



The Diabetes Prevention Program's
Lifestyle Change Program

Appendix A: Scripts for Core Curriculum Sessions

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Appendix A: Scripts for Core Curriculum Sessions

The following “mock” scripts provide *specific* instructions for presenting each of the first 16 lifestyle intervention sessions (called the “core curriculum”). *General* instructions for implementing the core curriculum and the intervention as a whole are found in Section 7.

The Lifestyle Coach should follow the mock scripts in terms of what to present and in what sequence, while tailoring exactly *how* the topic is presented (such as the language and examples used) to the participant’s learning style. In *no* instance should the Lifestyle Coach “read” the mock script to the participant. The mock script is provided only as a *model*.

Note: At Session 1A, DPP lifestyle participants are given a choice as to which intervention goal to focus on first, either weight loss or physical activity. **(Although participants have the freedom to start with either goal, the Lifestyle Resource Core strongly suggests that participants focus on weight loss first.)** The choice of which goal to focus on first will determine which of two scripts are to be used for Session 1B, and it also determines the *sequence* (but not the content) of Sessions 2-8. The scripts for Sessions 2-8 include guidelines for conducting *both* sequences and are numbered as follows: the first number is the session number for those participants who focus on the physical activity goal first or who do not express a preference; the second number is the session number for participants who focus on the weight loss goal first.

Session 1A: Welcome to the Lifestyle Balance Program.

Objectives:

In this session, the participant will:

- Meet the lifestyle coach and study team.
- Review the Standard Healthy Lifestyle Guidelines, if not presented at randomization.
- Be given the Lifestyle Balance notebook.
- Discuss the participant's initial reaction to being assigned to the Lifestyle Balance group.
- Receive an overview of the Lifestyle Balance Program.
- Learn the two Lifestyle Balance goals and why they are important.
- Discuss key aspects of the coach-participant relationship and sign a related agreement.
- Choose to focus either on the weight loss or the physical activity goal first.

To Do Before the Session:

Get materials ready:

- Materials for presenting the Standard Healthy Lifestyle Guidelines (see Section 5.1 of the DPP Manual of Operations), if not presented at randomization.
- Keeping Track book (or two, if the next session is scheduled more than 7 days later).
- Pages for participant notebook.
- Video or photographs of local study team members, if not present in person.
- Measuring cups, spoons, and scale (for participants who focus on weight loss first).
- Map to the supervised activity sessions (for participants who focus on activity first).

Invite family member to attend (if, during the run-in period, it was determined that a family member's attendance would enhance adherence).

On the Lifestyle Balance Update page, pencil in tentative appointment dates (schedule Sessions 1-8 for one week apart, 9-16 for either one or two weeks apart). Insert this page into the inside front pocket of the participant's notebook. Also, keep a copy of the Lifestyle Balance Update page in your notes for each participant.

Fill in the activity session schedule on page 1 of Getting Started Being Active.

Introduce yourself and the other members of the local study team.

Greet the participant. Also welcome family member or other support person if present.

Hello. I'm delighted to meet you. My name is []. As you know, you've been assigned to the group in the Diabetes Prevention Program that will be making lifestyle changes to try to prevent diabetes. The lifestyle changes will be to lose weight through healthy eating and to be more physically active. We've called this group the "Lifestyle Balance Program" because we'll be helping you reach a healthy balance between what you eat and how active you are.

I will be meeting with you often during the next several years, so we will get to know each other very well. I'm looking forward to working with you as a team to make our time together a success. There are many people on the study team; we're all resources for you.

Introduce the study team members, or use a video or photographs to introduce them if not present. Explain the role of each member of the team, and stress that during the upcoming years of the study, all of the members of the team will be available to support the participant.

Review the Standard Healthy Lifestyle Guidelines, *if not presented at randomization.*

At this point, I want to quickly go over some standard guidelines for a healthy lifestyle that all participants in the DPP receive. We give all participants this brochure [show the participant the Koop brochure] which is a good summary of the guidelines, and we talk with all participants about how to be more active [turn to pages 3-10; do not review them, however], eat a healthy diet [turn to pages 11-19], and reach and maintain a healthy weight [turn to pages 20-27]. Because you're in the lifestyle change group, we will go over these topics in great detail in the coming weeks, so I won't review them now. But this brochure is for you to take home as a resource. Other members of your family might enjoy reading it, too.

We also talk with all participants about smoking and alcohol. Do you now smoke cigarettes? [Refer to pages 5-4 and 5-5 of the DPP Manual of Operations, Version 2.0, for a script.]

Give the participant the Lifestyle Balance Notebook.

Here is the notebook we'll use throughout the study. It's yours to keep. At every session I'll give you some handouts to put into the notebook and we'll go over them together. Feel free to write notes or questions on the handouts, and take the notebook home. Just be sure to bring it with you to every session. Here is my name, address, and phone number for your records [give other team members' phone numbers, as appropriate].

It's very important that we stay in touch. Feel free to call me or stop in at the clinic whenever you have questions or need to talk. It's also important to call if you cannot come to a session.

Discuss the participant's initial reactions to being assigned to the Lifestyle Balance Program.

Some people who have been assigned to the Lifestyle Balance Program wanted to be in this group from the beginning; some hoped they would be assigned to another group in the study.

- **What do you think about being in the Lifestyle Balance Program?**
- **Are there some things about this group that seem good to you, and some things you're not so excited about?**

The participant may express disappointment about not being randomized to another arm of the study, fears of failing at the lifestyle intervention, memories of past failures at weight loss efforts, and so on. Recognize concerns, promote confidence that the participant can succeed, and give support.

If the participant is very negative, help him or her to identify *some* positive things about being assigned to this approach. Stress that the Lifestyle Balance Program is “state-of-the-art.” It has been carefully designed based on many research studies about the best ways to help people change.

Complete the work sheet “Remember Your Purpose” with the participant. Emphasize the positive aspects of the intervention, relating them whenever possible to issues of personal value to the participant, and encouraging the participant to provide specific details, in images or words (such as the names of people) that can be recalled later as a source of motivation. Examples:

- Has the real potential to prevent diabetes.
- No drugs, no drug side effects.
- Will reduce his or her risk of heart disease and stroke.
- Will help him or her look and feel better, have more energy.
- Make her or his family and friends proud.
- Set a good example for children, spouse, friends, and community.
- Will contribute to scientific research findings which will then improve health care practices for the community.

Explain that you may review this work sheet with the participant later in the program as a source of motivation.

Receive an overview of the Lifestyle Balance Program.

As I said earlier, the Lifestyle Balance goals will be to:

1. Lose weight through healthy eating, and
2. Be more physically active.

We strongly believe that making these lifestyle changes and keeping them up over time will prevent diabetes in people like you who are at risk of diabetes.

The Lifestyle Balance program has been carefully designed. It is based on many research studies of the best ways to help people change.

In this program we will help you:

- **Learn the facts about healthy eating and being active.** Our staff are experts in nutrition, exercise, and helping people develop healthy habits. We will give you the most up-to-date and accurate information.

But knowing the facts, or what to change, isn't enough. You also need to know **how to change**. So we will help you:

- **Learn what makes it hard for you to eat healthy and be active.**
And learn **how to change these things so they work *for* you**, not against you.

For example, you'll learn how to:

- Find the time to be active.

[Review the rest of the items on the work sheet.]

We will also give you the **long-term support** you need to stick with the changes you make. We will be your "**coaches**."

Review the Lifestyle Balance Goals.

These are Lifestyle Balance goals:

1. **Lose 7% of your weight through healthy eating.** Your goal will be to weight xxx pounds or less.
2. **Do 2-1/2 hours of brisk, physical activity each week** (this would be like taking a brisk walk for 30 minutes on five days of the week).

We will help you to reach these goals one step at a time and keep them up over time.

We'll go over each of these goals in detail, and exactly what they mean for you, as we go along. You may also have your own, specific goals you want to reach, but these are the goals for the study as a whole. I will do everything I can, and so will the rest of the study team, to help you reach the study goals.

Refer to the Manual of Operations for how to respond to participants who have their own personal goals, for example, who want to lose less or more weight, who are already very active, or who wish to do less than 2-1/2 hours of activity. Briefly address their concerns, then move on to the study goals. For example:

- If the participant wants to lose less weight or be less active than the study goal: “We’ll work toward this goal slowly, one step at a time. It’s a safe and reasonable goal for you, and I’m very confident that you can do it.”
- If the participant wants to lose more weight or be more active than the study goal: “Let’s work toward this goal first. When you reach this goal, we’ll talk about going further.”

Discuss the rationale for the goals.

The Lifestyle Balance goals are **safe and can be reached**.

We will help you reach the goals by making:

- **Gradual (made one step at a time),**
- **Healthy, and**
- **Reasonable changes in your eating and activity.**

Nothing extreme. For example, you won't need to do very vigorous exercise, although you can if you want. “Being active” doesn’t mean you need to be a marathon runner. We will just gradually increase your general activity and help you develop a more active lifestyle.

Reaching the Lifestyle Balance goals:

1. May prevent diabetes.

Research has shown that leaner and more active people are less likely to get diabetes. Also, moderate weight loss and physical activity have been shown to improve the body's use of insulin (the hormone that regulates the amount of sugar in your blood). This can reduce the chance of getting diabetes.

We believe that lifestyle changes can indeed prevent diabetes, if you make these changes and keep them up over time. That's why you and I will work together to do everything we can to help you lose weight and be more active.

2. **Reaching the Lifestyle Balance goals will also help you look and feel better and be more healthy in general.** Research has shown that losing weight and being active can:
- Relieve tension, help you relax and sleep.
 - Give you more energy, make it easier to get around (for example, if you're more active on a regular basis, your joints will be more flexible and you'll be less likely to injure your back).

Many of you may have health problems like high blood pressure or high blood cholesterol. Research has shown that losing weight and/or being active can:

- Lower blood pressure.
- Lower blood levels of LDL or "bad" cholesterol (the kind linked to the risk of having a heart attack or stroke).
- Raise blood levels of HDL or "good" cholesterol (the kind that reduces your risk of heart attack or stroke).

3. **In addition, reaching the Lifestyle Balance goals will set a good example for your family, friends, and community.** Many of us live in a family or a culture that practices high-fat eating and inactivity. You will face a challenge as you work at doing things differently. But you will also set a good example of what it's like to live a more healthy lifestyle, which can be inspiring and encouraging to everyone around you.

I know that losing weight and being more active takes a lot of effort. **Changing behavior takes work.** It takes dedication and hanging in there and doing what needs to be done every step of the way.

We are here to help. I'll be meeting with you often, and I will do everything **I** can over the next four years to help you reach and stick with your Lifestyle Balance goals. I am confident that **you can do it!**

Discuss key aspects of the lifestyle coach-participant relationship.

It is very important that we work together throughout the study as a **team**. I will count on you to:

- **Come to sessions and bring your Lifestyle Balance notebook.**
Call 24 hours ahead if you must miss a meeting. For example, call before Monday afternoon if you must miss a Tuesday afternoon appointment.
- **Do your best to reach your eating and activity goals.** That includes doing home activities to practice what you learn.
- **Keep track of your eating and activity 7 days a week.** I'll talk with you more about this in a few minutes. **Be honest.** Don't try to "please" me. I will count on you to write

down what you are really eating, and how active you really are, not what you think I want to hear or what would make me happy.

- **Keep track of your weight at home.** We will also weigh you here at each session. By weighing yourself at home, you will be able to see the pattern of your weight from day to day and see how your changes in eating and activity affect your weight.
- **Let me know if you have any problems.** Ask questions when you don't understand something. I am here to help and I need to know when you're having any difficulties. There's no such thing as a "stupid" question--it's *smart* to speak up when you have a question.

Some participants, because of their cultural heritage or personal history, may consider it rude to ask questions or to bring up difficulties. This is true, for example, of many Hispanics. With these participants in particular, be sure to express your acceptance and appreciation when they voice their questions and concerns.

- **Stay willing and open to change. Always “hang in there.”** We will sometimes run into problems, and I will count on you to hang in there and give it your best until we solve the problems together. This is a "can do" study.

You can count on me to:

- **Go over your records of what you eat and your activity.**
Notice what you are doing well and what can be improved. Noticing what you're doing **well** is one of my most important jobs. I will encourage you and build you up and appreciate your efforts.
- **Answer your questions.** It's important that you feel free to ask me any questions you have, and I will get the answers for you. Please remember that the DPP staff are experts, and our job is to make our expertise available to you in any way we can.
- **Be honest.** We will both need to "say it like it is." I will count on you to be honest about how you are doing. And you can count on me to tell the truth about how *I* think you are doing and what I think needs to be done to solve any of the problems we run into.
- **Stand by you during hard times,** and
- **Believe you can reach your eating and activity goals.** We all need someone to believe in us when we are making changes for the better. I know you can do it, and when you get discouraged, I will be here to believe in you.
Always “hang in there” for you, and support and help you for all the years of the DPP.

Is there anything else you'd like me to do to help you? (Write any appropriate suggestions that the participant makes on the work sheet.)

Let's sign this as a way of remembering how we agree to work together.

Sign the agreement and have the participant sign it as well.

Have the participant choose the DPP goal to focus on first, either activity or weight loss.

We want to be sure this program works for you. No two people are alike. So at different times during the study, you'll be able to choose *when* you want to focus on a certain topic, depending on what will be most helpful to you.

Today you will be able to choose what DPP goal to focus on for the next several sessions: either being active or losing weight through healthy eating. Both topics are equally important, and we'll cover both no matter which one you start with. The only difference is which one comes first. Which would you like to start with?

If the participant does not express a preference, explain that you will begin with weight loss, which is the most motivating way to begin for many people. **The Lifestyle Resource Core strongly recommends that participants begin with weight loss to support early progress.**

Select the list of session topics that reflects the order chosen by the participant and insert it into the front of the participant's notebook. Discard the other list of session topics.

Overview the session topics.

This page shows you the topics for Sessions 1 through 16. As we've said before, you are welcome to invite a family member or friend to any or all of the sessions.

If the participant has chosen to focus on weight loss through healthy eating first, continue with Session 1B: Getting Started Losing Weight. If the participant has chosen activity, continue with Session 1B: Getting Started Being More Active.

Session 1B: Getting Started Being Active.

Objectives:

In this session, the participant who has chosen to focus on the physical activity goal first (or who has expressed no preference) will:

- Be given an initial physical activity goal of “doing something to be physically active” on 3 to 4 days next week.
- Be encouraged to attend the Lifestyle Balance activity sessions.
- Be assigned self-monitoring of physical activity.

Give the participant an initial activity goal of “doing something physically active” on 3 to 4 days next week.

You’ve decided to focus on the physical activity goal first. So to get you started I want you to do several things during the coming week. They’re listed on this work sheet called “To do next week.” At every session you’ll get one of these work sheets with a list of what to do. There are square boxes beside each item *[indicate boxes]* so you can put a check beside each one after you do it. That way you’ll have a record of what you still need to do before the next session.

Okay, for next week:

- **On 3 to 4 days next week, simply do something to be physically active.**

We want to encourage you to start being active as part of your daily routine. So it’s important to do something you **like** to do. It doesn’t really matter at this point exactly what it is or for how long you’re active. You might take a walk in your neighborhood. Play ball with your children. Ride on an exercise bike. Walk to the store or at the mall.

We suggest brisk walking. It’s easy to do and good for you. What other activities might you like to do? *[Record a few ideas on the worksheet.]* Don’t do anything too strenuous. We want you to start off very slowly.

Encourage the participant to attend the Lifestyle Balance activity sessions.

- **Come to the Lifestyle Balance activity sessions!**

We've planned activity sessions every week, so you can have support and company while you're being active. These sessions are very important, especially at the beginning to help you get started. At the sessions, you will:

- **Have company and support while you're being active.**
- **Walk or do other physical activity together.** This will help you reach the weekly activity goals that we will be setting during the coming weeks. (Over time it'll be up to you whether you continue to come to the sessions. But in the beginning, you're expected to come.)
- Also, we plan to **have FUN.**
- And the **staff will be there to help you.** They can also answer your questions about some of the other activities you might like to try.

So, get on your walking shoes. And join us! As with all of our sessions, you're welcome to bring a friend or family member if you'd like.

The activity sessions will be held: (fill in the location, days, and times on the work sheet and give the participant a map).

Assign self-monitoring of physical activity.

- **Write down your physical activity in the Keeping Track books.**

Give the participant two Keeping Track books and indicate where in the books to record physical activity.

Include the Lifestyle Balance activity sessions. And for now, just ignore the sections for writing down what you eat. Here's an example of how to Keep Track.

Review the example. Make sure the participant understands. If necessary, have the participant record an example.

Finally, remember to:

- **Bring your Keeping Track books and notebook to the next session.**
- **Bring (or wear) shoes that you might use when you're active.** We'll look at them together to see if they fit well enough and give you enough support.

Discuss appointment schedule.

We will meet *every week* for the first 8 sessions. On this “Lifestyle Balance Update” page, that we’ll keep in the front of your notebook, I’ve used a pencil to write down some possible appointments for this same time and this same day of the week. Is this a good time for us to keep meeting?

If not, make changes to the penciled-in dates and on your copy of the Lifestyle Balance Update.

For sessions 9 through 16, we’ll meet [*explain the frequency that your clinic has decided to hold these sessions, whether every week or every other week.*] And then, after session 16, we’ll meet once every month or two months.

Any questions?

Session 1B: Getting Started Losing Weight.

Objectives:

In this session, the participant who has chosen to focus on the weight loss goal first will:

- Learn the reason for self-monitoring foods eaten and the basic principles of self-monitoring.
- Be assigned self-monitoring of foods eaten and circling of high-fat foods; practice this.
- Receive weighing and measuring tools.

Review the reason for self-monitoring foods eaten and the basic principles of self-monitoring.

You've decided to start with the weight loss goal. To help you lose weight, our goal is to help you to **eat healthy**. And healthy eating involves **eating less fat**.

This is because **eating too much fat is fattening (makes us fat) and is related to heart disease and diabetes**.
(We'll go over this in more detail next week.)

The first step to eating less fat is to **figure out how much fat you are eating now**. To do this, I want you to **write down everything you eat and drink every day**.

This is something we're going to do throughout the first 24 weeks of the study.
It's the **most important part of changing your behavior**.

For right now, I just want you to write down what you ate, like you did during the run-in.

Keeping track of what you eat will help you and I see, in black and white:

- What foods you eat,
- How much you eat,
- When and where you eat, and
- How your eating habits change over time.

Your Keeping Track records will be the very basis for our working together. You and I will be the only ones to see them, so **spelling is NOT important**.

You can make up **abbreviations** or use your own shorthand if that makes it easier and faster for you to keep track, just so we both know what you mean.

Note: The use of abbreviations may also help those participants who have difficulty spelling feel less self-conscious.

