydrates and fluids.
  - C Ketosis causes tiredness, dizziness, headaches, and nausea.
  - C This diet is low in fiber and fruit and vegetables which can cause constipation and intestinal disorders.
  - C Cholesterol levels may increase with the high fat foods allowed (cream, cheese, eggs, bacon, etc.).
  - C This diet is not safe without medical supervision, even in the short-term. (For example, dramatic loss of body water can require adjustments in blood pressure medication.)

### **Eat Right for Your Type**

- C **Author** Dr. Peter J. D'Adamo
- C **Products Available:** Books (**Eat Right for Your Type** and **Cook Right for Your Type**) and a web page (**ASPARTAME, the artificial sweetener**).
- C **Claims**
  - C Lectins (proteins on the surface of certain foods) cause certain molecules and cells to stick together. This can cause illness and disease, including the agglutination of blood cells, a condition in which blood cells stick together. Blood type determines your reaction to lectins.
  - C Blood type therefore determines your susceptibility to illness, which foods you should eat, and how you should exercise. Weight loss is a by-product of eating according to your blood type.
  - C Type O: Risk factors for ulcers and inflammatory diseases increase if you eat incorrectly.
  - C Type A: Risk factors for cancer and heart disease increase if you eat incorrectly.
  - C Type B: Risk factors for slow-growing viruses that attack the nervous system increase if you eat incorrectly.
  - C Type AB: This type has the friendliest immune system of all the blood types.
- C **What You Do**
  - C **Type O:** Eat meat (high protein, low carbohydrate), eliminate wheat and most other grains, and engage in vigorous aerobic exercise.
  - C **Type A:** Be a vegetarian (high carbohydrate, low fat), engage in gentle exercise such as yoga or golf, and meditate to deal with stress.
  - C **Type B:** Eat a varied diet (this is the only type that does well with dairy) and engage in exercise such as moderate swimming or walking.

- C **Type AB:** You have the benefits and intolerances of both types A and B. Engage incalming exercises and relaxation techniques
- C **Facts**

- C Lectins are mostly destroyed by cooking and stomach acids.
- C Harvey Klein, MD, Chief of the Department of Transfusion Medicine, NIH, says, “We know of no food that attacks and agglutinates blood cells after you ingest it.”
- C The diet has not been validated scientifically.

### The Zone

- C **Author** Barry Sears, PhD
- C **Products Available:** Books (**The Zone** and **Mastering the Zone**), nutrition bars and other products.
- C **Claims**
  - C Most people suffer from an overproduction of insulin which causes weight gain. Eating the specified mix of protein, fat, and carbohydrate will correct that.
  - C Too much insulin creates bad “super hormones” called eicosanoids. These will reduce oxygen transfer to the cells, interfere with the breakdown of body fat, disturb blood glucose levels, and may contribute to heart disease, cancer, and autoimmune diseases.
  - C A high protein intake will create good eicosanoids. These will create a better insulin balance, maintain blood glucose, and help in the breakdown of body fat.
- C **What You Do**
  - C Eat 40% of your calories from carbohydrate, 30% from protein, and 30% from fat. Eat three small meals (400 calories each) and two snacks (100 calories each).
  - C Build meals with a one-to-one ratio of protein to carbohydrate. Do this by choosing from lists of “food blocks,” each with a certain amount of protein and carbohydrate.
- C **Facts**
  - C Weight gain results from eating too many calories (regardless of the proportions of carbohydrate, protein, and fat) and not getting enough exercise.
  - C The plan provides at most 1200 calories (1700 for athletes). This is lower than what many people consume. This would explain weight loss while on the plan, regardless of the ratio of carbohydrates, protein, and fat.
  - C Weight loss is not simply a matter of hormone imbalance. It involves many other factors.
  - C This diet requires you to limit the amount of so-called “bad” carbohydrates: bananas, cranberries, apple juice, orange juice, bagels, bread, carrots, dry cereal, popcorn, rice, potatoes, lima beans, raisins, ketchup, pasta and grains. Essentially the only grain-based food that’s good is slow-cooking oatmeal. This is not practical or healthy.
  - C The diet has not been validated scientifically. It is based on personal accounts and poorly conducted studies that have not been published.

### The Carbohydrate Addict's Diet

- C **Authors:** Richard Heller PhD and Rachael Heller PhD
- C **Products Available:** 7 books (Carbohydrate Addict's Healthy Heart Program, Carbohydrate-Addicted Kids, The Carbohydrate Addict's Lifespan Program, The Carbohydrate Addict's Gram Counter, The Carbohydrate Addict's Program for Success, The Carbohydrate Addict's Diet, Healthy for Life), Carbohydrate Addict's brand foods
- C **Claims**
  - C 75% of overweight and many normal-weight people are addicted to carbohydrates.
  - C Carbohydrate addiction is biological and not a matter of will power. It is caused by an over-release of insulin in response to carbohydrate-rich foods. Too much insulin results in a drop in blood sugar and a compensatory strong impulse to eat.
  - C Eventually, muscle cells become resistant to insulin and excess sugar is stored in fat cells. When fat cells also become insulin resistant, Type II diabetes develops.
  - C By cutting out carbohydrate foods, including fruits, vegetables, and whole grains, you can reduce insulin levels, and therefore hunger and fat storage.
- C **What Do You Do**
  - C Eat two non-carbohydrate meals per day and one "reward" meal per day (with equal portions of protein, fat, and carbohydrate).
  - C The reward meal must be eaten within one hour.
  - C No snacking is allowed during the first 2 weeks of the program.
- C **Facts**
  - C High blood insulin levels are associated with being overweight, not eating carbohydrates.
  - C Being overweight is the result of eating too many calories (from any foods, not just carbohydrates) compared to the calories burned in exercise.
  - C High levels of dietary protein and fat can be stressful to the kidneys and increase the risk for heart disease and cancer.
  - C Calorie intake can vary widely depending on the protein and fat foods chosen.
  - C Lack of fiber can cause constipation, and too little carbohydrates can cause weakness, nausea, and deficient levels of vitamin B, calcium and potassium.
  - C The diet has not been validated scientifically.

### Sugar Busters

- C **Authors:** Leighton Steward, Morrison C. Bethea, MD, Sam S. Andrews, MD, Lewis A. Balart, MD
- C **Products Available:** Book, shopper's guide, web page that endorses approved products
- C **Claims**
  - C Refined sugar and food with a high glycemic index cause increased insulin levels, which promotes fat storage. Obesity results from this insulin overload.
  - C Low fat, high carbohydrate diets don't work.
  - C Most of our body fat comes from ingested sugar, not ingested fat.

**C What You Do**

- C Avoid "insulin-stimulating foods" such as white rice, bread from refined flour, carrots, potatoes, corn, beets, refined sugar, corn syrup, molasses, and honey.
- C Focus on carbohydrates with low glycemic indexes (whole grains and cereals, fruits, vegetables, and dairy products).
- C Fruit should not be eaten with meat dishes but can be consumed 30 minutes before a meal or 2 hours after.
- C Portion size guidelines are vague ("portions of food that you select for each meal should fit nicely on a plate...do not go back for seconds or thirds").
- C Misleading claims are made ("enjoy steak, eggs, cheese and even wine as you get healthy and lose weight " appears on the cover of the book).

**C Facts**

- C A high intake of complex carbohydrates can protect against many nutrition-related diseases. A high intake of fat, saturated fat, and cholesterol increases the risk of heart disease and cancer.
- C The body *does* produce insulin in response to rises in blood sugar, but insulin promotes fat storage only when a person consumes excess calories.
- C Eating too many calories *in any form* will promote fat storage if not matched by calories expended.
- C No success-rate data or case studies are published anywhere in the book or in a scientific journal. The book lists about 20 references throughout, many of them unknown textbooks and journals.

**Eat More, Weigh Less** (Note: This diet is not included on the Do Fad Diets Work? handout. It is much more reputable than the other diets, however, participants are not to be encouraged to follow a non-DPP weight loss program. Information is included here for your background in case participants ask about it.)

**C Author** Dean Ornish, MD

**C Products Available:** Five best-selling books including: Dr. Dean Ornish's Program for Reversing Heart Disease; Eat More, Weigh Less; Love & Survival: The Scientific Basis for the Healing Power of Intimacy. Also video and audiocassettes and cookbooks.

**C What You Do**

- C Nutrition**
  - C No animal products except egg whites and non-fat dairy foods
  - C No more than 10% of total calories per day from fat with approximately 15% of total calories from protein and 75% from complex carbohydrates
  - C No more than 10 milligrams per day of dietary cholesterol
  - C Restricted salt intake for people with high blood pressure, heart failure or kidney disease
  - C Moderate sugar intake

- C      Less than 2 ounces of alcohol per day and no caffeine
- C    *Exercise* Moderate activity (walking preferred) (30 minutes/day or 60 minutes 3 times/week)
- C    *Stress management* May include stretching, breathing exercises, meditation, progressive relaxation
- C    *Group support* (designed to create community, enhance intimacy and adherence)
- C    **Claims**
  - C Improvement in cardiovascular endurance (treadmill time)
  - C Improvements in coronary artery blockages and heart blood flow
  - C Reduction in frequency of anginal episodes
  - C Decreases in blood pressure, cholesterol, triglycerides and heart rate
- C    **Facts**
  - C Five randomized, controlled clinical trials (ranging from 24 days to 5 years) have been done with small numbers of heart patients. Results have been published in peer-reviewed scientific journals.
  - C Ornish has received national and international awards from scientific and educational institutions. Some health insurance companies cover the program.
  - C Dietary changes are too extreme for many people to maintain long-term, especially people without disease symptoms.

# Health News: Fact or Fad?

Here are some basic questions to ask when evaluating health news.



Questions	What to keep in mind
<ol style="list-style-type: none"><li>1. Are there <b>dramatic headlines?</b> Are there <b>promises of easy answers</b> or quick fixes? Are there claims that sound too good to be true? Are there exaggerated warnings of danger from a single product or plan?</li></ol>	Headlines are designed to grab your attention. So are promises of quick fixes and dramatic warnings about a single product or plan. They are often misleading.
<ol style="list-style-type: none"><li>2. Is the information based on <b>personal experience or objective research?</b></li></ol>	What happens to one person or even a few people may be due to chance.
<ol style="list-style-type: none"><li>3. Are there any <b>hidden motives?</b> Who paid for the study? Where was the study done? Is there a product or book being sold?</li></ol>	Watch out for conflicts of interest or personal biases. Beware if a special interest group would gain or lose by particular results. Beware if there are related products or books for sale.
<ol style="list-style-type: none"><li>4. Has the information been <b>published?</b> If so, where?</li></ol>	Don't trust unpublished information. On the other hand, just because something is published doesn't mean it's accurate. Most trustworthy are articles published in scientific journals because they have been reviewed and approved by fellow scientists.

5. Are the <b>results qualified</b> with words like “may,” “seem,” or “in some cases”? Are simple conclusions drawn from a complex study?	The results of one study seldom prove anything. Reliable researchers usually want you to interpret the results with caution and will often use qualifying words. Also, beware of simple conclusions drawn from a complex study.
6. What <b>kind of study</b> was done?	Studies that follow and observe large groups of people can provide clues for future research. But they usually can't prove the cause of a disease. Only studies that test ways to prevent or treat a disease can do that.
7. <b>Who took part in the study</b> (e.g., age, male/female)? Are differences among individuals or groups ignored?	Results found in one group of people (e.g., middle aged men) may not apply to others (e.g., middle aged women). Also, what works in animals or test tubes doesn't necessarily work in humans.
8. <b>How many people</b> took part in the study?	In small studies there is a greater risk that the results may be due to chance.
9. How <b>long</b> did the study last?	Longer studies are needed to follow a disease that takes a long time to develop (e.g, diabetes, heart disease).

Was the article believable?

What questions do you have after reading the article?



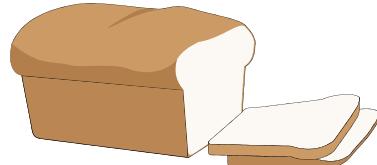
# Top 10 List of Bread Statistics

**T** Be careful when you read statistics in health news. Something may sound scientific. It may even be true, in a limited way. But does it make sense?

Enjoy the following nonsense about the “dangers” of eating bread.