What IS important is to:

- **Be honest.** That means to **write down what you really eat**, not just what you think will please me or yourself.
- Also, **be accurate.** It's best to write down what you eat as soon as possible after you eat it, because it's easy to forget. For example, count the number of slices of cheese you eat and write down the kind of cheese.
- And **be complete. Include everything.** The butter on the toast, the cream in the coffee, and the mayonnaise on the sandwich.

It may seem hard to write down all of your foods, especially at first. And it does take some time. But it's worth its weight in gold. **Being aware of what you are eating is the first step toward changing your eating habits.**

Assign self-monitoring of foods eaten and circling of high-fat foods.

To get you started I want you to do several things during the coming week. They're listed on this part of the work sheet called "To do next week." At every session you'll get a list of one or two things to do during the week. There are square boxes beside each item [*indicate boxes*] so you can put a check beside each one after you do it. That way you'll have a record of what you still need to do before the next session.

For this week, I want you to:

- **Write down everything you eat and drink every day.** Use this "Keeping Track" book.

Give the participant a Keeping Track book and indicate where in the book to record food intake.

Write down the time you eat something, the amount, and the name of the food or drink and a description. **Skip the other columns for now** [*indicate the grams of fat and calories columns*]. Use one line for each food. And **skip activity for now.**

- **Circle some of the foods or beverages you think are highest in fat.** Over time you will learn exactly what foods are high in fat. For now, just guess what some of the foods are. The idea is get you thinking about fat and looking for some of the high-fat foods in your meals and snacks.

Note: You do not want the participant to return with a book more than half filled with circled foods, which would be discouraging. This should be a positive beginning experience.

- Finally, be sure to **bring your completed Keeping Track books and your Lifestyle Balance notebook back with you** to every meeting.

Have the participant practice self-monitoring foods eaten and circling high-fat foods.

Let's take a minute to **practice Keeping Track on this page.** Think about a few of the foods you ate earlier today or yesterday. What was the first thing you ate? When did you eat it? Write the time here, the amount here, and the food here. Just skip the other columns.

Have the participant demonstrate. Be sure the participant understands what to do.

Do you think that food is high in fat? Just guess. If so, circle it.

Continue with several additional foods. Point out, as you go along, examples of accuracy (e.g., give brand name and type of food); honesty (e.g., include nibbles or very large amounts); completeness (e.g., include % fat of milk); and the use of abbreviations.

Just skip the section for physical activity.
Any questions?

Give the participant weighing and measuring tools.

If you want to, you can start to measure the amount of food you eat using these.

Get out the measuring tools.

Here are some **measuring cups and spoons** for you to start to use, just to get an idea of the amount of different foods you usually eat. We'll talk in more detail about measuring

in the coming weeks.

For now, you might want to pour your breakfast cereal into the bowl you typically use, just as usual, and then measure the cereal before you eat it. Or put the amount of margarine you usually spread on toast onto the knife and measure it using the measuring spoons before you spread it. You can also use a glass measuring cup, if you have one at home, for liquids and a ruler for measuring things like pizza, pieces of pie, and cookies. This **scale** is for weighing meats and cheese (*briefly demonstrate how to use it*).

As I said, you don't need to measure amounts this week, unless you want to.

Any questions?

Discuss appointment schedule.

We will meet *every week* for the first 8 sessions. On this “Lifestyle Balance Update” page, that we’ll keep in the front of your notebook, I’ve used a pencil to write down some possible appointments for this same time and this same day of the week. Is this a good time for us to keep meeting?

If not, make changes to the penciled-in dates and on your copy of the Lifestyle Balance Update.

For sessions 9 through 16, we’ll meet [*explain the frequency that your clinic has decided to hold these sessions, whether every week or every other week.*] And then, after session 16, we’ll meet once every month or two months.

Session 2 or 5: Move Those Muscles.

This is *Session 2* for those participants who chose to focus first on the activity goal. It is *Session 5* for those who began with the weight loss goal and are now moving on to activity.

The script for this session is written as if the participant has been relatively sedentary before this time. Use your judgment to change your presentation of the session for those participants who have already been fairly active.

Objectives:

In this session, the participant will:

- Receive the Lifestyle Balance activity goal.
- Discuss why the activity goal is important.
- Discuss current level of physical activity.
- Be encouraged to participate in the Lifestyle Balance activity sessions.
- Identify other activities equivalent to brisk walking that the participant enjoys.
- Discuss the importance of wearing good shoes.
- Develop an activity plan for the coming week (for most participants, this will be a total for the week of 60 minutes of activity) that includes the Lifestyle Balance activity sessions and other moderate activities that the participant enjoys.

To Do Before the Session

Get materials ready:

- Keeping Track book.
- Pages for participant notebook.
- If this is Session 2, certificate for activity shoes (for participants who do not have and cannot afford to buy appropriate shoes). Also, schedule and map for the supervised activity sessions.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities.

If this is Session 2:

Were you able to come to the Lifestyle Balance activity sessions last week?

Were you able to do something active on 3 to 4 days during the week?

Be positive and nonjudgmental. Praise all efforts to be more active, no matter how small. If the participant did not attend the sessions and/or did not do at least some activity during the week, ask, "Tell me a little about that." Do your best to uncover some of the barriers that prevented the participant from attending or being active without making him or her defensive.

Problem solve with the participant to address any barriers. Stress again the important reasons for attending the activity sessions, particularly at the beginning of the study, and for taking steps to be active to some degree on a regular basis.

If this is Session 5 (the last session was "Healthy Eating"):

How did Keeping Track go last week? Did you "Rate Your Plate?" Did you make any changes during the week to better match the Food Pyramid? If yes, what were they?

What problems did you have? How did you solve them?

Review and comment on the participant's self-monitoring records. If the participant did not complete the "Rate Your Plate" form, complete the form for one or two days with the participant. Praise all improvements, no matter how small. Problem solve with the participant to address any barriers.

Weigh the participant and graph.

Introduce the Lifestyle Balance activity goal.

If this is Session 5:

So far you've focused on losing weight through healthy eating. This week and next week we'll focus on the other goal of the Lifestyle Balance program: being more active.

The Lifestyle Balance activity goal is to **do a total of 2-1/2 hours of physical activity each week.** This will burn about **700 calories per week.**

This may sound like a lot right now, but you will:

- **Pick activities you LIKE.** We want you to develop a lifelong habit of being active, so you'll want to choose activities that you enjoy and ones that are also convenient for you, that you can work into your life. We'll talk more about that in a minute.
- **Choose moderate kinds of activity,** like brisk walking. Nothing extreme.
- **Work up to this goal *slowly*.**
It will take about 4 weeks to work up to a weekly total of 2-1/2 hours.
- **Spread the weekly total over 3 to 4 days (or more) per week.**
For example, you might start by walking 10 minutes a day on 6 days a week and slowly build up to 25 minutes on 6 days a week. Starting slowly and spreading it out over the week is important so you don't get hurt and so you enjoy yourself.

For participants who want more information:

Over time we will increase your Lifestyle Balance activity goal to 2-1/2 hours of brisk activity per week. This goal is very similar to the most recent, national recommendations for physical activity. The Centers for Disease Control and the American College of Sports Medicine both recommend that Americans do moderate physical activity, such as brisk walking, for 30 minutes on most or all days of the week. That is just about identical to the Lifestyle Balance goal.

Assess participant's current level of activity.

Now, before we can make an activity plan for you, I need to know **how active you are now.**

The purpose of the following discussion is to get a general idea of how active the participant is and to get the participant talking about his or her personal preferences and experiences with physical activity. Record the participants answers on the work sheet, and make notations of pertinent details in the participant's progress notes so that you will be able to understand the situations (cues) that promote or derail a participant's physical activity. For example, if a participant has been able to walk regularly in the past, primarily by doing it at lunch with a co-worker, then this valuable piece of information can be highlighted from the start and the participant can be helped to arrange his/her environment accordingly.

- **Do you do any kind of regular physical activity that lasts at least 10-15 minutes?** (Examples: walk, ride a bike, play tennis, work out at a health club, etc.) Where do you do these activities? With whom?
- How many **times each week** do you do these activities? And when you do, **for**

how long are you usually active?

- Have you done any **activities in the past** that you no longer do? Why did you stop? Have you thought about starting to do them again?

If the participant names one or more activities, use them as a starting point when planning for next week.

- **What do you like or dislike about being active or being inactive?** (Record.)

Provide the rationale for the activity goal.

I want to be sure you understand why being more active is so important. **Being more active will:**

- **Help you feel and look better.**

Being active can:

- Improve your mood,
- Counter depression and anxiety,
- Give you more energy,
- Help reduce stress,
- Be a way to meet new friends,
- Help you sleep better,
- Improve your self-esteem (help you to feel better about yourself in general),
- Improve your muscle tone and body measurements.

Many people report that they simply **feel good** when they're more active, and they really miss it if they've been active for a while and then stop.

- Regular physical activity will **make you more physically fit**. It will:
 - Strengthen your heart, lungs, bones and muscles,
 - Make your joints more flexible,
 - Reduce back pain and injuries,
 - Make it easier for you to do your daily work, like climbing stairs and carrying groceries,
 - Make it easier for you to play with your children or grandchildren.
- **Help you lose weight and keep it off.** Research has shown that the best way to lose weight is to eat a healthy diet **and** be more active. A combination of both is also the best way to keep weight off.
 - In addition to helping you lose weight, be more fit, and feel better in general,
- Physical activity will **lower your risk for heart disease, some kinds of cancer, and**

may help prevent diabetes.

Being more active:

- Raises HDL cholesterol (the good cholesterol),
- Lowers triglycerides, and
- Lowers blood pressure. All of these help reduce the risk of heart disease.
- Being more active also lowers blood sugar by making the body more sensitive to insulin. This reduces the risk of diabetes.

Describe the Lifestyle Balance activity sessions.

It's not easy to start being more active. We are here to help. Some things that can help you are to:

- **Come to the Lifestyle Balance activity sessions!**

If this is Session 5: Describe the sessions, as on the work sheet, and fill in the schedule for the sessions. If this is Session 2, use the work sheet as a reminder of what you reviewed with the participant in the previous session.

List other activities that the participant enjoys that can be counted toward the activity goal.

- It will also help if you **plan activities you LIKE to do.**

After all, the point is to make physical activity a regular part of your lifestyle, and that will never happen unless you enjoy the activities you do.

We suggest **brisk walking**. It's easy to do and good for you. All you need is a good pair of shoes, and it can be done almost anywhere. (By "brisk" walking, we mean more than a stroll. **Walk fast enough to breathe heavier than usual and to consider that you are working hard, but not so fast that you can't carry on a conversation or have trouble breathing.**)

Many other kinds of activity are good, too. **What other activities might you like to do?**

Write on the work sheet **only the activities the participant should count toward the activity goal**, that is, those that are equivalent to brisk walking, as indicated in the Lifestyle Intervention

Manual of Operations. Don't review the list of activities in the Manual of Operations with participants, but use it as your own reference only.

From time to time, the activities you like may change. Just let me know, and we can make changes to this list.

Discuss the importance of wearing good shoes.

- Also, **wear a good pair of shoes.** This is important to protect you from injury and keep you comfortable. Be sure they fit well and give you good traction.

If this is Session 2, ask if the participant brought in a pair of shoes that he or she might use when active (this was part of the home activity from Session 1B). If so, look at the shoes together.

- If they are appropriate, stress that the participant does **not** need to buy another pair of shoes and refer to the **handout on buying shoes** as a resource for the future.
- If they are not appropriate, review the handout on how to buy shoes for being active. If the participant cannot afford to buy a new pair of shoes, give the participant a certificate for buying them.

If the participant did not bring in his or her shoes, be careful when you review the handout on buying shoes to stress that a new pair is not necessarily required before beginning to be active. Encourage the participant to bring in the shoes at the next session.

If this is Session 5, ask the participant to bring in (or wear) to the next session the shoes he or she might wear when active.

If the participant complains of frequent soreness at any time during the program, consult the exercise specialist or physician on staff.

Develop an activity plan for the coming week.

Now let's make a **plan for next week.**

- During the week I want you to **be active for** _____ .

Fill in the blank on the work sheet with the total number of minutes of activity per week (for most participants, this should be **60 minutes**).

For example, you could do xx minutes of activity on 3 different days of the week. We'll gradually increase this over the next three weeks until you're up to 2 ½ hours of new activity per week.

- **Include a friend or family member if you would like.** Some people like to be active alone, as a time to do something special for themselves. But many people find it helpful to be active with someone else. Is there anyone you would like to invite to walk with you?
- **Include the Lifestyle Balance activity sessions.**
- And remember to **plan activities you LIKE to do.**

Okay. Let's write down the activities you will do on which days of the week. How many minutes will you do them? It should be for **at least 10 minutes.**

- Also, **keep track of your physical activity every day** [*or, if this is Session 5, keep track of your weight, eating, and activity*]. Use your Keeping Track books. Keeping track will help us both to know how you are doing from week to week.

Show the participant where in the Keeping Track book to self-monitor activity. If this is Session 2, you have already shown the participant how and where to self-monitor activity, so the following will be somewhat redundant.

Write down what the activity was and how long you did it. Also, if you're walking and know the distance in miles, write that down too if you want to. Use one line for each time you're active, even if it's the same kind of activity. For example, if you take a walk at 8:00 in the morning and another one at 7:00 in the evening, write both down separately.

It's also important to **record only the amount of time you were actually doing the activity.** By that I mean don't include the time when you may have been taking a short break. For example, if you went for a walk and after 10 minutes you ran into a friend and stopped to talk for 5 minutes before walking for 10 more minutes, you should only write down 20 minutes of walking, not 25 minutes. The same is true for when you go swimming. If you are in the water for 60 minutes but only swim laps for 10 of those minutes, then you were only active for 10 minutes and that is what you should write in your Keeping Track.

If this is Session 5, add “Bring in (or wear) the shoes you might wear when you’re active. We’ll look at them together at the next session and see how they fit and how much support they give you.”

Session 3 or 6: Being Active: A Way of Life.

This is *Session 3* for those participants who chose to work on the activity goal first. It is *Session 6* for those who began with the weight loss goal and are now moving on to activity.

The script for this session is written as if the participant has been relatively sedentary before this time. Use your judgment to change your presentation of the session for those participants who have already been fairly active.

Objectives:

In this session, the participant will:

- Begin to graph activity.
- Discuss time as a barrier to activity.
- Learn two different ways to find the time to be active.
- Discuss lifestyle activity.
- Discuss ways to prevent injury and receive handouts on how to do some simple stretches and when to stop exercising.
- Develop an activity plan for the coming week (for most participants, this will be a weekly total of 90 minutes).

To Do Before the Session

Get materials ready:

- Keeping Track book.
- Pages for participant notebook, including individualized How Am I Doing? graph for activity.
- If this is Session 6, certificate for activity shoes (for participants who do not have and cannot afford a good pair of shoes).

If this is Session 6: **Weigh the participant.** Graph the weight in the participant's notebook.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities.

Last week we made a plan for your physical activity. **How did it go?**

Review the participant's Keeping Track records for activity. Praise any physical activity that was done, whether or not the participant reached his or her weekly goal.

If this is Session 6: Also review the participant's dietary self-monitoring and progress toward fat and/or calorie goals and weight loss.

Did you attend any of the activity sessions?

Emphasize again the importance of these sessions, especially at the beginning of the program. If the participant did not attend, try to uncover and address anything that got in the way.

Did you have any trouble Keeping Track of your activity? *[If "yes," review.]*

Graph participant's activity.

Every week we'll **mark your activity on this graph** *[show the participant the How Am I Doing? graph for activity]*. We'll use the graph to see your progress over time and how you are doing compared to your activity goals.

Mark the participant's recorded activity from last week on the graph, or if possible, have the participant do so.

Discuss barriers to activity.

It's important that we try to **solve any problems you're having following your activity plan**. Let's take last week. Did anything get in the way of your plan for activity?

Discuss whatever problems the participant brings up and brainstorm possible solutions. Consider any additional difficulties, such as upcoming cold weather, that the participant may face in the next few weeks and make plans to cope with these. Keep the examples relevant to the present or very near future. Examples:

Problem:	Children.
Solution(s):	Get a baby sitter or other family member to watch them. Include the children in the activity (e.g., going for a walk).
Problem:	Hot weather.
Solution(s):	Exercise early or late in the day when it is cooler. Exercise indoors (e.g., walk at an indoor shopping mall).
Problem:	Cold weather or rain.
Solution(s):	Wear appropriate clothing. Walk at a shopping mall.

Optional participant handouts are available on various barriers to activity, such as cold or hot weather. Give the participant only those that are relevant at this time.

Discuss time as a barrier.

One of the most common problems is lack of time. Everyone's busy these days. But you *can* find the time to be active.

Here are two different ways.

- **Set aside one block of time for planned activity every day.** Make being active a predictable part of your daily routine, like taking a shower may be a predictable part of your morning.

Use an example that is particularly relevant to the participant's lifestyle. For example, business people may relate to an example of making a "standing appointment" for physical activity. Mothers may relate to an example of planning time to read a bedtime story every night to a child.

Your **goal for this coming week** will be to get a total of **90 minutes of activity** during the week. Think about your typical day. **When can you set aside 20 to 30 minutes to do an activity you like?** Are you a morning person? Or would you enjoy getting out for a walk during lunch? How about after dinner?
[Complete the work sheet.]

Some people can't find one big block of time to be active. Either their schedules vary a lot from day to day, or they're so busy that there isn't a 20-30 minute period

that's free on most days. For some people, this might be the case during certain seasons of the year, for example, during the fall when after-school schedules begin to get hectic for their kids.

In these situations, it's usually easier to use a different approach.

- **Be on the lookout during the day for 10 to 15 minutes of free time. Use the time to be active.** For example, you might be able to take a 10-minute break between meetings at work and go for a brisk walk. Then later, take another 10-minute walk after lunch. In the evening, take a 10-minute walk before you pick your son up from soccer practice. By the end of the day you've done 30 minutes of activity.

In a way, you really can't "plan" for these times, but you can think ahead about when to be on the lookout for them. Or seize the moment! Sometimes all the best planning in the world falls apart. There's still the "spontaneous approach." On some days you might look at the work or housekeeping you have ahead of you and realize, "I'm not going to finish all of this today, no matter what I do." So grab your shoes and JUST GO!

Can you think of any times during the day when you have 10 or 15 free minutes? *[Complete work sheet.]*

Discuss lifestyle activity.

We've been talking about the kind of activity you will be recording in your Keeping Track books, whether you do it in one block of time or at several times during the day. Another important kind of activity is called "**lifestyle activity.**" It involves **making active choices throughout the day.** It's hard to record this kind of activity, so **we aren't asking you to write it down in your Keeping Track books.** But it is just as important as what you do record.

An example of an inactive choice is when you shop, park your car as close as you can to the entrance to the store. An active choice is to park your car further away and walk. Another example of an active choice is to walk up the stairs. An inactive choice would be to take the elevator. This may only take a minute or so to do, but every minute of activity has an impact on your overall health and it adds up to a "more active you."