*Note: This story originally appeared in Nutrition News Focus on November 25, 1998.*

1. More than 98 percent of convicted felons are bread users.
2. Fully HALF of all children who grow up in bread-consuming households score below average on standardized tests.
3. Bread is made from a substance called "dough." It has been proven that as little as one pound of dough can be used to suffocate a mouse. The average American eats more bread than that in one month!
4. Newborn babies can choke on bread.
5. Bread has been proven to be addictive. Subjects deprived of bread and given only water begged for bread after as little as two days.
6. Bread is often a "gateway" food item, leading the user to "harder" items such as butter, jelly, peanut butter, and even cold cuts.
7. In the 18th century, when virtually all bread was baked in the home, the average life expectancy was less than 50 years; infant mortality rates were unacceptably high; many women died in childbirth; and diseases such as typhoid, yellow fever, and influenza ravaged whole nation.
8. More than 90 percent of violent crimes are committed within 24 hours of eating bread.
9. Bread is baked at temperatures as high as 400 degrees Fahrenheit! That kind of heat can kill an adult in less than one minute.
10. Many bread eaters are utterly unable to distinguish between significant scientific fact and meaningless statistical babbling.



# **Resources for Reliable News about Health, Nutrition and Physical Activity**

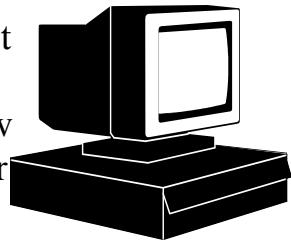
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- C DPP Lifestyle Staff
- C American Dietetic Association, 1-800-366-1655, [www.eatright.org](http://www.eatright.org)
- C National Health Information Center, [www.nhic-nt.health.org](http://www.nhic-nt.health.org)
- C American Heart Association 1-800-242-8721, [www.americanheart.org](http://www.americanheart.org)
- C National Women's Health Resource Center, 1-202-537-4015,  
[www.healthywomen.org](http://www.healthywomen.org)
- C National Women's Health Information Center, [www.4woman.org](http://www.4woman.org)
- C American Cancer Society, 1-800-227-2345, [www.cancer.org](http://www.cancer.org)
- C National Cancer Information Service Hotline, 1-800-4-CANCER
- C Tufts Health and Nutrition Letter (to subscribe, write Tufts Health and Nutrition Letter, 50 Broadway, 15th Floor, New York, NY 10004, or visit their website at [www.healthletter.tufts.edu](http://www.healthletter.tufts.edu))
- C Center for Science in the Public Interest, 1-202-332-9110, [www.cspinet.org](http://www.cspinet.org)
- C American Running Association, 1-800-776-2732,  
([www.americanrunning.org](http://www.americanrunning.org))
- C American Council on Exercise  
(<http://www.acefitness.org/>)



# Making the Net Work for You

On the Internet, information about lifestyle change is just a click away. The key is knowing *where* to click. Some web sites offer accurate information. Others offer junk. The web sites below are generally reputable and usable. Some offer direct links to other sites.



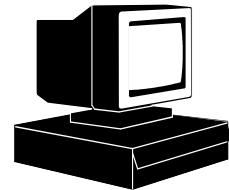
## Nutrition and Weight Loss on the Web

- C **Tufts University Nutrition Navigator (<http://www.navigator.tufts.edu/>)** Nutritionists at the highly regarded Tufts University School of Nutrition Science and Policy provide helpful ratings and reviews of nutrition websites.
- C **Mayo Clinic Health Oasis (<http://www.mayohealth.org/mayo/expert/htm/ask2.htm/>)** Jennifer Nelson, MS, RD, CNSD, staffs Mayo Clinic's on-line ask-an-RD service. Fun and user-friendly.
- C **CyberDiet (<http://www.cyberdiet.com/>)** Timi Gustafson and Cynthia Fink Gustafson, registered dietitians, provide sane, fun, and well-presented nutrition information. Lots of interactive stuff.
- C **Vegetarian Resource Group (<http://www.vrg.org/>)** Reed Mangels, PhD, RD, and Suzanne Havala, MS, RD, offer free newsletters and complete vegetarian information.
- C **Food and Nutrition Information Center (<http://www.nal.usda.gov/fnic/>)** This site provides information from the US Department of Agriculture about the Dietary Guidelines and the Food Guide Pyramid.
- C **The American Dietetic Association--Your Link to Nutrition and Health (<http://www.eatright.org/>)** This site provides hundreds of quick tips, monthly hot topics, and the Find-a-Dietitian searchable database.
- C **American Diabetes Association (<http://www.diabetes.org/>)** This site offers state-of-the-art information about diabetes prevention, treatment, research and education, plus daily low-fat recipes. Guidelines to educational programs and events in your locale are provided.
- C **Nutrition Links ([http://www.oznet.ksu.edu/ext\\_F&N/Nutlink/n2.htm/](http://www.oznet.ksu.edu/ext_F&N/Nutlink/n2.htm/))** From Kansas State University. Countless nutrition topics are covered, including nutrition throughout the life span, medical nutrition, exercise and fitness, and vegetarianism.
- C **Ask a Dietitian (<http://www.dietitian.com/>)** Joanne Larson, MS, RD, posts common-sense answers to more than 75 common nutrition questions, along with links to other nutrition information.

- C **Meals for You** (<http://www.mealsforyou.com/>) This commercial site offers recipes, personalized meal plans, and customized shopping lists.
- C **Grains Nutrition Information Center** (<http://www.wheatfoods.org/>) This site provides grain recipes, handouts, and fad diet updates from the Wheat Foods Council.
- C **Alternative Health News On-line** (<http://www.altmedicine.com/>) Consumers and health professionals who want to keep current with alternative medicine (e.g., herbs, macrobiotics, and vitamin supplements) should find this site, developed by a journalist, to be a great resource.

### **Physical Activity on the Web**

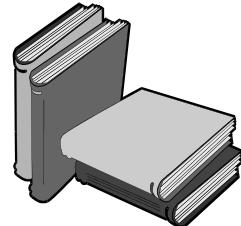
- C **American Council on Exercise** (<http://www.acefitness.org/>) This site offers “Fit Facts,” handouts on a wide variety of fitness topics that can be copied for use with participants.
- C **Go Ask Alice** (<http://www.columbia.edu/cu/healthwise/>) This is a very highly rated on-line question-and-answer site by health educators and health care providers at the Columbia University Health Service. The archive includes about 1,600 previously answered questions. Topic categories include nutrition, fitness, and general health.
- C **Shape Up America** (<http://www.shapeup.org/>) As part of Dr. Koop’s initiative to promote physical activity and weight loss, this site includes lots of information for the public and professionals.
- C **The Physician and Sports Medicine** (<http://www.physsportsmed.com/>) An excellent sports medicine magazine with resources, links, and past issues.
- C **Connecting the Connectors** (<http://www.connectingconnectors.com/>) Inspired by Oprah Winfrey, this site offers “support for running, weight loss, marathoning, and life.” Includes motivational tips, guidelines for beginning runners, and e-mail discussion groups.
- C **Phys** (<http://www.phys.com>) This site is colorful, hip, and filled with useful nutrition and fitness information, including a Debunking the Diets section. Sponsored by CondeNet.
- C **Be Active** (<http://www.beactive.org/>) An upbeat site with information from the Surgeon General, personal accounts from people of all ages, and practical ideas for staying active.
- C **Runner’s World** (<http://www.runnersworld.com/>) Not just for runners, this site includes sensible articles on sports nutrition and general recommendations for a healthy diet.
- C **Asimba** (<http://www.asimba.com/>) An upbeat site with health and fitness information, motivational tips, e-mail discussion groups, and personalized training programs for walking and running.



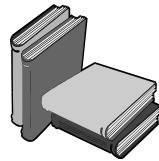
# Keys to a Healthy Weight Loss Diet

Diets that include the features below are more likely to be safe and to help you lose body fat and keep it off.

- 9 The diet **meets your needs for all nutrients while lowering the total calories.**
- 9 **Foods are the basis for the diet**, not supplements or pills.
- 9 “**Forbidden” foods are kept to a minimum.** Foods are not labeled “good” or “bad.”
- 9 The expected rate of weight loss is **no more than 2 pounds per week.**
- 9 The diet contains a **sensible balance of protein, carbohydrate and fat.** Recommendations are for 10-20% of calories from protein, 50-60% from carbohydrate, and less than 30% from fat (with <10% from saturated fat).
- 9 The diet emphasizes **portion control.**
- 9 Some method for **increasing awareness of foods eaten** is encouraged. Examples: Self-monitoring or individualized meal plans.
- 9 **Healthful snacks** are part of the plan.
- 9 **Regular aerobic exercise** is part of the plan.
- 9 The diet is **practical.** You could follow it long enough to reach your long-term weight loss goals. You could follow it forever.
- 9 You would be **able to follow the plan anywhere** – at home or away from home.
- 9 The diet **allows you to eat when you are hungry.** You feel satisfied when you eat.
- 9 The diet is **based on scientific evidence**, not personal experience. The endorser is respected and knowledgeable in nutrition.



# What About the Popular High-Protein, Low-Carbohydrate Diets?



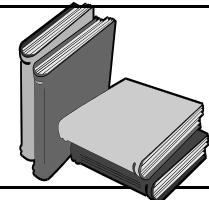
Keep in mind that any diet with fewer calories than you usually eat will result in weight loss. But **can you stick with it for the long-term?**

The Claims	The Truth
Americans are getting fatter because we are eating too much carbohydrate.	Americans are getting fatter because we are <b>eating too many total calories and exercising less.</b>
Eating too much carbohydrate causes high levels of insulin in the blood. This leads to insulin resistance which causes weight gain.	Being overweight is <i>associated with</i> insulin resistance. However, there is <b>no scientific evidence</b> that weight gain is <i>caused by</i> insulin resistance or that eating too much carbohydrate causes insulin resistance.
You'll lose weight on the diets because they are low in carbohydrate.	You may lose weight on the diets because they <b>contain fewer total calories than most Americans consume.</b> Most of the diets range from 1000-1800 calories. Also, many cause <b>ketosis.</b> In ketosis, the body breaks down fat stores, producing toxic substances called ketones. To flush out the ketones, the kidneys pull water from the body. <b>It's the loss of water, not fat, that results in quick weight.</b>
The diets will improve your health.	There have been <b>no scientific studies on the health effects of these diets.</b> Concerns have been raised about dehydration and the possibility that the diets may increase the risk of heart disease and certain cancers due to the high-fat foods emphasized.
The diets have been proven to work.	Success is documented by personal accounts only. <b>No scientific studies have been published on these diets.</b>

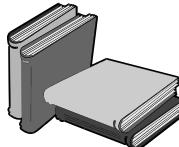
The fact is, many overweight adults *do* eat too many calories from carbohydrate-rich foods when they cut back on fat. The key to healthy weight loss is to **cut back on total calorie intake, get more exercise, and choose carbohydrates (whole grains, fruits, and vegetables) that are high in fiber and nutrients.**

# Do Fad Diets Work?

Some popular weight loss diets may produce weight loss in the short term. But most of them will jeopardize your health and your permanent weight loss efforts. Here's why:



Diet	Claims	What You Do	What's Wrong With the Diet
<b>Atkins</b>	Eating too much carbohydrate causes high insulin levels. That causes weight gain.	Eat mostly meat, poultry, fish, shellfish, eggs, cheese, and low-carbohydrate vegetables. Eat no more than 20 grams of carbohydrate per day (increase during later phases of the diet). Take many vitamin supplements.	High in fat, saturated fat, and cholesterol, which increases risk of heart disease and cancer. Low in fruits, whole grains, and vegetables (important sources of fiber, vitamins, minerals, and phytochemicals). Concerns have been raised that this can lead to ketosis (a condition in which the kidneys cannot keep up with filtering the blood of ketones, a byproduct of fat breakdown). This may stress the kidneys and cause dehydration, fatigue, and headaches. Depletes stores of glycogen in the liver, an important source of energy for exercise. Initial quick weight loss is from water loss. Dramatic loss of body water can require adjustments in medication doses.
<b>Eat Right for Your Type</b>	Lectins (proteins on the surface of certain foods) cause illness and disease. An example is a condition in which blood cells stick together.	Eat only certain foods depending on your blood type. For example, if you are type O, eat meat and no wheat. If you are type A, be a vegetarian.	Extremely restrictive for certain blood types. Can cause nutrient deficiencies. No scientific basis. No food attacks blood cells after you eat it. No advice given on portion size.