Our parents, and especially our grandparents, didn't have a choice about being active throughout the day. They were active because they had to be. There weren't elevators in every building. They had no car or only one car for the entire family. They had no

phone or only one phone and so they ran up or down the stairs to answer it. They did the dishes and laundry by hand. It was simply their way of life. By contrast, most of us now have so many conveniences that our lives are almost guaranteed to be inactive unless we **consciously make active choices.**

What are some active choices you could make during the day? What are some inactive choices you could limit?

Add examples to the chart. Possibilities include:

- Park your car further away from work or from the entrance to a shopping mall.
- Get off the bus one stop early and walk the rest of the way.
- Walk down the hall to talk to a coworker instead of picking up the phone.
- Walk to a nearby store rather than driving.
- Do yard work rather than hiring someone else to do it.
- Use a rake rather than a leaf blower.
- Use a lawn mower that you push (still gas-powered) rather than a riding mower.
- Go for a 2-minute walk during TV commercials (especially food commercials!).
- Do stretching exercises while watching TV.
- Stand up while you're on the phone instead of sitting.

Turn inactive time into active time.

Many people say they have no time to take a walk but they watch several hours of television in the evening. **Try cutting your TV time in half and turn it into walking time.** Or be active while you watch TV. Ride an exercise bike, lift weights, or walk on a treadmill. Do step aerobics or strength training. *[Note: If this option interests the participant, be sure that the activity done is of sufficient intensity and duration.]*

At first, you may think of walking as work and not see it as a way to relax after a long day. But when you get used to it, you'll discover that walking is a great way to relax and unwind, and you may feel much more rested and refreshed than you would have had you spent that time on the couch in front of the TV.

Discuss ways to prevent injury and give the participant some handouts on simple stretches and when to stop exercising.

If this is Session 6, ask if the participant brought in a pair of shoes that he or she might use when

active (this was part of the home activity from Session 5, Move Those Muscles). If so, look at the shoes together.

- If they are appropriate, stress that the participant does **not** need to buy another pair of shoes and refer to the **handout on buying shoes** from the last session as a resource for the future.
- If they are not appropriate, and the participant cannot afford to buy a new pair of shoes, give the participant a certificate for buying them.

Being active is usually quite safe. But in rare cases problems can arise. The best approach is prevention. Here are some handouts on keeping exercise safe. [*Refer to the Keep It Safe handouts but do not review in detail.*] The key points are:

- Build up your activity *slowly*.
- Start and end each session *slowly*. Walking at a slower pace is a fine way to warm up and cool down. If you want, you can also do some simple stretches like those on these handouts.

These handouts also tell you what to do if you get a cramp or a muscle strain or pull and when to stop exercising. So look the handouts over at home and we can discuss any questions you have at the next session.

Note: Don't review these handouts during the session. Most participants will simply be walking as their form of physical activity, so it is not necessary to emphasize stretching. Just suggest that they start and end their walk at a slower pace. For those participants who begin doing more intense activity later on, review these handouts at that time.

If a participant starts doing stretches, make sure they do not include stretching time in their 2 1/2-hour goal.

Develop an activity plan for the week.

Now let's make an activity plan for next week.

- The goal is to do a little more than last week, for a weekly total of _____. [*Fill in the blank on the worksheet. For most participants the goal will be **90 minutes** of activity per week.*]

Try setting aside one block of time, or plan to use several 10-15 minute periods during the day. Include the activity sessions, and be sure to plan activities you

LIKE to do. *[Complete the chart.]*

- Also, **keep track** of your physical activity every day. *[If this is Session 6, assign weight and dietary self-monitoring also.]*

Record only the time when you are **doing** the activity. (That is, don't include breaks.) And **don't record activities that last less than 10 minutes.** *[Give the participant a Keeping Track book.]*

- **Include lifestyle activity throughout the day.** You won't record this, but it is still very important. What active choices do you plan to make during the week? *[Record on the blank line.]*

Next week we'll talk about the lifestyle activity you did.

Any questions?

Session 4 or 2: Be a Fat Detective.

This is *Session 4* for those participants who chose to work on the activity goal first and are now moving on to the weight loss goal. It is *Session 2* for those who chose to work on the weight loss goal first.

Objectives

In this session participants will:

- Begin to graph weight and be assigned self-monitoring of weight.
- Learn the reason for and basic principles of self-monitoring fat grams.
- Receive the participant's fat gram goal.
- Practice finding foods in the Fat Counter and figuring out the number of fat grams in foods.
- Learn to calculate a running fat gram total for the day.
- Learn to use the Fat Bank (optional).
- If this is Session 4: Receive weighing and measuring tools. Also, develop an activity plan for the coming week (for most participants, a weekly total of 120 minutes).

To Do Before the Session

Review the participant's self-monitoring records from the run-in period, noting specific examples and general types of high-fat foods consumed.

Get the participant's "How Am I Doing?" graph for weight. The graph should show the participant's weight goal and expected rate of weight loss from randomization weight to the goal.

Using the participant's randomization weight, determine the participant's fat/calorie goals. Refer to the Manual of Operations.

Get materials ready:

- Measuring cups, spoons, ruler, scale.
- Fat Counter.
- Keeping Track book.

- Pages for the participant notebook.
- Bathroom scale (for participants who do not have a scale at home on which to weigh themselves and who cannot afford to buy one).

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities.

If this is Session 4, review the participant's Keeping Track for activity.

Were you able to follow your activity plan last week?

What lifestyle activity did you do?

If not, discuss any barriers and problem solve with the participant. Graph the activity on the How Am I Doing? graph.

If this is Session 2, review the participant's Keeping Track for food intake. Notice many good things, and make only one suggestion for improvement.

Were you able to write down anything this week about your eating?

What did you learn by Keeping Track? What difficulties did you have?

If the participant has not self-monitored, ask, "Tell me a little about that." Do your best to uncover some of the barriers that prevented the participant from Keeping Track without making him or her defensive. Problem solve with the participant to address the barriers.

Take a minute to page through the completed Keeping Track book, if available, from front to back. Comment briefly, as described below. (Also, keep the record until the next session or Xerox it. After the session, do a more careful review, make written comments, and return to the participant at the next session.)

Be positive and nonjudgmental. Emphasize what an important learning tool this will be throughout the study. Praise all efforts to keep track, no matter how small, and any level of accuracy or completeness. For example, praise any and all of the following efforts. The participant was able to [this list is for your reference, not to be reviewed with participants]:

- Record anything at all.
- Record something each day.
- Record throughout the day, each day.
- Note time of day.

- Describe kinds of foods (cuts of meat; parts of poultry; label information from packaged foods)
- Describe methods of food preparation: baked, broiled, steamed, stir-fried, fried, barbecued, etc.
- List additions to foods at the table: butter, margarine, cream, sugar etc.
- Give simple details about portion size: counts; cups; bowls; spoonfuls.
- Give actual weights and measures of portion size: package weight ounces, measuring spoons and cups, ruler measurements, food scale measurements.

Examples:

- "Great! I see here that you wrote down eating 13 cheese crackers with your soup."
- "It's really useful that you noted adding 2 teaspoons of butter to your beans."

Point out no more than one area for improvement, preferably starting with the most simple.

Example:

- "I see you were able to record all weekdays. Fantastic! In the coming weeks it will be useful for you to try and record on weekends too so we can learn about how your eating and exercise might be different then."

Weigh the participant. Introduce the How Am I Doing? graph for weight and self-monitoring weight at home.

If this is Session 2:

Today's session is called "Be a Fat Detective" because we'll talk about how to become more aware of the amount of fat you eat and how that can help you lose weight through healthy eating.

If this is Session 4:

We've spent several weeks now focusing on being more active. Today we will shift the focus to the weight loss goal. You'll continue to increase your activity toward the physical activity goal, but you'll also begin to make changes in your eating pattern to lose weight.

Today's session is called "Be a Fat Detective" because we'll be talking about how to become more aware of the amount of fat you eat and how that can help you lose weight through healthy eating.

But before we talk about fat, let's begin today to **keep track of your weight** and your progress toward your weight loss goal.

In the first session we said that one of the study goals was to lose 7% of your weight, which means that, since your **starting weight was xxx pounds**, your **goal is to weigh xxx pounds**. Let's see what you weigh today.

Weigh the participant. See instructions in the Manual of Operations.

To keep track of your weight, we'll do two things. First, at every session we'll **mark your weight on this graph, called "How Am I Doing?"**

Insert the "How Am I Doing?" graph for weight into the front of the participant's notebook.

Here is your "starting weight," what you weighed when you first joined the study, and here is your goal weight. This line shows what a steady and gradual weight loss might look like for you. Of course, most people's weight goes up and down from week to week, and yours will probably do that, too, sometimes above this line, sometimes below it. Many people lose weight faster at first and then the rate levels off. We won't pay as much attention to each weight but rather to the pattern over time. We want you to stay under this line as much as possible and reach your goal weight by Week 24, or six months from now. That will be in *[name the month and mark on the graph at 24 weeks]*. After that we will help you to stay under your goal weight for four years. Maintaining your weight loss will be very important which is why we will teach you not only how to lose weight, but also how to keep it off!

Let's mark your weight for today on the graph.

Have the participant mark it on the graph. Provide help as needed.

In addition to being weighed at each session and marking it on the graph, I also want you to **weigh yourself at home every _____** *[fill in the blank with the assigned frequency, e.g., day or week. See the Manual of Operations for guidelines.]*. Do you have a scale that you can use at home?

If the participant doesn't have a scale and cannot afford to buy one, explain that the study will provide a scale for the participant.

Always weigh yourself on the same scale because your weight can vary from one scale to

another. And weigh yourself at the same time of day, because that can make a difference too. What time of day would be best for you? *[Add that to the blank line on the handout.]*

When you weigh yourself at home, record your weight here...

Indicate the weight column on the back of the Keeping Track book, and circle the day(s) on which you want the participants to weigh themselves. See Manual of Operations for guidelines.

Introduce the rationale for and the basic principles of self-monitoring fat.

Now let's move on to the topic for today.

To help you lose weight, our goal will be to help you **eat healthy**. And **healthy eating involves eating less fat**, for several reasons.

- First of all, **eating too much fat is "fattening" (makes us fat). So by eating less fat, you can lose weight.**

In fact, fat is the most fattening of all the things we eat. Fat contains more than twice the calories (9 calories per gram) than the same amount of carbohydrate (starch or sugar) or protein (4 calories per gram).

So even small amounts of high fat foods are high in calories.

Review the example on the worksheet (a lot of calories in a small amount of peanuts versus fewer calories in a large amount of popcorn) and/or other examples that are relevant to the participant's eating pattern.

- **Fat is also related to heart disease and diabetes.** Research has shown that eating a lot of fat can increase your cholesterol level. Cholesterol is one measure of the amount of fat in your blood. The higher your cholesterol, the greater your chance of having a heart attack. There is also some evidence that eating a lot of fat may increase your chances of getting diabetes.

For participants who want more information:

The recent Surgeon General, C. Everett Koop, MD, had this to say about the importance

of eating healthy: "If you are among the two out of three Americans who do not smoke or drink excessively, your choice of diet can influence your long-term prospects more than any other action you may take." In other words, healthy eating is one of the most important steps you can take to improve your health.

And in his recent report to the nation, the Surgeon General named eating less fat as our country's number one dietary priority, more important than sodium, sugar, or additives. In fact, all of these important national organizations recommend eating less fat: the National Heart, Lung, and Blood Institute, the American Heart Association, the American Diabetes Association, the American Dietetic Association, and the American Cancer Society.

What kind of foods do you eat that are high in fat?

If this is Session 2:

Let's look at some of the high-fat foods you circled in your Keeping Track.

[Write on the work sheet a few of the foods that the participant correctly circled as high in fat.]

If this is Session 4:

What kind of foods do you eat that are high in fat?

[If the participant doesn't mention any high-fat foods, briefly look with the participant at his or her self-monitoring records from the run-in period. Write on the work sheet some of the high-fat foods noted.]

Make some general points about the food groups or types of food that tend to be high in fat, such as:

1. Meats (Meats contain both fat that you can see and fat that you can't see.)
2. Dairy foods (whole milk, regular cheese, ice cream) (Many Americans get most of their fat from meats and dairy products, including cheese.)
3. Snacks (such as potato chips)
4. Butter, margarine (Many people add fat to foods to flavor them.)
5. Gravy, mayonnaise
6. Baked goods (such as cookies, cake, muffins)
7. Fat added in cooking (oil, lard, shortening) such as deep-fat frying (fried chicken, french fries, doughnuts).

Keep in mind that the purpose of this list is **not** to give the participant detailed information about where fat is found in foods. Rather, the purpose is to begin to show them that many different foods that they eat are high in fat and to provide a rationale for self-monitoring. The facts about where fat is found in foods should come later as a byproduct of their own discovery through self-monitoring.

These are the kinds of foods you will have to watch out for as you become a "fat detective." They are also the kind of foods that are widely available, tempting to many of us, and they may even be traditional foods in your family or culture.

Many people aren't aware that most of the fat we eat (70% of it, in fact) is hidden in foods.

For example, fat is hidden in:

- The marbling of meats,
- Baked products,
- Sauces, and
- Batter coatings on deep fried foods.

Here's an example. *[Review the example on the worksheet.]* That's a lot of fat, a total of 22 teaspoons or about 1 entire stick of butter or margarine.

The best way to learn how much fat is in food is to **keep track of the amount of fat you eat every day.**

You will need to adapt the following section depending on the participant's literacy level, willingness to self-monitor, and comprehension of the self-monitoring process. If this is Session 2, some of the following will be a review of points made at the last session; when possible, make these points using examples from the abbreviated self-monitoring the participant did during the previous week.

The first step is to:

1. **Write down everything you eat and drink in your Keeping Track books.**

This is something we're going to do throughout the first 24 weeks of the study. It is the **most important part of changing your behavior.**

Keeping track of what you eat will help you and I see, in black and white:

- What foods you eat,
- How much you eat,
- When and where you eat, and
- How your eating habits change over time.

Your Keeping Track records will be the very basis for our working together. You and I will be the only ones to see them, so **spelling is NOT important**. You can make up **abbreviations** or use your own shorthand if that makes it easier and faster for you to keep track, just so we both know what you mean.

Note: The use of abbreviations may also help those participants who have difficulty spelling feel less self-conscious.

What IS important is to:

- **Be honest.** That means to **write down what you really eat**, not just what you think will please me or yourself.
- Also, **be accurate.** It's best to write down what you eat as soon as possible after you eat it, because it's easy to forget. For example, count the number of slices of cheese you eat and write down the kind of cheese. Measure portions and read labels (we'll talk in more detail about these things next week).
- And **be complete. Include everything.** The butter on the toast, the cream in the coffee, and the mayonnaise on the sandwich.

It may seem hard to write down all of your foods, especially at first. And it does take some time. But it's worth its weight in gold. **Being aware of what you are eating is the first step toward changing your eating habits.**

2. Second, **figure out how much fat is in every food and write it down.**
To do this, you will need to:
 - a. Figure out the amount of the food you ate.
 - b. Look up each food in the Fat Counter, which is a book I'll give you that lists foods and the grams of fat in each one.
 - c. Compare the amount of food YOU ate with the amount in the Fat Counter to see how much fat you ate. And third,
3. **Add up the fat grams you eat during the day.**

I'll show you how to do each of these things in just a minute.

Give the fat gram goal.

Everyone in the Lifestyle Balance Program gets a fat gram goal or "budget." It is based on body size and the amount of calories needed to lose weight. So everyone has a

different goal.

Your fat gram goal or "budget" is to stay under xx grams of fat each day. You can think of it as a budget because you need to stay *under* it every day. *[Fill in the blank with the participant's fat gram goal (refer to the Manual of Operations).]*

A gram is the way fat in food is measured. A gram is a unit of weight. One paper clip weighs about 1 gram. *[Note: Be careful not to go into too much detail here because some participants may be easily confused by the differences between grams of weight and grams of fat.]*

We don't expect you to stay under your fat gram goal right away or be able to stay under it every day. It may be hard to reach your fat gram goal at first. For now, just try to **get as close to your goal as you can**. During the next few weeks, we will teach you how shop for food and cook and serve it so that it is easier for you to reach your goal. Over time we'll work together so that you can consistently stay *under* your fat gram goal.

Give the participant the Fat Counter. Demonstrate and practice how to use it and food labels to figure out how much fat the participant eats. *[If this is Session 4, also give the participant measuring tools.]*

This is a Keeping Track of Fat "practice page." Let's write down some of the foods you ate yesterday and figure out the grams of fat in those foods.

Write on the work sheet a variety of foods that the participant ate yesterday. If possible, include both high- and low-fat foods and several foods with portion sizes that might require some calculation on the part of the participant. Show the participant how to look each food up in the Counter and calculate the number of fat grams in the amount that the participant ate.

Exactly how you do this will vary from participant to participant. The key is not to overwhelm those participants who may find calculations difficult and confusing. Assure these participants that you will continue to help them with this in the upcoming sessions and that the **important thing for now is to begin looking foods up in the Counter and getting an idea of the amount of fat in different foods and in various serving sizes.**

If this is Session 2, the participant already received weighing and measuring tools. Ask if the participant tried using them and briefly answer any questions here.

If this is Session 4, as you look foods up in the Counter, give the participant the weighing and measuring tools and make the following points:

Here are some measuring cups and spoons for you to start to use, just to get an idea of the amount of food you usually eat. Next week we'll go over measuring in more detail and practice it together.

For now, you might want to pour your breakfast cereal into the bowl you typically use, just as usual, and then measure the cereal before you eat it. Or put the amount of margarine you usually spread on toast onto the knife and measure it using the measuring spoons before you spread it. The glass measuring cup is for liquids. This scale is for weighing meats and cheese (briefly demonstrate how to use it). The ruler is for measuring things like pizza, pieces of pie, and cookies.

Here are some things to keep in mind **when you use the Fat Counter.**

If you can't find a food:

- Look for one that is the most like that food. (Don't assume that a food doesn't contain fat because it's not listed in the Fat Counter.) For example, use nut bread for zucchini bread.
- Write the name of the food in the back of your Fat Counter. There is a section there for listing additional foods. Then ask me about it next week, and I will help you find the fat grams.

If you are having trouble figuring the grams of fat:

- Just write down the food and the amount you ate. I will help you figure the fat grams when you come in.

If you make a recipe:

- For many recipes, you can simply write down how much of each ingredient you ate. For example, in a stew, write down the amount of each ingredient that was in the amount you ate. For example, how much beef you ate, how much carrots, and so on. Include any fat that you used in cooking.
- If you cook from recipes often, bring in some favorite recipes next week. I will help you count the grams of fat in them.

An optional handout is available on counting fat grams in more complicated recipes. We think that this handout should be saved for a later session, and at this point it would be more appropriate to ask the participant to bring in any recipes he or she uses often and help the participant estimate the fat grams. Remember that the participant is self-monitoring, not recording dietary data for nutrient analyses, and the point is to learn to distinguish high fat from

lower-fat foods and make dietary changes toward the fat gram goal.

If you do use the handout at some point, use it to demonstrate how to count the fat grams in one of the participant's own recipes, rather than alone.

The bottom line for this week is to just get started and do your best. If you run into any problems, I'll help you with them next week.

If you eat a packaged food:

- Look on the label for the fat grams. (Even if it is listed in the Fat Counter, the grams on the label are more accurate.) First, find the Nutrition Facts on the label, and look at the serving size. Is this the amount you ate? And look at the total fat grams per serving.

What if you eat a larger serving than is listed on the label? You will be eating more fat grams than are listed on the label.

Review the sample label on the work sheet. Be sure that the participant understands that the serving size on a label may be very different from what most of us consider a serving.

Demonstrate and practice how to add up fat grams during the day.

Some participants may be confused and overwhelmed at this point because of difficulties with calculations. Do **not** review adding up fat grams with these participants until the beginning of the next session. Instead, simply use the "Adding up the fat grams" worksheet to practice again how to look up fat grams and calculate the number of fat grams in the amount eaten by the participant. As before, tailor this to the participant's skill level.

The final step in keeping track of fat is to add up the fat grams you eat during the day. There are two ways you can do this in your Keeping Track.

[Turn to Adding Up the Fat Grams work sheet.] Imagine that this is your Keeping Track. Let's write in some of the foods you ate last week, the amounts you ate, and the grams of fat. In the Grams of Fat column, you can put a slash mark after the number of grams of fat and write down a "running total" (keep adding up the grams of fat throughout the day).

Demonstrate or have the participant calculate several running totals.

A running total is like a subtotal or running balance in a checkbook. The purpose of

keeping a running total is so you know just how much fat you've eaten as you go along. You can use this to plan what foods you choose for the rest of the day. For example, "What should I have for lunch? Well, I've eaten x grams of fat so far. My fat gram goal is x grams. So I'd better eat less than x grams of fat for lunch to stay under my fat goal for the day." This is like using a budget to manage how much money you spend.

Another way to add up the fat grams is to use what we call the Fat Bank, these columns that look like rulers. The left column is the Fat Budget. The right is Over Budget.

I'll show you how to use it.

Have the participant do as much of the following as possible. Provide help as needed.

- a. **Your fat goal is x grams. Find that number on the Fat Budget column and put an arrow beside it.** Cross through all of the notches above your goal.
- b. **Then fill in or cross through one notch for each gram of fat you eat.** Start at your fat budget and go DOWN.

Demonstrate or have the participant cross through the notches for the breakfast foods.

You can easily see about how much fat you have left for the day in your budget.

- c. **If you cross through all of the notches in the Fat Budget column, start at the bottom of the Over Budget column and go UP.** This will let you see how much over your fat gram goal you are.
- d. **Write the total fat grams for each day on the back of your Keeping Track booklet** (show the participant where the totals should go). This will help us both to see at a glance how you've done during the entire week.

Have the participant complete the grams of fat, running total, and Fat Bank columns for the rest of the foods on the sample. Also, show the participant where to transfer the total fat grams for the day to the back of the Keeping Track book. Again, be careful not to overwhelm the participant.

Changing the way we eat is a gradual process and it will take time. I don't expect you to be perfect. During the next few months you will learn many different ways to help you eat less fat. For now, I want you to be the best fat detective you can be, looking for fat everywhere. And just do your best to **come as close to your fat gram goal as you can.**

Do you have any questions?

Participants should leave this session aware that:

1. We are more interested in their efforts to be honest and complete about their eating habits than to present us with picture-perfect Keeping Track records, and
2. We consider self-monitoring a very important tool and expect everyone to do some monitoring.

Assign home activity.

For next week:

- Keep track of your weight.
Weigh yourself at home every ____ at this time of day.
Record your weight on the back of the Keeping Track book.
- Keep track of what you eat and drink.
Write down everything you eat and drink in your Keeping Track books.
 - Do this every day, as soon as possible after you eat.
 - Be honest.
 - Measure portions as much as you can and start reading labels.
 - And be sure to include everything you eat.

Use the Fat Counter to figure out how much fat is in what you ate, and write it down in your Keeping Track books.

Keep a running fat gram total throughout the day. Try using the Fat Bank, too.

Come as close to your fat gram goal as you can.

If this is Session 4:

- Keep track of your physical activity, as you have been. And be a little more active this week-- your goal is _____ (for most participants, it will be 120 minutes).

Session 5 or 3: Three Ways to Eat Less Fat.

This is *Session 5* for those participants who chose to work on the activity goal first and are now moving on to the weight loss goal. It is *Session 3* for those who chose to work on the weight loss goal first.

Objectives:

In this session, the participant will:

- Review self-monitoring skills, and learn in more detail how to weigh and measure foods, by guessing the amounts of selected high-fat foods, actually measuring the amounts, and then calculating the fat grams.
- C Learn three ways to eat less fat.
- C Make a plan to eat less fat.
- C If this is Session 5: Develop an activity plan for the coming week (for most participants, a weekly total of 150 minutes).

To Do Before the Session

Get materials ready:

- C Measuring cups and spoons, glass measuring cup, scale, and ruler.
- C Fat Counter.
- C Pages for participant notebook.
- C Optional handouts that are appropriate for a specific participant (e.g., the blank “Menu Make-Over” work sheet).
- C Food models or actual foods for weighing and measuring demonstration. Include a selection of common high-fat foods, plus enough food models of teaspoons of fat (1 teaspoon = 4 grams of fat)--or test tubes filled with measured amounts of shortening--to show graphically the fat content of the foods. If possible, choose actual foods that you know the participant eats often. If this isn't possible, try to use food models that weigh close to what the actual food would weigh to avoid confusing the participant (for example, regarding the weight of various portion sizes of meats). For the actual foods, weigh or measure them in advance. For the food models, tape the amounts on the bottom. Some foods that may be suitable:

To weigh on the scale:

- C 3 oz (after cooked) regular (25% fat) hamburger patty (keep frozen) to weigh on scale. 19 grams of fat (equivalent to 5 teaspoons of fat).
- C 4 ounces cheddar cheese, thinly sliced by a deli (keep refrigerated). 28 grams of fat (equivalent to 7 teaspoons of fat).

To measure in metal or plastic measuring cup, teaspoon, tablespoon:

- C 3 teaspoons of soft margarine in a tub (keep refrigerated). 12 grams of fat (equivalent to 3 teaspoons).
- C 4 tablespoons of oil in the bottom of a frying pan, plus same amount in a small jar or bowl. (Ask the participant to guess the amount in the pan first, then bring out the jar or bowl of oil for the participant to measure with a tablespoon). 48 grams of fat (equivalent to 12 teaspoons of fat).
- C 1-3/4 cups macaroni and cheese made from a mix (keep refrigerated). 34 grams of fat (equivalent to 8 teaspoons).
- C 3 cups of "butter-flavored" movie popcorn. 29 grams of fat (equivalent to 7 teaspoons of fat).

To measure in the glass measuring cup:

- C 1-1/2 cups of whole milk in a large cereal bowl (keep refrigerated). 12 grams of fat (equivalent to 3 teaspoons of fat).

Weigh the participant. Mark weight on the How Am I Doing? graph for weight.

If the participant has lost weight, congratulate him or her, but don't go overboard. Stress the fact that he or she must already be making some changes in **behavior**.

If the participant has not lost weight, mention it but stress that little by little as she or he makes behavior changes, the numbers on the scale will change.

Check if the participant weighed himself or herself at home. Discuss the fact that the two scales may differ. Patterns of change should be similar on both (if gain weight on clinic scale, home scale should show a weight gain, also).

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. [If this is Session 5, graph activity, also.]

If this is Session 5:

Were you able to follow your activity plan from last week?

Discuss any barriers and problem solve with the participant. Graph on the How Am I Doing? graph for activity.

If this is Session 3 or 5:

Were you able to write down anything this week about your eating?

What did you learn by Keeping Track? What difficulties did you have?

Were you surprised by the amount of fat in some foods?

How did using the Fat Counter go?

Were you able to keep a running total of fat grams or use the Fat Bank?

How close did you come to your fat gram goal?

Refer to the script for the 'Be a Fat Detective' for guidelines on how to review the Keeping Track records.

Review self-monitoring skills using the Fat Counter, weighing and measuring tools, and actual foods or food models.

We've given you measuring cups and spoons and a scale because **weighing and measuring foods is important**. Today we're going to start with something a little more "hands-on" than we've done so far and practice weighing and measuring together. First, let me go over some details about how to use the cups and scale and so on. You may be doing these things already.

Metal or plastic measuring cups and spoons

Use these for solid foods like margarine or mashed potatoes. Fill the cup or spoon and then level it off before you record the amount.

Demonstrate how to level.

Leveling can make a big difference. For example, even two extra tablespoons of granola on top of a cup that hasn't been leveled will add about 3 grams of fat.

Glass measuring cup (demonstrate this, although the study does not provide one)

Use a glass measuring cup, if you have one at home, for liquids like milk or soup. Pour the liquid in the cup, then read the line at eye level. If you read it from above, your eyes can fool you.

Demonstrate measuring liquids and reading the amount from eye level. Use any liquid. Water is fine.

Scale

The best way to measure meat and cheese is on a scale. Even a small amount can make a big difference in fat. Scales can measure very small amounts.

Demonstrate the use of the scale by weighing an actual food or food model. Have the participant weigh another food or food model. Make sure the participant can use the scale and read the results.

It's important to **weigh meats after they are cooked**. They lose about a quarter of their weight in cooking. So 4 ounces of raw meat weighs about 3 ounces when it's cooked. Three ounces of meat is about the size of a deck of cards or your palm, minus the fingers.

When you weigh cheese, you'll notice that one slice might look like another but not weigh the same. For prepackaged slices, you can check the label for the weight.

Most people are surprised when they begin to weigh and measure foods. Our eyes can play tricks on us.

Here are some common high-fat foods that someone might easily eat in a day.

Show the participant food models or actual foods for common high-fat foods. Review the instructions on the work sheet and have the participant complete the chart except for the column "Teaspoons of Fat." If possible, use some actual foods that the participant eats often and observe the participant using the weighing and measuring tools so you can check her or his technique. Note: It may be helpful to repeat this activity at various points during the intervention, particularly after the Progress Review during Session 7 or 8, 12, and 16, as a way to review measuring skills and demonstrate the importance of accurate portion estimation.

Were you surprised by the actual amounts? Even small mistakes in estimating amounts can make a big difference in the fat grams.

Eventually you will get better at judging food amounts by looking. **For now, weigh and measure foods as often as you can.**

Last week we talked about the fact that most of the fat we eat is hidden in foods (70%, in fact). For example, fat is hidden in:

- The marbling of meats,
- Baked products,
- Sauces, and
- Batter coatings on deep fried foods.

Let me show you what the fat in these foods would look like if we could see it as teaspoons of butter, margarine, or oil. *[Fill in the last column of the worksheet and if possible, illustrate using food models of teaspoons of butter or test tubes of measured amounts of shortening.]* That's a lot of fat, a total of x grams and x pats (or x sticks) of butter or margarine altogether *[note: one stick of butter or margarine = 1/2 cup or 24 teaspoons]*. Pretty amazing.

Introduce the three ways to eat less fat.

Many different kinds of foods are high in fat, but there are only three basic ways to eat less fat.

1. **Eat high-fat foods less often.** *[Review the example on the work sheet.]*
2. **Eat smaller amounts of high-fat foods.** Cutting back even a little can make a big difference. *[Review the example.]*
3. **Eat lower-fat foods instead.**

In the coming months, you'll discover a number of ways to "eat lower-fat foods instead." Here are a few examples of the difference you can make. *[Review the examples on the work sheet, including the warning about the calorie content of low-fat or fat-free products. Use other or additional examples if they would be more relevant to the participant's eating pattern.]*

Review the "menu make-over."

These menus show examples of small changes that make a big difference in fat grams saved. These are examples of the different ways to eat less fat, not menus for you to follow.

You will make your own food choices to reach your fat gram goal.

Review the examples on the worksheet. Mention that potato chips appear in both menus, and explain that there are no “good” or “bad” foods (the participant can eat any food in a small amount now and then and still reach his or her fat gram goal).

A blank “Menu Make-Over” work sheet is available if at this or other sessions the participant would benefit from recording personal examples of high-fat menus and corresponding make-overs.

Assign home activity.

Let's focus now on what you can do next week.

- C Keep track of your weight and what you eat. Keep a running fat gram total throughout the day, and try to stay under your fat goal (budget).

*[If this is Session 5] And continue to keep track of your physical activity. This week be a little more active, for a total for the week of _____. [Fill in the blank. For most participants, the goal will be **150 minutes**.]*

- C Make a plan to eat less fat and follow it.

Let's make the plan right now using this chart. First, write down 5 foods you eat that are high in fat. These should be foods that you eat often (not, for example, birthday cake that you eat only rarely). Now circle one of these foods and pick one of the three ways to eat less fat from that food.

Complete the rest of the work sheet with the participant, and assign the questions at the bottom as part of the home activity. Stress that the plan to eat less fat should be specific and realistic.

Session 6 or 4: Healthy Eating.

This is *Session 6* for those participants who chose to work on the activity goal first and are now moving on to the weight loss goal. It is *Session 4* for those who chose to work on the weight loss goal first.

Objectives:

In this session, the participant will:

- Discuss how eating less fat fits into the overall context of healthy eating.
- Review the Food Guide Pyramid and its recommendations, including to lower fat.
- Compare the participant's eating pattern to the Food Guide Pyramid.
- Review more examples of ways to eat lower-fat foods instead of high-fat foods.
- Be introduced to the importance of eating more grains, vegetables, and fruits.
- If this is Session 6: Develop an activity plan for the coming week (for most participants, a weekly total of 150 minutes).

To Do Before the Session

Get materials ready:

- Keeping Track book.
- Pages for participant notebook.
- Poster of Food Guide Pyramid.
- Optional handouts that may be appropriate for a specific participant (for example, one on low-fat recipe substitutions for participants who cook from recipes often).
- Individual samples of low-fat foods to taste (optional).

Weigh the participant. Mark weight on the How Am I Doing? graph for weight.

If the participant has lost weight, congratulate him or her, but don't go overboard. Stress the fact that he or she must already be making some changes in **behavior**.

If the participant has not lost weight, mention it but stress that little by little as she or he makes behavior changes, the numbers on the scale will change.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. [If this is Session 6, graph activity.]

If this is Session 6:

Were you able to follow your activity plan from last week?

Discuss any barriers and problem solve with the participant. Graph on the How Am I Doing? graph for activity.

If this is Session 4 or 6:

What did you learn by Keeping Track last week? What difficulties did you have?

Were you surprised by the amount of fat in some foods?

How did using the Fat Counter go? Did you keep a running total for fat grams?

Did you follow your plan to eat less fat? How close did you come to your fat goal?

Refer to the script for the 'Be a Fat Detective' for guidelines on how to review the Keeping Track records.

Discuss how eating less fat fits into the overall context of healthy eating. Introduce the Food Guide Pyramid.

In the past few weeks, we've talked quite a bit about eating less fat. **Eating less fat is essential to losing weight. It's also one important part of healthy eating in general.** Today we're going to talk about some of the *other* parts of healthy eating. We'll look at your overall eating pattern to see how healthy it is and how you might improve it.

What exactly is "healthy" eating?

One part of healthy eating is the way you eat.

- **A regular pattern of meals is important.** Try to eat 3 meals each day. This will keep you from getting too hungry and losing control.
- **Eat slowly.** You will digest your food better if you take small bites and chew

your food well. Also, you'll be more aware of what you are eating and more aware of when you are full. Try pausing between bites, putting down your utensils, and enjoying the taste of your food and the company who may be present.

- **Don't worry about cleaning your plate.** The greatest waste of food is to eat more than you want or need. Practice serving yourself smaller portions to begin with.

Another part of healthy eating is *what you eat*. One way to define what's included in a healthy eating pattern is by using the **Food Guide Pyramid**. Have you heard of the Food Pyramid? *[Tailor the following discussion based on what the participant already knows about the Food Pyramid.]*

The Food Pyramid is a **general guide to healthy eating** that's based on the latest findings about nutrition and health.

Turn to the Food Pyramid work sheet and point out the base of the pyramid.

The pyramid image is used because at the bottom is the **foundation**, the largest part of the structure, what the rest of the eating pattern is built on.

The foundation of the Food Pyramid is grains, or the **bread, cereal, rice, and pasta group**. These foods should be the main part of your diet. A healthy eating pattern includes **6 to 11 servings** from this group. A generation ago, many families built their meals around meat: the "meat and potatoes" eating style. Now we know that most Americans eat too much fat and protein, and much of it comes from big servings of meat. So in the Food Pyramid, the foundation is not meat, but rather breads, cereals, and other grain foods.

After naming the group and stating the recommended number of servings, ask the participant the following questions for every group except fats, oils, and sweets. As you do so, write on the work sheet a few examples of low-fat choices for each group, including serving size.

If possible, use example foods mentioned by the participant. Keep the discussion simple and tailor it to the individual (use examples that match the participant's eating preferences and ethnic background). A Food Pyramid handout on the next page will provide more details for participants who want them about the types of foods and serving sizes in each group. Ethnic variations are available. Do not review the entire Food Pyramid if it would be overwhelming to

the participant.

- a. **What are some low-fat foods that would fit into this group? What do you think would be considered one serving of these foods?**
- b. **Can you think of any high-fat foods that would be in this group? These would be the foods for you to avoid.**
- c. For the breads and cereals group: Many people think bread and potatoes and other starchy foods are high in fat, but actually it is the fat added to them in cooking or at the table that makes them high in fat. Potatoes are a good example: plain potatoes are low in fat, but by adding butter or sour cream, they become high in fat.

For the meats group: Nuts are included in this group (for example, peanut butter). All nuts are very high in fat. And many meats are high in fat, too. Americans tend to eat too much meat. We used to think we needed to eat a lot of meat to get enough protein, but now we know that Americans tend to eat *too much* protein. The Food Guide Pyramid recommends only two to three servings from the meat group and the portion size for a serving of meat is only 2 to 3 ounces. (Use a food model to illustrate this.) The meats group also includes dried beans. Have you tried dried beans, like kidney beans in chili? Unlike most meats, dried beans are high in protein but low in fat, unless you cook or serve them with added fat.
- d. For the milk group: Some people have trouble drinking milk because it gives them gas, bloating, and diarrhea. Is that a problem for you? If so, milk products that are lactose-free may help you get rid of these problems.