Diet	Claims	What You Do	What's Wrong With the Diet
<b>The Zone</b> 	Eating the right combination of foods leads to lower insulin levels and desirable levels of hormones called eicosanoids. This leads to weight loss and peak performance.	Eat 40% of calories from carbohydrate, 30% from protein, and 30% from fat. Build meals with a 1-to-1 ratio of protein to carbohydrate by combining "food blocks."	No scientific basis. Weight gain results from eating more calories than are expended, regardless of the source (carbohydrate, protein, or fat). (The eating plan is low in calories, which would explain weight loss while on the plan.) Extremely restrictive of many fruits, vegetables, and grains, important sources of vitamins, minerals, fiber, and phytochemicals.
<b>Carbohydrate Addict's Diet</b>	High insulin levels cause carbohydrate addiction. That causes weight gain.	Eat two meals of protein and fat only and one meal with equal proportions of carbohydrate, protein, and fat. The third meal must be eaten within one hour.	No scientific basis. Weight gain results from eating more calories than are expended, regardless of the source (carbohydrate, protein, or fat). High in fat, saturated fat, and cholesterol, which increases the risk of heart disease and cancer. Low in fruits, vegetables, and whole grains, important sources of vitamins, minerals, fiber, and phytochemicals. Calorie intake can vary widely depending on the protein and fat foods chosen.
<b>Sugar Busters</b>	Refined sugar and certain carbohydrate foods cause high insulin levels. That causes weight gain.	Avoid insulin-stimulating foods (e.g., potatoes, white rice, corn, carrots, beets, white bread, all refined white flour products). Do not combine certain foods (e.g., don't eat fruit with meat).	No scientific basis. Weight gain results from eating more calories than are expended, regardless of the source (carbohydrate, protein, or fat). (The eating plan is very low in calories, which could explain weight loss on the plan.) High in fat, saturated fat, and cholesterol, which increases the risk of heart disease and cancer. Portion guidelines are vague.

# **Outlines for Lifestyle Classes after Core Combination Classes**

# Combination Class Idea from Indiana.

Be sure to review **Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

Note: **All after-core classes should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). To accomplish this, all classes should include weigh-ins, encouragement to self-monitor, and collection and review of self-monitoring records. At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the course.

## Class Overview

The attached outline is for a four-session after-core class developed by John Guare, PhD, behavioral consultant to the DPP in Indiana. The class includes one session on activity, one on nutrition, and two on behavioral topics (cognitive restructuring and relapse prevention.)

The Lifestyle Resource Core has the following additional suggestions for conducting the class:

- C Emphasize with the participants that the topics were all presented in the core curriculum but now is the time to get some group support and do some advanced problem solving related to the topics (including how best to use the group and other participants as a source of support).
- C Feel free to use any existing handouts that are applicable (e.g., during the session, “It’s the Thought That Counts,” you may want to include a discussion of positive thinking and behavior chains, and provide some of the related handouts from the core curriculum).
- C In the session on physical activity, use the Activity Pyramid to reinforce the DPP activity goal as well as lifestyle activity.
- C Code the class as 698 (Combination Class) on the Group Session Log (L05).

Group Activity (for It’s the Thought That Counts session): Focus on the link between B and C (e.g., thinking “I’ll never succeed” and overeating). Have participants problem-solve and role-play what to say to themselves and do at the moment of “giving up.”

## **Lifestyle Balance During the Holidays**

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One idea for an after-core class is to offer a series of sessions related to the holidays or one holiday session as part of a winter class on several additional topics. You may want to add some fun by having a holiday contest (e.g., give everyone a paper Christmas tree with gold stars to put on it whenever they do certain targeted behaviors, then have the participants bring in their completed trees at the end of the class for a prize). You may want to work as a group on a project related to the spirit of giving (e.g., a charitable volunteer project or earning points toward a group donation to charity).

Here are some ideas for sessions:

- Session 1. **Planning for the Holidays** (Review the attached handout, Lifestyle Balance During the Holidays, according to the instructions. Have participants complete Lifestyle Balance During the Holiday: Problem Solving and, depending on the timing of the holiday, try their action plan before the next session. Also have participants name key foods they prepare during the holidays and ask them to bring a favorite recipe they'd like to modify to Session 4 and any low-fat/low-calorie holiday recipes they'd like to share with the group.)
- Session 2. **Stress and Time Management During the Holidays** (First discuss how the participants' action plans went since the last session and revise if necessary. Then ask participants to name various sources of stress during the holidays. How do these sources of stress and time pressures affect their eating and activity during the holidays? What strategies have they already used to cope with stress and manage their time during the holidays? Ask participants to individually complete the attached handout, What Is Most Important About the Holidays? and then discuss their answers. Emphasize that staying healthy is fundamental to everything else, which is why participants have joined the DPP and committed themselves to losing weight and being physically active. Ask participants to name some things they need to do in order to adhere to their DPP goals but may neglect during the holidays. Then use an example from the group to demonstrate how to complete the worksheet, Saving Time for a Healthy Lifestyle During the Holidays. Finally have participants complete the worksheet individually, discuss their answers, and then try their action plans, if possible before the next session, depending on the timing of the holiday. To help participants answer item 2 on the worksheet, you may want to distribute the handouts, Quick and Healthy Eating and Streamline Physical Activity from the Time Management class. Remind participants that the next session includes physical activity and to come dressed appropriately.)

**Session 3. Being Active During the Holidays** (First discuss how the participants' action plans went since the last session and revise if necessary. Then distribute information about local opportunities for holiday activities that involve physical activity, such as a list of local ice skating rinks, places to rent cross country skiing equipment, etc., with phone numbers, locations, and hours. If possible, do something active as a group (e.g., hike, ice skating or cross country skiing lesson) during the session. You may want to distribute and discuss the handout, Staying Active on Holidays. Using an example barrier to physical activity from the group, demonstrate completing the worksheet Lifestyle Balance During the Holidays: Problem Solving. Then have participants complete the worksheet individually and discuss their action plans. Remind participants to bring in recipes to makeover at the next session.)

**Session 4. Holiday Make-Over, Including Recipes** (First discuss how the participants' action plans went since the last session and revise if necessary. Then ask participants to share some favorite holiday recipes they'd like to makeover. Discuss several of the recipes as a group, making suggestions for ingredient substitutions and alternative cooking methods to lower the fat/calories. For example, you may want to discuss cooking methods and provide recipes for a lower-fat pastry crust and filling for a pumpkin pie, a defatted gravy, low-fat stuffing, low-fat cookies and quick bread made with a fruit puree as a fat substitute, etc. You may also want to do a make-over of a Thanksgiving menu or even an entire Thanksgiving day as a group. Include strategies in addition to recipe modification, such as eating smaller portions, budgeting fat grams/calories and activity, etc. A sample menu and menu makeover answer sheet are attached. One option for this session would be to demonstrate preparing a modified holiday recipe or tasting one that has already been prepared. For homework, ask participants to modify and test at least one holiday recipe and plan to bring samples of a successfull recipe to share at the next session, the potluck party. You may want to coordinate which types of recipes participants test so that among everyone, an entire menu is tested (i.e., one participant would test an appetizer or soup, one a main course, one a side dish, one a dessert, and so on). Ask participants to give you the written recipes, with fat grams and calories per serving, before the party if possible so you can make copies to distribute at the party. )

**Session 5. Holiday Party Potluck** (First ask participants how their recipe testing went. Then have the potluck and distribute copies of the recipes for low-fat/calorie holiday foods. As part of the party, have participants role-play the situations on the after-core handout Solving the Problem of Buffets and Receptions (CU1) and discuss their experience as a group. Review the after-core handout If You Drink Alcohol (ON2). Complete the worksheet Lifestyle Balance During the Holidays: Problem Solving as a

group and then individually about problems related to handling holiday parties and celebrations.)