The smallest part of the Pyramid is at the top, **fats, sweets, and alcohol**. These foods should be eaten **only in small amounts**. In general they don't provide vitamins and minerals, and they are high in calories, "empty" calories. {Remember that fat contains 9 calories per gram and alcohol contains 7 calories per gram, compared to carbohydrates and protein at 4 calories per gram. Small amounts of sweets won't add many calories, but many sweets, like cakes and chocolate, are also high in fat.)

- a. What are some lower-fat alternatives for foods in this group?
- b. What are some of the high-fat foods to avoid?

Have the participant compare his or her eating pattern to the Food Pyramid recommendations.

Let's look at one or two days from your Keeping Track book and compare what you ate to the guidelines given on the Food Pyramid. *[Turn to Rate Your Plate page.]* Let's start with breakfast and look at how many breads, cereals, rice, and pasta you had.

Move on throughout the day's record, and check off on the Rate Your Plate chart each serving from the food groups. Don't worry about being precise. This is not a self-monitoring record but a general guide to healthy eating. Clarify in simple terms any questions that come up regarding serving sizes.

- Consider one fat serving to be: one teaspoon of butter, margarine, oil, or regular mayonnaise; 1 tablespoon of cream cheese or salad dressing; or 10 peanuts.
- Consider one sweets serving to be: ½ cup of ice cream, 1 small cupcake or piece of cake, or 2 small cookies.
- If the participant drinks alcohol, explain that a) the recommendation is that if you choose to drink alcohol, do so in moderation, and b) alcoholic beverages are high in calories. Consider one serving to be one can (12 fluid ounces) of beer (150 calories), one glass (5 fluid ounces) of dry wine (115 calories), or 1.5 fluid ounces (one “shot”) of liquor (105 calories). Mixers, such as tonic or a regular soft drink, add more calories.

Continue with a second day if appropriate.

What could you do to better match the Pyramid?

It looks like you could eat more *[vegetables]*. Let's think about tomorrow. If you want to eat 3 to 5 servings of vegetables, how could you do it?

Write example food choices and amounts on the work sheet, total the servings, and compare to the goal number of servings. E.g., 2 servings of salad with nonfat salad dressing for lunch, 1 cooked vegetable and 1 serving salad with nonfat salad dressing for dinner = 4 servings.

Emphasize the importance of increasing grains, vegetables, and fruit. It is not necessary to complete the rows for every food group.

Provide more examples of ways to “eat lower-fat foods instead.”

Last week we talked about the three ways to eat less fat, one of which is to “eat lower-fat foods instead.” The Food Pyramid and “eating lower-fat foods instead” work together. Here are some examples. *[Review the guidelines on the work sheet, highlighting those that are particularly relevant to the participant and reviewing examples from all of the Food Pyramid groups.]*

Do you **cook from recipes**? Or does your spouse? What are some examples?

If the participant does a *great deal* of cooking from recipes, review the guidelines on the optional handout, **Build a Better Recipe**, highlighting those that are particularly relevant to the participant. If the participant only uses recipes occasionally, save the optional handout for a later session because this session is so full of information.

If the participant wants help in lowering the fat in a favorite recipe, have the participant bring the recipe to the next session and modify the recipe with the participant at that time.

Don't review recipe substitutions or modifications at all if the participant seldom cooks from recipes.

For some participants, recipe modification may be helpful as a small part of several future sessions, and it may be important to include other family members who cook for the participant. Regardless, remember that this is an early session and don't try to do too much at this point. Demonstrations of low-fat cooking can be done in future sessions during the maintenance phase of the trial.

Assign home activity.

For next week, I want you to:

- Continue to Keep Track of what you eat *[if this is Session 6, also assign Keeping Track of activity.]*
- For this week only, we're adding one more simple form, the same one we used today to Rate Your Plate. Use the two pages after this one to go over your Keeping Track records and compare what you ate to the Food Pyramid. *[Review the instructions on the forms.]*

Completing the Keeping Track booklet is much more important than completing the Rate Your Plate form. If the participant seems very reluctant to complete the Rate Your Plate forms, mention that you can complete them together at the next session and that the priority is to Keep Track.

- Also, answer these questions before our next meeting:
 - Did you make any changes during the week to better match the Food Pyramid? If yes, what were they?
 - What problems did you have? How did you solve them?

Any questions?

If this is Session 4, mention that at the next session the focus will shift, as planned, to the physical activity goal.

Session 7 or 8: Take Charge of What's Around You.

This is *Session 7* for participants who chose to focus on the activity goal first. It is *Session 8* for those who chose to focus on the weight loss goal first.

Objectives:

In this session, the participant will:

- Learn about food and activity cues and ways to change them.
- Mentally search the participant's home, work place, and where the participant shops for food, looking for problem food cues and discussing ways to change them.
- Learn ways to add positive cues for activity and get rid of cues for inactivity.
- Develop an activity plan for the coming week (150 minutes per week).

To Do Before the Session:

Get materials ready:

- Keeping Track book.
- Pages for participant notebook.
- Optional handouts that may be appropriate for specific participants (for example, the "Am I Really Hungry?" sign to post on the refrigerator door).

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity? (Graph activity.)

If this is Session 7 (the last session was "Healthy Eating"):

Did you “Rate Your Plate?” Did you make any changes during the week to improve the way you eat (eat more slowly, follow a regular pattern of meals/snacks)? Did you make any changes to better match the Food Pyramid? If yes, what were they? What problems did you have? How did you solve them?

If the participant did not complete the “Rate Your Plate” form, complete the form for one or two days with the participant.

If this is Session 8 (the last session was “Tip the Calorie Balance”):

Were you able to make the active lifestyle choices you had planned? Keep track of calories and stay under your calorie goal and/or follow the meal plan (*if applicable*)?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Introduce the concept of eating and activity cues.

Today we're going to talk about **taking charge of what's around you**, or **how to make what's around you support your Lifestyle Balance goals** to lose weight by healthy eating and to be more active.

First, we'll talk about cues for eating, and later, go on to activity cues.

What "cues" you (or makes you want) to eat?

- Of course, one reason we eat is because of **hunger**. But what about those times when you have an “appetite” or desire to eat without physically being hungry?
- You might eat because of **what you're thinking or feeling**. For example, you might eat some ice cream because you feel lonely, bored, or happy.
- You might eat because of **what other people say and do**. You might eat chips at a party because a friend offers them to you.
- Or you might eat because of **the sight or smell of food, or**
- **Certain activities that make you think about food** (like watching TV or reading magazines). This is what we'll focus on today. In later meetings we'll talk about eating in response to thoughts, feelings, or what other people say and do.

The **sight of food** is one of the most powerful food cues. For example, you may see a carton of ice cream in the freezer and soon you'll be eating ice cream, even though you're not hungry. The **activity of watching TV** is also a powerful food cue for many people. You may turn on the TV and find yourself eating potato chips, even though you're not hungry.

Another example is **eating popcorn at the movies**. Do you eat popcorn when you go to the movies?

If not, probe for another example that is relevant for the participant, such as eating hot dogs at a sporting event or buying cookies after passing a bakery. Use the example in the discussions that follow.

Why do you eat popcorn in that situation? Do you think it's because you're hungry? Most likely, it's because eating popcorn at the movies is a **habit** for you.

When you respond to a food cue in the same way over and over again, you build a habit. The food cue becomes paired with the way you respond, and your response becomes more and more automatic.

Let's say that since childhood, you've gone to the movies many, many times, and you've eaten many boxes of popcorn there. Now you find yourself eating popcorn whenever you go to the movies, even though you're not hungry. You responded to the cue (going to the movies) in the same way (buying popcorn), over and over again. Buying popcorn became a habit. And since it's a habit, it may be hard for you to sit through a movie and not have popcorn.

Food cues and eating habits are not harmful by themselves. But they can be a problem if they get in the way of your efforts to eat less fat and calories.

Discuss two ways to change problem food cues and habits.

How can you change problem food cues and habits?

1. One of the best things you can do is to **stay away from the food cue. Or keep it out of sight.** For example, you may not be willing to stop going to the movies, but you can stay away from the concession stand. If you keep going to the movies and don't let yourself have popcorn, slowly you will stop thinking about popcorn. The connection between the movies and the popcorn will have been broken.
2. Or you can **build a new, healthier habit. Practice responding to the cue in a healthier way.** An excellent way to support yourself as you do this is to **add a new cue that helps you lead a healthier life.** For example, you might take a package of sugar-free gum with you when you go to the movies. When you enter the theater, take out a piece of gum. After a while, you will connect going to the

movies with chewing gum.

It's important to remember that **it takes time to break an old habit or build a new one**. Change doesn't happen overnight. If you wanted to stop eating popcorn at the movies, you would need to see a lot of movies without popcorn. Eventually, you will enjoy the movie and forget about the popcorn.

Note: Some participants will find it hard to accept the idea that cues in the environment make them want to eat certain things. Try to find some ways (for example, as in the bullets below) to show the participant that there are many food cues around us all the time and that this phenomenon is so common that we are usually unaware of how powerful it is.

These ideas are powerful, and they work. Also, they're nothing new. People use them every day, sometimes very consciously and sometimes without even thinking about it. Some examples:

- Food companies deliver samples of new breakfast cereals right to your door by mail. They know that if they can get the food into your house, you'll eat it.
- For generations, mothers have put leftover snacks in the front of the refrigerator so their teenagers are more likely to eat them before the foods spoil.
- Supermarkets put new products on the shelves that are the easiest to see and reach.

In this session, we want to help you learn to make changes in what's around you to encourage healthy eating and being more active.

Identify specific food cues at home that are a problem for the participant. Discuss ways to change them.

Let's talk about **some of the problem food cues in your life and some ways you can change them**.

Note: A few common food cues are listed at the top of the second work sheet. Do not turn to this yet.

Let's start with **where you live**. Imagine that we've just opened the front door. We have a video camera, and we start taking a video of what's in the room. Which room would it be? Do you see any actual food in the room? Do you see anything else that might make you think about eating, like a TV or a comfortable chair? What is a change you could make to stay away from that cue or to build a new, healthier habit?

Move from room to room ("Are there other rooms that are a problem for you?"), asking for cues and discussing possible ways to either stay away from the cue or to build a new, healthier habit. If the participant has no response, refer to previous Keeping Track records and/or turn the page in the participant's notebook to the list of common problem food cues and ask if one or two of the examples apply to the participant (possible solutions are given below). Don't give too many examples. Some will undoubtedly come up at future sessions and can be addressed in detail at that time. The purpose of discussing specific examples is to make the "remember" points that follow of relevance to the participant.

Living room (or bedroom)

Cue: *TV (or computer, telephone).*

Solution(s): One way to break the connection between eating and the TV is to make it a rule for yourself to never eat while watching TV (or while on the computer or phone).
Keep an exercise bike or exercise mat near the TV.
Keep a pack of sugar-free gum near the TV (or computer). Allow yourself only gum while watching TV (or working on the computer).

Cue: *Candy dishes (for serving candy, chips, and nuts) on an end table.*

Solution(s): Don't buy the candy, chips, or nuts.
If you must buy these foods, hide them. Keep them out of sight.

Kitchen

Cue: *High-fat/calorie foods, especially those that are ready to eat. In the freezer (e.g., ice cream), refrigerator (e.g., cheese, lunch meats, whole milk, pie), kitchen cupboards (e.g., cookies, chips), or on counter tops (e.g., cookie jar, food packages).*

Solution(s): Stop buying these foods altogether.
Store them out of sight, in a brown bag or other unattractive, opaque container.
Make them hard to reach.
Keep lower-fat/calorie choices easy to reach, in sight, and ready to eat.
Examples: Fresh fruits, raw vegetables (already washed and prepared), nonfat dips, pretzels, low-fat popcorn, diet drinks.
Limit high-fat/calorie choices to those that require preparation.

Cue: *Foods you are cooking or leftovers, on the stove or counter.*

Solution(s): Make it a rule not to eat while cooking.
Taste foods only once, then rinse your mouth with water or a breath mint immediately.

Rinse off any utensils used in food preparation immediately after each use.
Ask someone else to taste the food.
Put leftovers away **before** meals.
Ask someone else to put the leftovers away.
Put leftovers in individual serving containers right away, and freeze them for future meals.

Dinner Table

Cue: *Serving dishes or packages of food on the table during meals.*

Solution: Serve foods from the kitchen.
Store food only in the kitchen. Put packages away immediately after use.

Cue: *Large dinner plates (or large glasses, bowls, serving spoons and forks).*

Solution(s): Serve yourself small portions using a smaller plate or bowl. Or ask someone who is supportive to do so. Spread the food attractively over the plate.

Cue: *Leftovers on plates.*

Solution(s): Remove your plate from the table as soon as you're finished.
Don't eat the food that your children leave on their plates.

Identify specific food cues at work that are a problem for the participant. Discuss ways to change them.

Let's do the same thing with **where you work**. Are there any things on your way to work, around you at work, or on your way home, that have become paired with eating high-fat/calorie foods?

Cue: *Fast-food restaurant (or bakery, hot dog stand, candy store, etc.) on the way to or from work.*

Solution(s): Take a different way to work.
Make it a rule to never eat in the car.

Cue: *High-fat/calorie foods in public areas (doughnuts or high-fat coffee creamers near the coffee pot, candy on secretary's desk, etc.).*

Solution(s): Stay away from those areas.
Buy or make your own coffee in a different place.
Bring a low-fat/calorie snack to share with co-workers.
See if there's a way to keep these foods out of sight (other co-workers may appreciate it, too).

Cue: *High-fat/calorie foods on your desk, in your desk drawer, or in your locker.*
Solution(s): Don't bring high-fat/calorie foods to work. Keep low-fat/calorie snacks like apples, raw carrots, pretzels, low-fat popcorn, or diet beverages on hand instead. Make it a rule not to eat at your desk. Keep walking shoes near your desk or in your locker.

Cue: *Vending machines.*
Solution(s): Stay away from the vending machines. Bring a low-fat/calorie snack from home. Or buy juice or pretzels, if available in the machine. Ask a friend to go get them for you, so you won't be tempted by the other foods.

The important thing to **remember**, whether you are at home or at work, is:

1. **Keep high-fat/calorie foods out of your house and work place. Or keep them out of sight.** *Out of sight is out of mind.*

Keep lower-fat/calorie choices easy to reach, in sight, and ready to eat.

Examples: Fresh fruits, raw vegetables (already washed and prepared), nonfat dips, pretzels, low-fat popcorn, diet drinks.

2. **Limit your eating to one place.** Where do you eat most of your meals at home? Limit all eating to this place. When you are hungry, go to this place to eat. This will help you to distinguish between hunger and other cues to eat.

At work, a particular table in the cafeteria or kitchen area may be a good choice. Do not eat at your desk or computer. This is an open invitation to become distracted from eating.

3. **When you eat, limit other activities.** The rule is simple: No TV, driving, or talking on the phone while you are eating. Focus on enjoying the meal. In the future, these other activities will not cue you to eat.

Identify specific food cues while shopping for food that are a problem for the participant. Discuss ways to change them.

Finally, let's take the video camera to **where you shop for food**. Walk around the store as you usually do. What do you see that's a problem for you?

You don't have as much control over what foods are in the grocery store as you do over what foods are in your house. But you do have some control. Here are some tips:

- **Make a shopping list ahead of time.** Make it a rule not to buy anything that's not on the list.
- **Don't go shopping when you're hungry.** Have a low-fat/calorie meal or snack first.
- **Avoid sections in the store that are tempting** to you, if possible. For example, walk down a different aisle to avoid the bakery.
- **Ask the grocery store manager to order low-fat/calorie foods** that you want to buy. Remember, that is their business, to please you, the customer.
- **Don't be a slave to coupons.** Only use the coupons that are for low-fat/calorie foods, not for high-fat foods.

Identify specific positive cues for activity that the participant could add to his or her home.

Now let's turn to **physical activity**. For most people, there are many things around them that lead to being inactive. For example, after dinner, you may automatically sit down in front of the TV. This is because the end of dinner and TV have been paired together many times in the past. But remember, you do have a choice. You could just as easily choose to take a walk after dinner.

If you have been inactive, you probably have many cues around you that are associated with inactivity and few that would cue you to be active. To be active regularly, it's important to add positive activity cues to your life. Over time, the cues will become paired with being active, and you will develop new activity habits that will become more and more automatic.

What are some positive activity cues that you could add to your life? Let's pick up our imaginary video again, and start with **where you live**. What could you add to the living room that would prompt you to be active?

Move from **room to room**. Mention a few examples from the handout and add some that are particularly relevant to the participant.

In the living room or bedroom:

- Keep exercise shoes, bag, and equipment in sight, not in the closet.
- Hang an activity calendar and graph of your activity in a visible place.
- Keep a stationary bicycle or exercise mat in front of the TV. (Why not make TV a positive cue?)

- Hang a photo or poster of people being active or of outdoor scenes in a visible place.
- Subscribe to a health or exercise magazine. Keep it in a visible place.
- Buy a home exercise video and leave it on the coffee table or on the TV.
- Put a note on the TV reminding you that a half hour of TV time could be used for a walk instead.

In the kitchen:

- Post motivational photos, outdoor scenes, or reminders to be active on the refrigerator.

In the bathroom:

- Post a reminder on the mirror before breakfast.

In the garage:

- Keep the car in the garage. Maybe you'll choose to walk to the neighbor's house, rather than get the car out to drive short distances.
- Keep exercise shoes, bag, and equipment on the front seat of your car.
- Keep a bicycle in working condition. Store it in a visible place and ready to ride.

Identify positive cues for activity that the participant could add to his or her work place.

What are some positive activity cues that you could add to your work place? Let's pick up our imaginary video again. *[Mention a few examples from the handout and add some that are particularly relevant to the participant.]*

- Put your walking shoes in a visible place in your office.
- Put a note on your office door reminding yourself to take a walk during your lunch break before eating.
- Set an alarm on your watch to remind you to take a walk.
- Make a regular, daily appointment with yourself to be active. Write it in your date book. Keep your appointments with yourself--they are as important as your other appointments.

Emphasize two cues that can prompt activity either at home or work.

- Set up a **regular "date" to be active with a friend or family member.** When

she or he arrives at 7:00 for a walk, you'll probably go even if you don't feel very energetic.

- **Use a timer or alarm on your watch to remind you to be active.**

Discuss some ways to remove cues for inactivity.

Another approach is to remove the cues for being inactive.

- **Watch less TV.** Keep the TV behind closed doors in a cabinet. Or get rid of your TV. Or be active while you watch TV (for example, ride an exercise bike).
- **Don't pile things at the bottom of the stairs that need to go upstairs.** They remind you to keep leaving more things there, rather than climbing the stairs. Take separate trips upstairs instead.

In summary, it takes time to break old habits and build new, healthier ones, but it can be done. One of the most important steps you can take is to get rid of problem cues and add new ones that will help you lead a healthier life. **You can make food and activity cues work FOR you, not against you.**

Assign home activity.