Be sure to **review Section 6 in the Manual for Contacts After Core: Guidelines for Conducting Lifestyle Classes after Core**, before conducting this or other after-core classes.

Note: **All after-core classes should be considered a time for participants to “restart”** (resume behavior changes toward their weight loss and physical activity goals). To accomplish this, all classes should include weigh-ins, encouragement to self-monitor, and collection and review of self-monitoring records. At Session 1, participants should set goals for fat grams/calories, exercise, and weight loss to achieve during the course.

## **How to Use “Lifestyle Balance During the Holidays”**

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The attached optional participant handouts, Lifestyle Balance During the Holidays and Lifestyle Balance During the Holidays: Problem Solving, are based on the similar handouts on vacations. They may be given to participants during an individual In-Person visit or may be used to support a group discussion during an after-core class.

Note: The following instructions assume the handouts will be used with a group but can be adapted for use with an individual participant as well.

1. Ask the participants to close their eyes for a few moments and think about the holidays. **“Try to imagine the scenes you remember from previous holidays.”** After a few minutes, ask them to share their images. If there’s a chalkboard, write down the themes. Notice aloud how many of them have to do with eating and drinking or being inactive.
2. Ask the participants why there are **special difficulties about eating and inactivity during the holidays.** Get their ideas, and then summarize the following points:
  1. For most of us, the holidays mean traditional forms of celebration with family and friends and many food and social cues. There may be feasts and parties, often additional time pressures and stress to prepare for these sometimes elaborate celebrations, and for many of us, eating and drinking too much. For others, memories, loneliness and separation from family and friends add their own pressures which can lead to eating and drinking too much.
  2. Eating is a form of pleasure, so we may mis-eat as a way to cope with stress and find pleasure if we don’t have other sources of pleasure available during the holidays.
  3. We associate eating (and often inactivity) with pleasure, so when we are having pleasure, we believe that eating or being inactive will make that pleasurable time even better. During the holidays, this can get out of hand if we relax and let down control (“after all, it’s a holiday.”).
  4. If things go wrong during the holidays (and most holidays don’t live up to our fantasies), or if we are workaholics and have great difficulty relaxing when not at work, we might get tense and eat to relieve the added tension on a holiday.
  5. Eating and drinking are “social lubricants,” helping us to feel at ease, giving us something to talk about, even giving us an escape excuse (“Excuse me, I’m going to get more food”). These factors may be especially important if our holiday is with a group of friends or family that we haven’t seen in a while.
  6. Holidays happen infrequently so we may be more willing to “excuse” overeating or being inactive.

7. During the holidays our routine changes, which may mean disruptions in our typical schedules for activity and eating meals and snacks.
3. Distribute the handout, **Lifestyle Balance During the Holidays**. Review the following strategies (summarized on the handout). As you review each strategy, ask participants for examples and allow time for discussion:

**1. Plan pleasures other than food and drink.**

- a. Plan the kind of holiday *you* want. One way to think about this is to ask yourself, What do I enjoy about the holiday? What traditions are most meaningful for me and my family and friends? What traditions are not so meaningful? What things do I enjoy doing versus what things have I felt obligated to do? For example, you may love going to concerts of holiday music and not enjoy sending holiday cards.
  - b. Think about what you like to do for physical activity. Can you find a way to make that part of your holiday?
  - c. Be prepared to be assertive with others about what you want to do during the holidays. Negotiate a compromise if necessary.
2. Some of us spend the holidays alone but most of have some arranging to do with family and friends. **Have a family talk well before the holidays** to discuss such issues as:
    - a. What did we like about the holidays last year? What were the problems? Make a specific plan for what you will do this year, including pleasures other than food and drink.
    - b. Discuss how you will handle food and eating out.

If we prepare a holiday feast, what special foods will be included? If our traditional foods are high in calories and fat, can the recipes be modified? Can we add some new low-fat/calorie items to the menus as options (e.g., fruit salad as well as cookies and pie)? [This may be a good time to distribute some low-fat recipes and an example of a high-fat recipe that has been modified.]

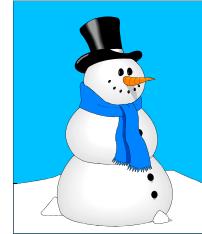
How often will we eat out (e.g., during the weeks before the holidays when time is scarce)? What types of restaurants will we choose? Are there low-fat/calorie options for you? Can we split entrees or desserts?

Will we have tempting high-fat/calorie foods like cookies, candy and cake in the house? If so, can they be stored out of sight and separate from other foods? Can family members agree to eat these foods only when eating out?

How will gifts of high calorie/fat foods be handled (e.g., Christmas cookies brought by your aunt)? Can we agree to take food gifts to school or work to distribute? Can we ask friends and relatives before the holidays to bring a fruit basket or a nonfood gift instead of cookies, nuts, or other rich foods?