Here is what I want you to do next week. First, get rid of one problem food cue in your life. Let's make a plan for that. (*Ask the participant the questions on the work sheet and fill in the blanks*). Also, add one positive cue for being more active. (*Ask the participant the questions on the work sheet and fill in the blanks*). What problems do you think you might have in trying to make these changes? How will you deal with them?

As always, keep track of your weight, eating and activity and do your best to reach your goals (specify goals on cover of Keeping Track books).

Finally, answer these questions before you come in to the next meeting ("Did you follow your plan?" and so on). We'll talk about how you did when you come in next week.

Any questions?

Session 8 or 7: Tip the Calorie Balance.

This is *Session 8* for participants who chose to focus on the activity goal first. It is *Session 7* for those who chose to focus on the weight loss goal first.

Objectives:

In this session, the participant will:

- Discuss how healthy eating and being active are related in terms of calorie balance.
- Discuss how calorie balance relates to weight loss.
- Review the participant's progress so far in terms of a) changes made in fat/calorie intake and activity, and b) weight change. Discuss how this relates to calorie balance.
- Develop an activity plan for the coming week (150 minutes per week if this is Session 8; 120 minutes per week if this is Session 7).
- If weight loss is less than what is expected, make a plan for the coming week to either self-monitor calories or follow a low-calorie meal plan, or both.

To Do Before the Session

Review some of the participant's past Keeping Track records. Make brief notes of some of the positive changes the participant has made to eat less fat and be more active.

For participants who have not lost weight as expected or have gained weight:

- Determine the participant's daily calorie goal (refer to the Manual of Operations).

Make sure the participant's How Am I Doing? graphs for weight and activity are up to date.

Have materials ready:

- Keeping Track book.
- Pages for participant notebook.
- Meal plans appropriate for the participant's calorie goal. Tailor to the participant's food preferences as much as possible before the session.

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity? (Graph activity.)

If this is Session 8 (the last session was "Take Charge of What's Around You"):
Were you able to get rid of the problem food cue and add the positive cue for being more active? What problems did you have? What could you do differently next week?

If this is Session 7 (the last session was "Being Active: A Way of Life"):
Were you able to make the active lifestyle choices you had planned?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Explain how healthy eating and being active are related in terms of calorie balance.

Everything we've covered so far fits together. It fits together because of what's called the "calorie balance." That's what we'll talk about today.

We've said many times that the Lifestyle Balance Program involves **two kinds of lifestyle changes**:

1. Healthy eating. This includes eating less fat and more grains, vegetables, and fruits, and
2. Being active.

These changes are important in and of themselves. They may prevent diabetes and lower your risk of other diseases. They are also important because they're **both related to weight loss** and that's because of what's called "**calorie balance**."

Calorie balance is the balance between the calories (or energy) you take in by eating and the calories (or energy) you use up by being active.

When you eat **food**, you take in calories or energy.

- Calories in food come from **fat, carbohydrates (starches, sugar), protein, or alcohol**. Other ingredients in food, like vitamins, minerals, and fiber, don't have calories. (For example, green leafy vegetables are mostly vitamins, minerals, and

fiber--and they have very few calories).

- The **number of calories in any food you eat depends on what's in that food. Fat is the most concentrated in calories, with 9 calories per gram.** That's more than twice the number of calories in starches, sugars, or proteins, and even more than alcohol. So foods that are high in fat are high in calories. That's one important reason why our emphasis has been on eating less fat.

For example, many people think of meats as being “pure protein” but actually most meats contain protein plus a lot of fat, which is where most of the calories in meats come from.

Calories also measure the energy you **use up**.

- You use calories **for just staying alive** (like breathing) and **by any activity** you do.
- The **number of calories you use** in a certain activity depends on several things, including the type of activity, the amount of time you are active, and how much you weigh (basically, the amount of energy used is determined by the amount of weight carried and the distance over which you carry it. When you walk a mile, for example, you are carrying a lot of weight (your body) over a long distance (1 mile).
- In general, a good **rule of thumb** to remember is that **1 mile of brisk walking (which takes most people about 15 to 20 minutes) uses about 100 calories.** This is a rough estimate.

Note: This rule of thumb is based on a 160-pound person and is only a rough estimate of any one participant's caloric expenditure.

If the participant is doing a different type of planned activity, check with the exercise physiologist on staff to convert minutes or distance into calories.

Explain how calorie balance is related to weight loss.

Your **weight** is determined by the **balance between food (calories in) and activity (calories out).**

Let's look at four ways the calorie balance can work.

1. Your weight can **stay the same**. In this case, "calories in" from food equal

"calories out" from activity. Food and activity are at about the same level on both sides of the scale.

2. Second, you can **gain weight**. In this case, "calories in" from food are higher than "calories out" from activity. Either calories have increased or activity has decreased or both. The balance has tipped this way [*indicate direction of balance*].
3. Third, you can **lose weight**. "Calories in" from food are lighter than "calories out" from activity. You've eaten less food (by less I mean fewer calories, not less in volume--remember, we said early in the program that you can actually eat more food for the same number of calories by eating lower-fat foods), or you've done more activity, or both. The best way to lose weight is to do **both** at the same time and **really tip the balance** this way [*indicate direction*].
4. And finally, you can reach a **new balance at a new weight**. You have developed new food habits and new activity habits and they are balanced again. This is what happens when you lose weight and keep it off. You've reached a new balance over time.

The important thing to **remember** is that:

- **Food and activity work together** to determine how much you weigh.
- To lose weight, it's **best to eat less and be more active**. That way, you are changing both sides of the energy balance at once.
By TIPPING the balance, you can lose the weight you want.
- Then, over time, you can reach a new balance at a new, lower weight. We will help you to **make the changes part of your lifestyle, so you will keep the weight off**.

Explain calorie requirements for weight loss.

How much do you need to tip the balance in order to lose weight?

The number of calories you need to eat, or the amount of activity you need to do, varies from person to person. But in general, there is a formula we can use. It's based on two facts:

- **1 pound of body fat stores about 3,500 calories**, and
- **Slow, steady weight loss (1 to 2 pounds or so a week) is the best way to lose body fat**. (Quick losses of large amounts of weight can mean that water or muscle

are being lost rather than fat, and that's unhealthy.)

So to lose 1 pound in a week, you need to tip your energy balance by 3,500 calories in the week. Or 500 calories each day for 7 days. Or to lose 1-1/2 pounds in a week, you need to tip your energy balance by 5,250 calories in the week. Or 750 calories each day for 7 days. For a 2-pound weight loss per week, you need to tip the balance by 7,000 calories in the week, or 1,000 per day.

Again, for weight loss, the best way to tip the balance is to change both food **and** activity.

Review the participant's progress so far in terms of a) changes made in fat/calorie intake and activity, and b) weight change. Discuss how this relates to calorie balance.

Now let's take a minute to review some of the **changes you've made so far** on both sides of the balance.

- First, **what changes have you made to be more active?** We've talked about increasing both planned activity, the kind you've been recording in your Keeping Track books, and lifestyle activity, like taking the stairs instead of an elevator.

Briefly record on the work sheet some of the changes made by the participant. Praise and encourage the maintenance of these changes.

- **What changes have you made to eat less fat (and fewer calories)?** We've focused on eating less fat because fat is the most concentrated source of calories.

Briefly record on the work sheet some of the changes made by the participant. Praise and encourage the maintenance of these changes.

Have these changes tipped the calorie balance?

The answer is in how the scale has responded.

- **At the start of the Lifestyle Balance program, you weighed ...** (*refer to the How Am I Doing? graph for weight at randomization visit and record that weight on the work sheet*).
- **Your weight now is...** (record on work sheet).
- **And we expected your weight by this time would be ...** (*record the weight indicated on the graph by the expected weight loss line at this week*).

So you have ...

Check one of the three boxes on the work sheet. Be as positive as possible, stressing the accomplishments the participant has made so far, no matter how small, and express your confidence in the participant's future success.

- Stayed at the same weight, or gained weight.**
 - To lose weight, you need to try something else to tip the calorie balance. We'll work together to find out what will work better for you.

- Lost some weight, but not as much as expected.**
 - Good. You've made some progress.
 - To lose more weight, you need to try something else to tip the calorie balance *further*.

- Lost as much weight as expected (or more).**
 - Great! You've tipped the calorie balance.
 - If you keep tipping the balance, you will keep losing weight.

Develop an activity plan for the coming week.

For next week:

- Continue to keep track of your weight, eating, and activity.
Be active for _____ .

Fill in the blank on the work sheet, depending on how active the participant has been until this point. For most participants, *if this is Session 8*, the goal should be **150 minutes** per week; *if this is Session 7*, the goal should be **120 minutes** per week.

By doing more activity, you will use more calories.

As before, try setting aside one block of time each day, or look for 10 to 15 minutes that open up during the day and use them to be active. Include the Lifestyle Balance activity sessions. And plan other activities you LIKE to do. *[Complete the chart.]*

- **Make active lifestyle choices throughout the day.** As we've said before, every minute of activity is helpful. Standing uses more calories than sitting; walking uses more calories than standing; and so on. So keep moving as much as you can.

What are some of the active choices you plan to make this week? *[Fill in the blank.]*

If weight loss has not been as expected, make a plan for the coming week to either self-monitor calories or follow a low-calorie meal plan, or both.

The following is a requirement for participants who have not lost as much weight as expected. It is an option for successful participants who want to lose more weight or express an interest in learning more about the calorie content of foods.

- **And to tip the calorie balance further, one of two things will be helpful:**
 - **Keep track of calories every day, just like you've done for fat grams.**

Sometimes it isn't enough to just look at fat grams. You may be eating some foods that are relatively low in fat but still high in calories. (For example, many of the new fat-free frozen desserts and cookies are just as high (or higher) in calories than the original versions because of added sugar.) Or you may be eating large enough portions of some foods that the calories are adding up. By keeping track of calories, you'll learn which foods are highest in calories and find ways to save calories. So this week, we want you to look up the calories in every food you eat, just like you've been looking up the fat grams.

Try to stay under _____ calories each day. You should lose weight if you eat that number of calories. Also,

- Watch out for the foods that are high in calories.
- Be sure to record *everything*.
- And watch portion sizes.

Or it might be most helpful for you to:

- **Follow a meal plan for _____ calories per day.**

A meal plan is a model or good example of what to eat. A meal plan will:

- **Show you exactly what foods and amounts to eat.** You won't be faced with a lot of decisions and temptations about food.
- A meal plan will also **make it easier for you to record what you**

eat. In fact, if you follow the meal plan *exactly*, you won't need to record anything.

Which do you think would be most helpful, keeping track of calories or following a meal plan? Or would you like to try both?

Check the box or boxes on the work sheet.

- If applicable, give the participant the appropriate meal plans. Tailor the meal plan to suit the participant's food preferences, and answer any questions or concerns the participant has regarding following the meal plans as closely as possible for the coming week. Present the meal plan as a flexible model from which the participant can develop an individualized eating style, rather than as a rigid prescription. (See How to Use the Lifestyle Balance Meal Plans for further information on how to introduce the meal plans to participants.)
- With some participants, you may need to practice calorie monitoring using an example and/or briefly double-check and correct portion estimation skills using food models.

For the rest of the study, we'll keep working together to bring you closer to your weight loss and activity goals. **We'll keep trying to tip the calorie balance and see how the scales respond.** Over time, you'll reach a new balance at your goal weight and then we'll work together to help you maintain that weight.

Note: The following explanation is for only those participants who express interest in how their calorie goal has been calculated. Do not give this text to participants.

Question: How did you determine the number of calories I should be eating to lose weight?

Answer: The number of calories you need for weight loss depends on many things, including how active you are, how old you are, and so on. But we can make a good guess and then see how the scale responds. We like to begin by estimating what you ate when you entered the program.

1. Estimate of what you ate when you started:
Starting weight x 12 = _____ calories/day (estimate)
2. A slow, steady weight loss of 1 to 2 pounds per week is the best goal.
 - To lose 1 pound, you must eat 3,500 calories less. If you want to lose 1 pound in 1 week, you would need to eat 500 fewer calories each day for 7 days.
 - To lose 2 pounds, you must eat 7,000 calories less. If you want to lose 2 pounds in 1 week, you would need to eat 1,000 fewer calories each day for 7 days.

We recommend that heavier people aim to lose 2 pounds per week, and that thinner people lose 1 pound per week. No one should eat fewer than 1,000 calories/day.

3. Estimated calories at start: _____ calories/day for maintenance
To lose 1 pound per week, subtract 500 to get _____ calories/day.
To lose 2 pounds per week, subtract 1000 to get _____ calories/day.
4. So your daily calorie goal for weight loss is _____.

Session 9: Problem Solving.

Objectives:

In this session, the participant will:

- Learn the five steps to problem solving.
- Practice the steps using a problem the participant is experiencing now with eating less fat/calories or being more active.

To Do Before the Session

Have materials ready:

- Keeping Track book.
- Pages for participant notebook.

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity?

Graph physical activity.

If Session 8 was “Take Charge of What’s Around You”:

Were you able to get rid of the problem food cue and add the positive cue for being more active? What problems did you have? What could you do differently next week?

If Session 8 was “Tip the Calorie Balance”:

Were you able to make the active lifestyle choices you had planned? Keep track of calories and stay under your calorie goal and/or follow the meal plan (*if applicable*)?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Introduce the upcoming sessions and the problem solving process.

In the first eight sessions of the Lifestyle Balance program, you learned *how* to eat healthy and be more active. Healthy eating and being active will help you lose weight and be healthier in general. We also hope it will reduce your chance of developing diabetes.

But healthy eating and being more active means changing your habits, and making the changes a permanent part of your lifestyle. Many things can get in the way of changing habits. That's what we'll focus on in the next several sessions. We will discuss:

- Negative thoughts,
- Slips and your reactions to slips (a slip is when you don't follow your eating or activity plan),
- Stress, and
- What people say and do (or "social cues").

All of these things can get in the way of healthy eating and being more active.

What are some examples of things that get in the way for you?

Name several problems that the participant has already discussed at earlier meetings, if possible. E.g., You wanted to go out for a walk, but it was too cold. You wanted to eat less fat, but your children wanted you to buy potato chips.

It's inevitable that problems like these will come up.

But problems can be solved. Today we're going to talk about the *process* of problem solving. This is the process that you and I will be working on together throughout the study.

Explain the five steps to problem solving.

In general, there are five steps to solving problems.

1. The first step is to **describe the problem in detail. Be specific.**

For example, instead of defining the problem as "I eat more fat than I should," be specific about the kinds of foods you eat that are high in fat--maybe high-fat desserts or red meats. Be specific about when you eat them, and describe these situations in detail. For example, you may eat high-fat desserts when you go to your mother's house and she offers them to you.

Also, **look at what led up to the problem.** Many problems involve a chain of actions: one action leads to another and then another and eventually this leads to inactivity or overeating. This is called an "**action (or behavior) chain.**"

Try to see the steps (or "links") in the action chain, including:

- **Things around you that cue (or prompt) you to eat or to be inactive.** We've talked about food and activity cues before. Examples are a bakery near where you work, television watching, or a carton of ice cream in your freezer.
- **People in your life who don't support your efforts** to lose weight and be more active. Examples are a co-worker who offers you doughnuts every morning, children who insist that you deep-fry chicken rather than baking it, or a spouse who wants you to watch TV in the evening rather than go for a walk.
- **Thoughts or feelings that get in your way.** Examples are defeating thoughts like, "I'll never be disciplined enough to walk every night." Or feelings of boredom, stress, loneliness, or anger that lead to overeating.

Here is an example of an action chain [*refer to the diagram*]:

Sarah is a busy woman with a job and a family. Yesterday she was extremely busy at work and she **didn't eat lunch** because she didn't have time to go out. In the afternoon, her **boss was very critical** and demanding, and **Sarah felt stressed and anxious.** At the end of the day, Sarah **came home tired, upset, and hungry.** She **went right to the kitchen.** She immediately **saw a package of cookies on the kitchen counter,** and before she knew it, she **ate a fair number of the cookies.**

It may seem complicated to look at a problem in this much detail. But actually, it makes problem solving much, much simpler.

- You see that the real problem may not be the last step (eating the cookies) but rather all of **the things that led up to it** (like not eating lunch and so on).
- Uncovering the action chain will help you to **find the "weakest links" in the chain to break.** There's a saying that a chain is only as strong as its weakest link. By naming all of the links in the chain, you will be able to find the weakest ones, the places where you can make a change most easily.

2. Step 2 is to **brainstorm your options.** What are all of the possible solutions to the problem? "Brainstorming" means to create a storm of ideas in your brain. Let the ideas pour out, no matter how crazy they may seem. Anything goes. The more

ideas the better. And it's actually helpful to include some crazy, extreme ideas because it helps open your mind and stir up your creative juices.

By brainstorming, **you'll see that you aren't at all powerless to change your situation.** You have many options. Here are some possible ones for Sarah [*refer to work sheet*].

3. Third, **pick an option to try.** Weigh the pros and cons of each option, and choose one (or it might be a combination of several) that is **very likely to work** and that **you can do.** In other words, be realistic. You should be confident that you will succeed.

It's also helpful to try to **break as many links as you can, as early as you can** in the chain.

For example, it will be much easier for Sarah to control her eating in the evening if she eats some lunch and doesn't arrive home hungry. It will be easier for Sarah to avoid eating too many cookies if she doesn't buy the cookies in the first place. Another reason to try to break an action chain as early as possible is that **you will have more links to work with.** If eating lunch doesn't help Sarah and she still arrives home tired, upset, and hungry, she can still choose low-calorie snacks like fruit when she gets home.

Let's say that Sarah chooses the option of packing a quick bag lunch.

4. Fourth, **make a positive action plan.** This is where you spell out exactly:

- What you will do,
- When you will do it, and
- What you need to do first.
- Also, make a plan for any roadblocks that might come up,
- And build in steps that will make success more likely. For example:
Will it help you to involve someone else?
Can you do anything to make it more fun and enjoyable?
Will it help if you:

Write your plan down and post it on your refrigerator or calendar?

Tell your plan to someone else, so you're committed to following it?

Join an exercise class or club so you're more committed?

Make a date with someone to go for a walk?

Sometimes if you build in a step to get yourself over the first "hump," then everything begins to snowball and the rest is much easier.

For example, here is Sarah's action plan [*review work sheet*].

5. The fifth step of problem-solving is to **try it and see how it goes**. Did it work? If not, what went wrong? Use what you have learned to problem solve again and make a new action plan. Remember, **problem solving is a process. Don't give up**. It often takes many tries to find a solution.

Review another example if you think it would be helpful. Use one that is tailored to the individual (for instance, an example of the food preferences of the family getting in the way of the participant's goals).

Now let's apply this process to you.

Have the participant practice the steps using a problem he or she is experiencing now.

For next week, I want you to work on solving a particular problem. Think of a problem that you're having now with eating less fat/calories or being more active.

Complete the **Lifestyle Balance Problem Solver** work sheet with the participant.

For next week:

- Keep track of your weight, eating, and activity.
- Follow your action plan. And answer the questions on the work sheet.

Session 10: Four Keys to Healthy Eating Out.

Objectives:

In this session, the participant will:

- Learn four basic principles for healthy eating out: **planning ahead, assertion, stimulus control, and healthy food choices.**
- Identify specific examples of how to apply these principles at the type of restaurant the participant frequents.
- Practice making a meal selection from an appropriate menu.
- Practice out loud how to ask for a menu substitution.

To Do Before the Session:

- If possible, have the participant bring in menus from the restaurants he or she frequents.

Get materials ready:

- Sample menus from local restaurants.
- Keeping Track book.
- Pages for participant notebook.
- Optional handouts that are appropriate for the participant (for example, booklets on the nutrient content of fast foods).

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity? Try your action plan? What did you learn from the problem solving process?

Graph physical activity.

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Introduce the four keys to healthy eating out.

Today we're going to talk about eating out. **What kinds of places do you eat out at?**

Tailor the rest of the session to one or two of the places where the participant eats out most often. If the participant doesn't name several places or is not specific enough, prompt for a few of the following examples: fast-food restaurants, other restaurants, church or community centers, cafeterias, friend's homes, snack bars or vending machines, in an airplane.

Do you find it difficult to stay under your fat gram goal when you eat out at these places?
What is difficult for you?

There are four basic keys to healthy eating out. *[First, indicate each of the major headings on the work sheet, as scripted below. Later you will come back to the specific points under each heading.]*

1. First, **plan ahead.** Having a plan will help you to anticipate difficult situations and handle them more easily. You won't run into so many surprises.
2. Second, **ask for what you want.** Be firm and friendly. We'll talk in a minute about how to do this so you won't offend anyone.
3. Third, **take charge of what's around you.** Take steps to make what's around you **support** you in your efforts to eat healthy. Get rid of the things that get in the way, if you can.
4. And finally, **choose foods carefully.**

Help the participant identify specific examples of how to apply the four principles.

Let's use **one of the places where you eat out as an example.**

What are some ways you can **plan ahead** for eating out at?

Follow along on the work sheet as you **discuss each of the four keys to healthy eating out as**

they apply to that type of restaurant. Use some of the examples given below, but don't try to be exhaustive. Rather, choose those examples that relate to the specific difficulties faced by the participant. You may want to jot down on the work sheet a few strategies that are particularly relevant.

When you review **how to ask for what you want**, use the following script:

Many people find it hard at first to ask a waiter or waitress for something special. With practice, it gets easier. Here are some tips:

- **Begin with "I", not "You."**

"I would like," "I need," "I will have." Using "I" statements shows that you take responsibility for your own feelings and desires. "I would like my chicken broiled with lemon juice instead of fat," or "I would like tossed salad instead of coleslaw, please."

"You should have," "you said," "you don't understand." Using "you" often puts others on the defensive. "You didn't put the salad dressing on the side!" Better: "I asked to have the salad dressing on the side, please."

- **Use a firm and friendly tone of voice that can be heard.**

- **Look the person in the eye.**

Eye contact says a lot. Avoiding eye contact often means you don't believe what you are saying.

- **Repeat your needs until you are heard. Keep your voice calm.**

Sometimes it may take several tries before you are understood. If you need to repeat yourself, keep your voice low but firm. A loud voice can be threatening to others.

Wishy-washy

"Oh, well. I guess they couldn't broil the fish."

Threatening

"You said you would broil my fish!"

Firm and friendly

"This looks very nice. But I asked for my fish to be broiled, not fried. Would you have some broiled for me, please?"

When you review the fourth principle, **choose foods carefully**, have the participant:

- **Practice making a meal selection from an appropriate local menu.**

- **Practice out loud how they would ask for a menu substitution.**

Refer to menus from local restaurants and the “What’s on the menu?” and “Fast food can be lower in fat” handouts for examples. It’s important to role play aloud at this point to give the participant practice actually choosing words that are comfortable for him or her. At some point you may want to go to a restaurant with the participant and by ordering first, you can model how to make healthy meal selections and ask for menu substitutions. Participants may also need encouragement to ask family members to support them when they are at a restaurant, for example, to ask a spouse to say, “I’m glad you ordered milk for your coffee,” instead of, “Are you sure you don’t want cream?”

At fast-food restaurants

- 1. Plan ahead.**
 - Pick a restaurant carefully. Most fast-food restaurants now serve some low-fat foods, such as grilled chicken and salads with low-fat dressing.
 - Plan what you will order without looking up at the menu. Menus can tempt you to order what you don't want.
- 2. Ask for what you want. Be firm and friendly.**
 - For example, "May I have my coffee with a little low-fat milk rather than cream, please?" "Please leave the mayo off my burger."
 - Ask how much is usually served. For example, "How many ounces is the hamburger, please?"
- 3. Take charge of what's around you.**
 - Be the first in your group to order. You won't be tempted by what or how much others order, and they may follow your good example.
- 4. Choose foods carefully.**
 - Try grilled chicken sandwiches without special sauces or a salad with low-calorie dressing.
 - Stay away from french fries. If you must have them, order a regular size (not a double) and don't finish them.
 - If you must have a hamburger, order a regular size, without cheese, not a double or a cheeseburger.

At other restaurants (not fast-food)

1. Plan ahead.

- Pick the restaurant carefully. Go to one with low-fat choices. Call ahead to see what is on the menu. Stay away from "all you can eat" buffets, brunches, and happy hours.
- Eat less calories and fat during other meals that day or for a few days in advance.
- Have a little something to eat before you go to the restaurant so you're not too hungry when you get there. Eat fruit, some low-fat crackers, or drink water before you go out.
- Plan what to order without looking at the menu. Looking at the menu can tempt you to order more than you want.
- Don't drink alcohol before the meal. It may make it harder for you to follow your good intentions. Try tomato juice, club soda, or mineral water, instead.

2. Ask for what you want. Be firm and friendly.

Remember, you are paying for the meal. You have the right to ask for special services. And most restaurants want to make you happy.

Ask for the foods you want:

- Ask for food substitutions. For example, catsup or mustard instead of mayonnaise on a sandwich. A tossed salad instead of coleslaw. Baked potato instead of French fries.
- Can foods be prepared in a different way? For example, ask that the fish be broiled and seasoned with lemon juice, not butter; ask that butter, margarine, and sauces be left off the vegetables.
- Don't be afraid to ask for foods that aren't on the menu. Many restaurants will prepare grilled meats, fish, and chicken without added fat or sauces, fresh fruit salads, and steamed vegetable platters with rice, even if they're not on the menu. Or look for foods on a different part of the menu (for example, if fresh fruit is on the breakfast menu, it may well be available as a dessert for dinner).

Ask for the amounts you want:

- Ask how much is usually served. For example, "How many ounces is the hamburger, please?"
- Ask for salad dressings, gravy, sauces, or spreads "on the side." For example, ask for dry toast with margarine on the side. Then use only a small amount. Or order

salad dressing on the side, then limit the amount you use. (One idea is to dip your fork into the dressing before each bite.)

- Ask for less cheese or no cheese.
- Split a main dish or dessert with someone. Or order an appetizer as a main dish.
- Order a smaller size (appetizer, senior citizen's or children's portion, cup of soup).
- Before or after the meal, have the amount you don't want to eat put in a container or "doggie bag" to take home.

3. Take charge of what's around you.

- Be the first to order. You won't be tempted by what others order, and they may follow your good example.
- Keep foods off the table that you don't want to eat.
 - a. When a waiter or waitress brings rolls, chips, or other complimentary foods, say "No, thank you," and hand the food back right away.
 - b. When you order something, ask that half of it be put in a doggie bag **before** it's brought to the table. Then have it brought to you with the check.
- Ask that your plate be removed as soon as you are finished. You won't be tempted to eat more than you want while others finish their meals.
- Remove table tents from the table that advertise high-fat/calorie foods such as desserts.

4. Choose foods carefully.

- You can tell a lot from the words on a menu. Watch out for these high-fat words; look for these low-fat words, instead. [Refer to handout.]
- Watch out for sauces on meats, vegetables, and so on. Ask that these foods be served without the sauce.
- Think about how much food you really need. Do you need an appetizer? Bread? Make some compromises. "I'd rather have dessert so I'll skip the appetizer."
- Trim visible fat off meat.
- Take skin off chicken.

At another person's home or community center/potluck dinners

- 1. Plan ahead.**
 - Bring something from home for yourself and others. Examples: fruit salad, vegetable salad with low-calorie dressing.
 - Talk to the host or hostess before you go, if you are comfortable doing so (particularly if you eat at their home often). Ask for their support in your efforts to lose weight.
 - Eat a little something before you go, so you aren't too hungry when you arrive.
- 2. Ask for what you want. Be firm and friendly.**
 - Say "No, thank you. That looks lovely, though," when offered a food you'd rather not eat.
- 3. Take charge of what's around you.**
 - At buffets or cocktail parties, stay away from the buffet or appetizer table. Choose a small plate, and after serving yourself, sit at a table far away.
- 4. Choose foods carefully.**
 - Take only a small amount of high-fat/calorie foods, just enough to taste.
 - Look at everything on the buffet before serving yourself. Then choose only 3 or 4 of your favorite foods, instead of trying a little of everything.

Airplanes

- 1. Plan ahead.**
 - Order a special menu ahead. Call 24 hours before departure. Many airlines have low-fat and vegetarian menus available.
- 2. Take charge of what's around you.**
 - Say "No, thank you," smile, and hand the peanuts right back to the flight attendant.

Banquets, Conferences

- 1. Plan ahead.**
 - Ask what is on the menu. Is anything prepared without fat?
 - Order a special menu ahead. Even if the choices are limited, many caterers will prepare a steamed vegetable plate with rice and fruit salad upon request.

Assign home activity.

Describe a problem you have when you eat out. *[Record on the work sheet.]* Choose one of the four keys to healthy eating out that is likely to help you solve the problem and that you can do. Make a positive action plan. *[Complete the work sheet with the participant.]*

For next week:

- Keep track** of your weight, eating and activity.
- Try your action plan.** And before you come to the next session, answer the two questions on the bottom of the work sheet (Did it work? If not, what went wrong?).

For participants who eat out often, ask the participant to collect menus for restaurants the participant frequents and bring them in to the next session.

Any questions?

Session 11: Talk Back to Negative Thoughts.

Objectives:

In this session, the participant will:

- Recognize that everyone has negative thoughts and identify examples of them.
- Learn how to stop negative thoughts and talk back to them with positive ones.
- Practice stopping negative thoughts and talking back to them with positive ones.

To Do Before the Session:

Get materials ready:

- Keeping Track book.
- Pages for participant notebook.
- Optional handouts that are appropriate for the participant (for example, a Stop! sign prop to hold up when you hear the participant expressing a negative thought).

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity? Try your action plan? What did you learn last week about healthy eating out?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Graph physical activity.

If the participant has brought in restaurant menus, help the participant practice ordering from the menus.

Help the participant identify examples of negative thoughts.

Today we're going to talk about stopping negative thoughts.

Everyone has negative thoughts at times. These negative thoughts can lead you to overeat or be inactive. Then afterwards you may feel even worse about yourself. A vicious cycle of self-defeat can result.

For example, suppose you came home after a hard day at work. You think to yourself, "I'm tired of working so hard. I'm sick of being in the DPP. I can never eat what I want." This negative thought might lead you to eat some potato chips. And then you think, "I did it again. I'll never lose weight." Next, you're discouraged and go on to eat more of them.

Sometimes we aren't aware we are having negative thoughts. Negative thinking becomes such a habit for most of us that we tend to believe and act on our negative thoughts without even hearing them.

The goal of this session is to help you hear your negative thoughts and teach you to talk back to them.

Here are some common examples of negative thoughts.

Review each category and the example(s) on the work sheet, then ask a question or two to get the participant thinking about his or her own experience with negative thoughts.

1. Good or Bad Thoughts.

These thoughts divide the world into:

- Good and bad foods;
- Seeing yourself as a success or failure;
- Being on or off the program.

Sometimes this is called "all or nothing" or "light bulb" thinking (either on or off) with nothing in between.

Example: "Look at what I did. I ate that cake. I'll never be able to succeed in the DPP."

- Do you have some foods you consider "good," and some foods you consider "bad?"

- What happens when you eat a little of what you consider to be a "bad" food?
- Can you think of some problems with considering a food "bad?"

2. Excuses (or Rationalizations)

These thoughts **blame something or someone else for our problems**. We act as if they have so much power that we have no choice but to overeat or be inactive.

We don't mean to go off the program, but we "can't help it."

Example: "I don't have the will power."
"I have to buy these cookies just in case company drops in."

- Can you think of a time when you bought some high-fat/calorie food "for someone else"? Did they really need the food, or do you think you used them as an excuse to buy the food for yourself?

3. Should Thoughts.

These thoughts **expect perfection**. Of course, no one is perfect, so SHOULD thoughts are a **set-up for disappointment**. They also **lead to anger and resentment** because "should" assumes that someone is standing over us, forcing us to do what we don't want to do.

Example: "I should have eaten less of that dessert."

- What kind of things do you think you "should" or "should not" do to lose weight and be more active?
- What do you expect yourself to do perfectly (for example, self-monitoring)? What happens when you expect perfection of yourself? How do you feel? How does it affect your future decisions and choices?

4. Not As Good As Thoughts.

These thoughts **compare ourselves to someone else** and then **blame ourselves for not measuring up**.

Example: "Mary lost two pounds this week, and I only lose one."

- Do you compare yourself to someone else? Who?
- How does comparing yourself to that person affect you? How does it make you feel? How does it affect your decisions and choices about eating and being active?

5. Give Up Thoughts.

These thoughts **defeat ourselves**. They **often follow the other kinds of negative thoughts**.

Example: "This program is too hard. I might as well give up."

- Do you ever want something good to eat and think, "I'm sick of this Lifestyle Balance program"?

Explain how to talk back to a negative thought.

Once you are aware of a negative thought, you can "talk back to it." Here's how:

1. First, **catch yourself** having the negative thought. Ask yourself, "Is this thought moving me forward or bringing me down?" As soon as you're aware of a negative thought, say to yourself, "**I'm doing it to myself.**"
2. Then **imagine shouting "STOP!" to yourself**. Picture a **huge, red stop sign**. *[You may want to hold up the STOP! sign prop at this point.]* The stop sign is so big that it takes up all the room in your mind. This should startle you and get rid of the negative thought.
3. **Talk back with a positive thought**. No matter how effectively you've stopped a negative thought, it will probably return again in a similar situation because it has become a habit for you. So it's important to **begin to build a new habit: positive thinking**. After you stop a negative thought, talk back to it with a positive one.

Review the categories and the examples on the work sheet, making the following points.

1. **Good or Bad:** Talk back with **Work Toward Balance**. Don't expect perfection of yourself, but don't indulge yourself either. Work toward an **overall balance**.
2. **Excuses:** Talk back with **It's Worth a Try**. Instead of looking for something or someone else to blame, why not give yourself a chance? Try something. You just might succeed.
3. **Should:** Talk back with **It's My Choice**. You are in charge of your eating and activity. No one else is responsible for your choices or standing over you with unrealistic expectations.

4. **Not As Good As:** Talk back with **Everyone's Different.**
5. **Give Up:** Talk back with **One Step at a Time.**
Problem solving is a process. It takes time to make life-long changes. Learn from what doesn't work and try another option. Learning is always a success.

Now let's **practice** stopping negative thoughts and talking back with positive thoughts. Look back over the kinds of negative thoughts we've discussed. What kind are most familiar to you? For example, do you tend to make excuses or are you more likely to compare yourself to someone else? What are some examples?

Write examples of negative thoughts on the work sheet. If the participant doesn't name examples, use several from the previous pages.

Now let's take them one at a time. First, say the negative thought out loud. Then say "Stop!" And then talk back to it out loud with a positive thought.

Use the remaining time in the session to actually role-play this with the participant. Use a stop sign prop if you find it helpful. Record the positive thoughts on the work sheet.

This session may be an appropriate time to review with participants the work sheet "Remember Your Purpose" (Session 1) on which they recorded their personal reasons for joining the study and so on. Details from this work sheet may provide images and words for the participant to use in talking back to negative thoughts with positive ones. Any imagery that is significant to the participant may help make the process of "talking back" more meaningful and fun; for example, a participant might find it enjoyable to imagine a devil on one shoulder and an angel on the other, and to see the task of positive thinking as, "letting the angel talk."

Assign home activity.

For next week:

- Keep track of your eating and activity.
- Catch yourself thinking negative thoughts. Write them in your Keeping Track books.

- Practice stopping them and talking back to them with positive thoughts.

Next week we'll talk about how you did. Any questions?

During this session, some participants may raise problems outside the expertise of the Lifestyle Coach, such as a significant clinical depression, anxiety, or a clinical eating disorder. Refer to Section 3.4, Outside Referrals, in the Lifestyle Change Manual of Operations, for guidelines.

Session 12: The Slippery Slope of Lifestyle Change.

Objectives:

In this session, the participant will:

- Review the participant's progress since Session 7 or 8 ("Tip the Calorie Balance").
- Identify some things that cause the participant to slip from healthy eating or being active.
- Discuss what to do after a slip to "get back on your feet again."

To Do Before the Session

Review the participant's progress notes since Session 7 or 8 ("Tip the Calorie Balance"). Note any plans that were made to improve weight loss and activity level, which strategies were used, and which were successful or unsuccessful. If the participant is not currently at goal for weight loss and/or activity, refer to the Tool Box for ideas of additional strategies required or optional for particular problems.

If you have copies of some of the participant's past Keeping Track records, review them as well. Note some of the positive changes the participant has made.

Make sure the participant's How Am I Doing? graphs for weight and activity are up to date.

Have materials ready:

- Keeping Track book.
- Pages for the participant notebook.
- Meal plans appropriate for the participant's calorie goal. Tailor to the participant's food preferences as much as possible before the session.

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity? What negative thoughts did you catch yourself thinking? Were you able to stop them and talk back with positive thoughts?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Graph physical activity.

Review the participant's progress since Session 7 or 8, and if not at goal, develop an action plan to improve progress in reaching weight loss and activity goals.

Today we're going to talk about what are called "slips," or times when you don't follow your plans for healthy eating or being active.

Let's use skiing as an example. Everyone who learns to ski knows that they will "slip" and fall down. It's a natural part of learning to ski. What a skiing instructor does is to help beginning skiers anticipate when they might fall down and show them how to get up again. That's what we'll do today--talk about when you might "slip" from your eating and activity plans, and how you can get back on track again after you slip.