- c. Can we find a fun way to all be physically active? Examples: sledding, ice skating, winter hiking, bird watching, cross country skiing?
  - d. Get the family to agree not to nag you about what you eat or your activity plan.
  - e. Talk about positive ways your family can help (for example, praising you when you are sticking to your low fat food plan, going on walks with you, helping you with holiday preparations so you don't get too tired or stressed).
- 3. Have reasonable expectations for the holidays.**
- a. Keep track of your eating and activity as much as possible. (Summarize the study described in the attached Health Psychology article, "How Can Obese Weight Controllers Minimize Weight Gain During the High-Risk Holiday Season? By Self-Monitoring Very Consistently." Emphasize that in the intervention group, a decrease in weight was significantly associated with an increase in self-monitoring. Ask participants what they think would help them to self-monitor very consistently during the upcoming holiday season.  
Depending on the group, you may want to ask the participants if they'd like to establish a buddy system among themselves and call one another during the holiday season to reinforce self-monitoring. If so, those who volunteer to participate might exchange phone numbers or e-mail addresses. Or the Lifestyle Coaches at your center may decide to increase phone and mail contact with the participants in the class to reinforce self-monitoring, as was done in the study described in the articles.)
  - b. Weigh yourself often, but remember that scales differ.
  - c. Plan to *maintain* your weight; don't expect weight loss. Figure fat and calorie goals for maintenance.
  - d. Let go a little. For example, eat something special. Choose the best and leave the rest. That is, when you decide to eat a special high fat food, choose quality, not quantity. Choose the best thing available, take a small portion, eat slowly, and enjoy every mouthful.
  - e. Get extra activity. If you slip with eating a little, this will often compensate.
- 4. If you tend to be tense during the holidays, ask why and what you can do about it.**
- a. Avoid extended periods when you are doing what others want and not what you want. Be assertive about what you want to do. Let go of traditions that are no longer meaningful to you or that you do not enjoy.
  - b. Plan daily times to relax. Try not to get overtired (e.g., by doing too much shopping for gifts in a short period of time).
- 5. Decide what you want to do about alcohol.** Alcohol may lower self-control. If you drink, are you aware of the calories involved?

6. **Build in activity.** For example, make it a habit to park further away and walk a little longer to get to the shopping mall or to a holiday concert. Look for seasonal ways to be active that can become traditions (e.g., go sledding or ice skating, take a winter nature hike at a local park, or go cross country skiing).
7. **Prepare for old friends or relatives you haven't seen in a while.** Decide how and when you will want to be assertive with them about eating and activity. Consider talking with them in advance.
8. **Plan for pleasures *after* the holidays.** Many people experience a let-down after the holidays. Try to get back to regular activities gradually and plan some extra pleasures to offset post-holiday blues. Consider allowing an easy day at home before getting back to work full-steam.
5. (Note: The next handout, **Lifestyle Balance During the Holidays: Problem Solving**, is for problem solving issues related to a specific holiday plan, whereas the previous one provides general guidelines. So this handout may or may not be appropriate for participants at this point, depending on whether or not they know their holiday plans.) Distribute the handout, **Lifestyle Balance During the Holidays: Problem Solving**. First review a general problem solving strategy for holidays (analyze, write, plan, reward) and provide examples:
  1. Take time to think about the problems in advance. For example, you normally walk every morning before work, but you plan to sleep in during the holidays.
  2. Write out the problem and list some possible solutions. Could you plan some special activities such as ice skating and sledding?
  3. Decide on your best solution and write it out.
  4. Agree with yourself in advance that if you are able to carry out the plan, you will somehow reward yourself afterwards. Be specific about the goal and the reward. Ask the participant(s) for some examples of problems and work together on a couple of specific plans to be recorded on the handout.
6. **Summarize main points, answer questions, and wish participants a happy holiday.**



# Lifestyle Balance During the Holidays

## Ways to Handle the Holidays

### 1. Plan pleasures other than food or drink.

- C Plan the kind of holiday *you* want.
- C Think about what you like to do for physical activity. Can you make that a part of your holiday?

### 2. Hold a family meeting ahead of time.

- C What did we like or dislike about our last holiday? What will we do this time?
- C How will we handle food and eating out?
- C Can we find a fun way to all be physically active this year?
- C Get the family to agree not to nag you about your eating or activity.
- C Talk about ways your family can help.

### 3. Have reasonable expectations for the holiday.

- C Keep track of your eating and activity.
- C Weigh yourself often. But remember, scales differ.
- C Plan to *maintain* your weight.
- C Let go a little. Eat something special. (Choose the best. Have a small portion.)
- C Get extra activity.

### 4. If you tend to be tense during the holidays:

- C Avoid long periods when you're doing what others want and not what you want.
- C Plan daily times to relax.

### 5. Decide what you want to do about alcohol.

Alcohol may lower self-control.  
If you drink, be aware of the calories.

### 6. Build in activity.

Park further away and walk.  
Look for seasonal ways to be active that can become traditions.

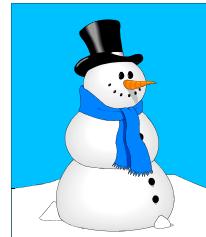
### 7. Prepare for friends or relatives you haven't seen in a while.

### 8. Plan for pleasures *after* the holidays.

# **Lifestyle Balance During the Holidays: Problem Solving**

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Healthy eating and being active *are* possible during the holidays.  
The key is to plan ahead:



## **1. What problems might come up?**

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## **2. Choose one problem. List some possible solutions.**

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## **3. Choose the best solution. What will you need to do to make that happen? How will you handle things that might get in the way?**

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## **4. Plan to reward yourself. What will the reward be? What will you need to do to earn that reward?**

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# What Is Most Important About the Holidays?

1. Imagine it is ten years from now, and you are remembering how you spent the holidays during those ten years. What would your most cherished memories be?

**What activities and traditions were the most meaningful and enjoyable?** (Remember, there are no right answers.

What is most meaningful to you may be less so for someone else.)

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2. List some other **activities and traditions that are not so meaningful or enjoyable**. (For example, you may send Christmas cards every year but not find much meaning or enjoyment in doing so.)

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3. How important is **staying healthy and preventing diabetes** in terms of being able to enjoy your future holidays?

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# Saving Time for a Healthy Lifestyle During the Holidays

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When I get busy during the holidays, I tend to neglect the following behaviors:

- 9 Self-monitoring what I eat
  - 9 Self-monitoring my activity
  - 9 Doing physical activity
  - 9 Preparing low-fat/calorie foods
  - 9 Planning ahead for when I eat out
  - 9 Talking back to negative thoughts
  - 9 Changing problem cues (food, social, or activity cues)
  - 9 Adding helpful cues (food, social, or activity cues)
  - 9 Problem solving what gets in the way of my healthy lifestyle goals
  - 9 Other (specify \_\_\_\_\_)
- 

Some possible ways to make time to do the above things during the holidays:

1. **Cut back on these activities/traditions that are less important to me:**
- 
- 

2. **Streamline healthy eating/physical activity by:** \_\_\_\_\_
- 
- 

Choose the best solution: \_\_\_\_\_

What might get in the way?

I will handle this by:

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I will do this to make my success more likely: \_\_\_\_\_

Did it work? If not, what went wrong? \_\_\_\_\_

# Happy Thanksgiving!

Thanksgiving doesn't have to be a nutrition disaster.



What are some healthier alternatives to the traditional menu items on the left? Write your ideas in the right-hand column.

<b><i>Traditional Menu</i></b>	<i>Calories</i>	<i>Fat (grams)</i>	<b><i>Healthy Changes</i></b>
<i>Fresh raw veggies (1/2 c.)</i>	50	0	
<i>Vegetable dip (2 TBSP)</i>	60	4	
<i>Dark turkey (5 oz.)</i>	262	10	
<i>Gravy (1/2 cup)</i>	58	4	
<i>Stuffing (1 cup)</i>	340	18	
<i>Cranberry sauce (1/4 cup)</i>	90	0	
<i>Potatoes, mashed with butter and whole milk (1/2 cup)</i>	130	6	
<i>Vegetable casserole (3/4 cup)</i>	135	7.5	
<i>Dinner roll with butter</i>	100	6	
<i>Sweet potatoes, candied with brown sugar and butter (1/2 cup)</i>	164	3.4	
<i>Pumpkin pie with whipped cream</i>	350	20	
<b><i>Traditional Total:</i></b>	<b>1739</b>	<b>79</b>	
<i>This meal is 41% fat.</i>			

# Happy Thanksgiving!

Here are some simple suggestions for making your traditional dinner healthier.



<b>Traditional Menu</b>	<i>Calories</i>	<i>Fat (grams)</i>	<b>Healthy Changes</b>	<i>Calories</i>	<i>Fat (grams)</i>
<i>Fresh raw veggies (1/2 c.)</i>	50	0	<i>No change</i>	50	0
<i>Vegetable dip (2 TBSP)</i>	60	4	<i>Made with low-fat sour cream</i>	35	2
<i>Dark turkey (5 oz.)</i>	262	10	<i>White turkey (3 oz.)</i>	129	3
<i>Gravy (1/2 cup)</i>	58	4	<i>Use only 1/4 cup</i>	29	2
<i>Stuffing (1 cup)</i>	340	18	<i>1/2 cup serving</i>	170	9
<i>Cranberry sauce (1/4 cup)</i>	90	0	<i>No change</i>	90	0
<i>Potatoes, mashed with butter and whole milk (1/2 cup)</i>	130	6	<i>Mashed with non-fat sour cream</i>	82	0
<i>Vegetable casserole (3/4 cup)</i>	135	7.5	<i>Steamed veggies (1/2 c.)</i>	25	0
<i>Dinner roll with butter</i>	100	6	<i>Don't add butter</i>	60	2
<i>Sweet potatoes, candied with brown sugar and butter (1/2 cup)</i>	164	3.4	<i>Mashed with syrup (no butter)</i>	106	0
<i>Pumpkin pie with whipped cream</i>	350	20	<i>No whipped cream</i>	320	17
<i>Traditional Total:</i>	1739	79	<i>Healthier Total:</i>	1126	35
<i>This meal is 41% fat.</i>			<i>This meal is 28% fat.</i>		

You save 643 calories and 44 grams of fat by making these small changes!



## ***TIPS FOR A HEALTHY THANKSGIVING***



### ***Use Low-Fat Products***

*Try skim milk, reduced-calorie margarine, fat-free sour cream and reduced fat cheese. These products are much healthier for everyone and taste just as good!*



### ***Eat Smaller Portions***

*There are so many good foods! Take smaller portions (1/2 cup or less) of several different things!*



### ***Pick Your Favorites***

*You don't have to eat everything that is served. Pick the foods that are special and skip foods you eat regularly (like dinner rolls)!*



### ***Take a Walk After Dinner!***

*Invite your friends and family to walk with you. Walking briskly will burn off extra calories.*

# **Outlines for Lifestyle Classes after Core**

## **One Time Get-Togethers**

# How Is the DPP Doing?

## Class Overview

This *one-session* after-core class was developed by Linda Delahanty, MS, RD, and Ellen Anderson, MS, RD, Lifestyle Coaches at the Massachusetts General DPP center. The purpose of the class is to update participants on some of the local and national study data and motivate them to work harder toward their goals by remembering their contribution to the whole. The class also gives participants a chance to meet one another, share successes, and provide ideas for upcoming after-core classes. (Note: **Code this class as a one-time get-together.**)

To do before the session:

- C Reserve conference room.
  - C Prepare materials:
    - C Slides or overheads of the national and local data from monthly reports on clinic rankings.
    - C Survey of possible upcoming after-core classes with scale for ranking from most to least favorite.
    - C Low-fat refreshments.
1. Weigh participants privately, then have the group assemble.
  2. Introduce the staff. Have participants introduce themselves and say how long they have been in the DPP. You may also want to ask participants to share a little bit about their experience thus far as a DPP lifestyle participant, what it means to them to be in the DPP, where they are from, etc.
  3. Present some of the national study data. For example, you may want to include the number of participants that have been randomized to each study group, the names of the centers participating (e.g., show a slide of the map of the United States with dots at each center), and the time remaining for recruitment. You may want to ask the principal investigator at your center to do this presentation.
  4. Present a report of some of the local data, with a focus on lifestyle. For example, you may want to include the number randomized to each study group, the number of lifestyle participants who have completed Session 16, the number in the after-core, and the percent of participants who are at their weight loss and activity goals at your center compared to other

centers (see the How Is the DPP Doing? graphs in Appendix G, Tool Box, Section 2 of the Lifestyle Manual of Operations--carefully review the script for guidelines on how to present the graphs, remembering that the purpose is to motivate participants and *not* to be discouraging, even if the data is not all positive). Remind participants that the weight loss and physical activity goals are two *separate* goals.

5. Ask participants to reflect on the weight loss and physical activity data and share their own strategies for success, what has helped them. What do they think would help the lifestyle group move forward with their weight loss and activity goals?
6. Explain that part of the DPP protocol is to offer 3 group classes per year during the after core, with each class lasting 4-6 sessions. Summarize what classes have been offered so far. Provide a written list of the classes you may be offering in the coming year(s) and ask participants to rank the classes from most to least favorite and to indicate the most convenient time of day and day of the week for them to attend a class.
7. Express appreciation for the efforts made by the participants to reach their lifestyle goals. Answer questions.

To do after the session:

C Complete group log.