Note: Throughout this session, try to use analogies in addition to skiing that are meaningful to the participant. (For example, one analogy is how we handle fires. First, we try to identify high-risk situations in which fires are likely to occur. Second, we try to take steps to avoid these situations if we can. Third, in case a fire does occur, we plan ahead for a way to put out the fire and/or escape. We make a plan that is as simple and easy to remember as possible so that we are more likely to follow it while under stress.) You will also want to use a meaningful analogy for how the participant has developed other skills by making mistakes and learning from them, such as learning to drive a car, bake a cake, and so on.

Before we talk about slips, we'll take some time to review your progress since Session 7 or 8, which was the last time we formally looked at how you were doing.

- **What are some of the major changes you've made to be more active?** Include both what you do to reach your goal (that is, those activities you record) and what you do to be more active in general (the lifestyle activity that you don't record, like taking the stairs instead of an elevator).

- **What changes have you made to eat less fat (and fewer calories)?**

Briefly record on the work sheet some of the changes made by the participant. Praise and encourage the maintenance of these changes.

Have you reached your weight goal? Your activity goal?

Refer to the How Am I Doing? graphs for weight and activity, and check yes or no on the work sheet.

If the participant is **at goal** for weight loss and activity, praise the progress made.

If the participant is **not at goal** for weight loss or activity, praise whatever progress has been made. Encourage the participant to improve, and develop a related plan using the work sheet. **Follow the guidelines in the Tool Box as to which strategies are required to address particular problems identified.** For example, some participants may need to be given meal plans at a lower calorie level.

Define slips.

Now let's move on to the topic for today, "**slips.**"

Slips are times when you don't follow your plans for healthy eating or being active.

Slips are:

- **A normal part of lifestyle change.** Just like falling down is a normal part of skiing. If you are going to ski, you are going to fall. All skiers will fall. And everyone who sets out to lose weight and be more active will have slips.
- **To be expected.** If you haven't already had some slips, you most certainly will have them in the future. Slips are **inevitable.**

Does this sound discouraging? Well, it doesn't have to be. Because **slips don't hurt your progress. What hurts your progress is the way you react to slips.** So today we'll talk about the best way to react to slips when they happen.

Identify some things that cause the participant to slip from healthy eating or being active.

Different people have different things that cause them to slip. For example, **moods or feelings** cause many people to slip from healthy eating.

Some of us tend to overeat when we're **happy**. Imagine that:

Your **family is celebrating**. Maybe it's a holiday, a birthday, or a vacation. There is plenty of everyone's favorite foods, from appetizers to desserts. And for years, your family's custom has been to "take it easy," have fun and just relax during these times. **What would this situation be like for you? Would you tend to slip in this kind of situation?**

Some of us are more vulnerable to overeating when we're **bored**. Imagine that:

You're **at home alone, watching a favorite TV program**. You're feeling okay, pretty relaxed, but a little bored. A commercial comes on at the end of the program, and you find yourself wandering into the kitchen. **What would this be like for you?**

Other people overeat when **upset**. Imagine that:

You are settling down for a relaxing evening at home. Someone in your family starts to talk about something that's been part of an **ongoing argument** between the two of you. You both get angry and he or she stomps out of the house, slamming the door. You head for the kitchen. **What would this situation be like for you?**

Or here's another example:

You're **behind on a project at work**. The boss has been looking in on you every 10 minutes and glaring at you impatiently. You feel pressured and very tense. You go get yourself a cup of coffee and see a delicious snack that someone brought in that morning. **What would this be like for you?**

Which is the *most* difficult for you in terms of slipping from healthy eating: feeling happy, bored, or upset? *[Record on the work sheet.]* **Are there other things that cause you to slip from healthy eating?**

Give the participant time to name a few examples. Record on the work sheet.

What things cause you to slip from being active?

Have the participant name several examples, such as vacations, holidays, feelings or moods, cold or hot weather.

The situations that lead to slips differ from person to person. For example, you may tend to eat when you're bored, whereas someone else may get involved in a hobby. Or when you are at a party, you may be so busy talking and laughing that you forget to eat, whereas someone else may find the goodies are just too tempting. **What causes you to slip is learned. It is a habit.**

The way you react to slips is also a habit. You can learn a new way to react to slips that will get you back on your feet again.

Discuss what to do after a slip to get back on your feet again.

First, **remember two things:**

- **Slips are normal and to be expected.**
99.99% of all people who are on their way to losing weight and being more active have slips. But a slip doesn't need to lead to giving up completely. Slips can and should be useful learning experiences.
- **No one time of overeating or not being active, no matter how extreme, will ruin everything.** You won't gain more than a few pounds of weight even after the biggest eating binge imaginable--unless you *stay* off track and keep overeating time and time again. **The slip is not the problem. The problem occurs if you don't get back on your feet again and keep going toward your goals.**

So after you have a slip:

1. **Talk back to negative thoughts with positive thoughts.**
The negative thoughts that come after a slip can be your worst enemy. They can lead to feeling discouraged, guilty and angry and undermine your ability to handle the slip effectively. Talk back to the negative thoughts with positive ones. "I am not a failure because I have slipped. I can get back on my feet again."
2. Next, **ask yourself what happened.**
Use the opportunity to look closely at the situation and ask yourself what happened. Was it a special occasion? If so, is it likely to happen again soon? Did you overeat because you were lonely, bored, or depressed? Did you eat because of social pressure? Did you skip activity because you were too busy with other things, or because of work and family pressures? Use these questions to review the situation and think about it objectively. **Learn from the slip.**

Then you can plan a strategy for handling the situation better next time. **Can you avoid this situation in the future** (for example, by not sitting near the food or by not walking past the candy machine)? If you can't avoid it, **can you manage it in a better way** (for example, by making sure you have low-calorie foods available at home)?

3. **Regain control the very next time you can.**
Do **not** tell yourself, "Well, I blew it for the day," and wait until the next day to start following your eating plan. **Make your very next meal a healthy one. Get back on schedule with your activity plan right away.** You will not have set yourself back very much if you follow this suggestion.
4. **Talk to someone supportive.** ("Talk it through, don't eat it through.")
Call your lifestyle coach or someone else on the DPP staff. Call another DPP participant or another friend. Discuss your new strategy for handling slips. Commit yourself to renewed effort.
5. Finally, **focus on all of the positive changes you have made** and realize that you can get back on track. The same person who "blew it" today is the same person who has been successful during many previous weeks. Slips do not reveal the "real you" (hopeless, lacking willpower, etc.). They are simply another occasion of behavior. **Remember, you are making life-long changes. Slips are just one part of the process.**

Assign home activity.

Describe one thing that has caused you to slip from healthy eating.

Could you **avoid it** in the future? If so, how? *[Record on the work sheet.]*

If not, make a plan for **how to get back on your feet** the next time you slip. *[Record.]*

Describe one thing that has caused you to slip from being active.

Could you **avoid it** in the future? If so, how? *[Record on the work sheet.]*

If not, make a plan for **how to get back on your feet** the next time you slip. *[Record.]*

For next week: a) Keep track of your eating and activity. b) Try your two action plans. c) Answer the questions on the work sheet. Any questions?

Session 13: Jump Start Your Activity Plan.

Objectives:

In this session, the participant will:

- Discuss ways to add interest and variety to the participant's activity plans.
- Learn the definition of "aerobic fitness."
- Learn the F.I.T.T. Principles (frequency, intensity, time, and type of activity) as related to heart (aerobic) fitness.

To Do Before the Session:

Have materials ready:

- Keeping Track book.
- Pages for participant notebook.
- Optional handouts that are appropriate for the participant (for example, on various barriers to physical activity).

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity?

Did you try your two action plans to get back on your feet after slipping? How did it go?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Graph physical activity.

Discuss ways to add interest and variety to the participant's activity routine.

So far in the Lifestyle Balance program, our focus in terms of physical activity has been on increasing the amount of time you are active. We've moved gradually from 30 minutes per week to 2 ½ hours per week of new physical activity. We've emphasized walking because it's easy to do and doesn't require special equipment.

By this time in the program, many participants find that their activity routine has become a little stale and boring. **Boredom is a problem because it may cause you to slip back into old habits of not being active.** So it's important to be aware of any boredom you're feeling about your activity plan, and do something to keep it fresh and interesting.

That's what we'll talk about today--ways to **"jump start" your activity routine** (or give it new energy when it's becoming a little too "routine").

First, **add variety.**

- **Do something new and different** now and then. Don't expect yourself to do the same activity, day in and day out, every season of the year, any more than you would expect yourself to eat the same food, day in and day out, all year long. Remember, you are making life-long changes, and being active is something you will be doing for the rest of your life. So build in some variety. For example, if you usually walk during the week, plan to ride a bike or roller skate on the weekend. Try cross-country skiing and indoor cycling in the winter. Try strength (resistance) training on alternate days.

Can you think of some ways to vary what you do for activity?

Record on the work sheet. Include lifestyle activity but be sure the participant understands to self-monitor only the physical activities that are similar (or higher in) intensity than brisk walking (refer to Manual of Operations).

If the participant expresses interest in learning more about a particular activity, such as strength (resistance) training, consider making an appointment for the participant to meet with the exercise specialist on staff for instruction.

- **Do the same activity in a new place.** For example:
 - Walk a different path through the park.
 - Walk in a different neighborhood after work.

What are some ways you can vary where you do your activity? *(Record.)*

- **Be active as a way to be social.**

- Instead of going out for a cup of coffee, go out for a “walk and talk” with a friend or family member.
- Plan a weekend hike with a group of friends.
- Go biking with a cycling club.
- Join a basketball team.
- Sign up with a group of friends for a walk for charity.

What are some activities you could do with a friend, family member, or group as a way to socialize? *(Record.)*

It also helps if you **make being active fun.**

- Some people enjoy listening to a radio, music tapes or books on tape while they walk or jog.
- Plan walking tours of cities when you travel.

What would be fun for you? *(Record.)*

Another way to prevent boredom is to **challenge yourself.**

- Prepare yourself for a walk-a-thon or race.
- Train for a challenging mountain hike on your vacation.
- Set up a friendly competition with a friend (whoever walks the most miles before a certain date gets taken out to lunch by the other).

What would make activity more challenging for you? *(Record.)*

Have you been bored at times with your activity in the past?

Have you found anything to be particularly helpful for you at those times?

If you're not bored now, please be sure to bring it up whenever you do feel bored in the future. Use me and our activity specialist as resources to help you. For example, we can talk about some community programs that might add interest to your activity routine, and so on.

Define “aerobic fitness.”

One way to add something new to your activity routine is to begin to focus on **improving your “aerobic fitness.”**

“Aerobic fitness” refers to **how well your heart can pump oxygen (“aer-”)**

through your blood to your muscles, like those in your arms and legs.

Your heart is a muscle, too. If you exercise your heart (make it beat faster), it will become stronger over time. This is just like the muscles in your arm becoming stronger if you lift weights every day.

As your heart becomes stronger, you'll notice that it's easier for you to do things like walking up stairs and carrying groceries.

Explain the F.I.T.T. Principles.

Not all ways of being active will help strengthen your heart--only those that are "F.I.T.T."

This is what "F.I.T.T." stands for:

"F" stands for **frequency**, or **how often you are active**.

Aerobic fitness levels go down within 48 hours of no activity, so it's important to be active often.

- Try to be active on most days of the week (at least 3 days per week is recommended; 5 to 7 days are even better).
- To avoid soreness and injury, it's best to **increase the frequency slowly**.

"I" stands for **intensity**, or **how hard you are working while being active**.

This is usually measured by **how fast your heart beats**. We want your heart to beat faster than it usually does, so that it will become stronger, but we don't want it to beat so fast that you could injure yourself.

- The goal is to stay within what's called your **"target heart rate,"** about 50 to 70% of the maximum number of times your heart can beat in a minute for someone your age.

Here is how to **figure your target heart rate**.

Review the formula on the work sheet and calculate the participant's own target heart rate.

Have you ever taken your heart rate or pulse?

Review with the participant the steps for taking your heart rate as described on the work sheet. Use a pen or marker to mark on the participant's wrist exactly where he or she is able to find the pulse. This will help the participant find it quickly when exercising.

- Another way to get a rough idea of how hard you should be working is to **breathe fast enough that you can talk but not sing**. You should be able to have a conversation with a friend while walking, but **if you can break into song, speed it up!**

On the other hand, **if you have trouble breathing and talking while you walk, slow down.**

- **As you do regular physical activity over time, your heart doesn't beat as fast** as it used to. For example, you'll notice that your heart doesn't beat as fast when you walk up stairs, and you don't get as out of breath.

This means that you are becoming more fit, that your heart is doing the same amount of work with less effort. It also means that to continue strengthening your heart, **you will need gradually to do more challenging activity to reach your target heart rate**. For example, you'll need to walk faster than you used to get the same benefit in terms of aerobic fitness.

"T" stands for **time, or how long you are active**.

- To improve your aerobic fitness, you should **stay active continuously for at least 10 minutes**. That's why we don't ask you to record in your Keeping Track any activity that doesn't last at least 10 minutes.
- We recommend that you **slowly increase the time you are active to 20 to 60 minutes**.
- The **total number of minutes per week should at least equal your Lifestyle Balance activity goal for that week**.

The final **"T"** stands for **type of activity**.

- To improve your fitness, you should do **"aerobic"** activities. As we said before, these are activities that **challenge your heart**. Brisk walking, jogging, and bicycling are all examples of aerobic activities.

- These activities **use large muscle groups**, such as your arms and legs, and
- **Last 10 minutes or longer.** Brief activities that don't require your heart to work harder, such as bowling, pitching a softball, or washing a window, will not improve your aerobic fitness.

Introduce another way to measure exercise intensity.

Measuring your heart rate is one way to keep track of your intensity (or how hard you are working) when you're active. But even without measuring their heart rate, most people have a good sense of how hard they're working when they're active, just by listening to their body.

Rate yourself on this scale while you're being active. How hard are you working?

Review the work sheet with the participant. For your own background information as a Lifestyle Coach, the scale is based on Borg's original Rating of Perceived Exertion (RPE) Scale which is a numerical scale from 6 to 19, with 7 corresponding to very, very light, 9 to very light, 11 to fairly light, 13 to somewhat hard, 15 to hard, 17 to very hard, and 19 to very, very hard. The original scale was designed to approximate what one would estimate the corresponding heart rate to be, by adding a zero to the end of the RPE. For example, an RPE of 13 (somewhat hard) would approximate a heart rate of 130. So if a participant calculated her upper heart rate limit to be 130, her upper RPE limit would be around 13.

Assign home activity.

For next week:

- Keep track of your weight, eating and activity.
- Do your best to reach your activity goal for the week. *[Record.]*
- Take your heart rate or pulse every time you're doing physical activity.
- Adjust how hard you are working during an activity so that you stay within your target heart rate *[specify]* or keep how hard you are working at this level *[specify]*.

Any questions?

You may want to ask the participant to invite a family member to the next session, Make Social Cues Work for You, if you and the participant think that would be helpful in planning strategies for handling social cues.

Session 14: Make Social Cues Work *for* You.

Objectives:

In this session, the participant will:

- Review examples of problem social cues and helpful social cues.
- Discuss ways to change problem social cues and add helpful ones.
- Review strategies for coping with social events such as parties, vacations, having visitors, and holidays.
- Make an action plan to change a problem social cue and add a helpful one.

To Do Before the Session:

Ask the participant to invite a family member to this session if you and the participant think that would be helpful in planning strategies for handling social cues.

Have materials ready:

- Keeping Track book.
- Pages for participant notebook.
- Optional handouts that are appropriate for the participant (for example, with tips for handling parties, holidays, vacations, and other social events; low-fat/calorie recipes for entertaining; helpful ideas for low-fat eating and staying active while traveling).

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity?

What was it like taking your pulse or **heart rate**? Were you able to stay within your target heart rate?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Graph physical activity.

Review the concept of food and activity “cues” and define social cues.

In an earlier session we talked about **how to “take charge of what’s around you.”** We took an imaginary video camera through your house and where you work, and we looked for problem food or activity “cues,” things that would prompt you to think about eating or to be inactive, like a TV set or a bag of cookies on a kitchen counter. We planned some ways to get rid of problem cues and add positive cues (for example, watch less TV, keep high-fat foods out of the house, and keep your walking shoes in sight).

In that session we focused on the sight and smell of food or certain activities that make you think about food. Today we’re going to talk about **social cues**, or **what other people say or do that affects your eating and activity**. Again, we will plan some ways to **reduce problem social cues** and some ways to **add positive ones**.

Give examples of problem social cues and positive social cues.

Problem Social Cues

One of the most powerful **problem social cues** is:

- **The sight of other people eating problem foods or being inactive** (for example, you go to a bar where you see other people eating potato chips and watching TV). Can you think of an example in your own life? Is it difficult for you when you see someone in your family or a friend eat certain foods? (Record examples briefly on the work sheet.)
- **Being offered (or pressured to eat) problem foods or being invited to do something inactive** are also negative cues (for example, your spouse buys you candy for your birthday or a friend asks you to come over to watch football). What are some examples in your own life?
- **Being nagged** is a negative cue (for example, your spouse says, “You shouldn’t be eating that bacon. It’s too high in fat.”). Some people may think that nagging is helpful, but actually it tends to cause the behavior it’s designed to stop. Does

anyone nag you about your eating or activity?

- **Hearing complaints** is a negative cue, too (for example, your daughter says, “I hate this frozen yogurt. Real ice cream is better,” or your spouse says, “You’re always outside walking. You don’t have any time for your family any more.”). Do you hear complaints from anyone about your eating or activity?

Now let’s compare problem social cues with **positive social cues**.

Positive social cues include:

- The **sight of other people eating healthy foods or being active** (for example, you go out to dinner with another DPP participant who orders low-fat foods or you go to an aerobics class). Can you think of any people who are good examples for you? In what way? (Record on the work sheet.)
- **Being offered healthy foods or being invited to do something active** (for example, your mother offers you fruit salad for dessert or asks you to go for a walk). Does anyone do this for you?
- **Being praised** (for example, your spouse says, “The oatmeal was delicious this morning, honey.”). Who praises you for your efforts and accomplishments?
- **Hearing compliments** (for example, your daughter says, “Thanks for buying frozen yogurt, Mom. It’s a lot healthier than ice cream,” or your spouse says, “You’re really committed to walking every day. I’m proud of you.”). Does anyone compliment you?

When you respond to a social cue in the same way over and over again, you build a habit. The cue becomes paired with the way you respond, and your response becomes more and more automatic. In an earlier session, we used the example of eating popcorn whenever you go to the movies as a food cue that over time becomes a habit for many people. It works the same way with social cues.

Let’s say that since childhood, your mother has offered you second helpings of food at the dinner table. You developed a habit of accepting her offer. Now when you return home as an adult and your mother offers you second helpings, it is hard for you to refuse.

It’s important to understand that with social cues, the **other person has also learned a habit**. So in the example we’ve just used, your mother has learned to offer you second helpings and expects that you will accept the offer. **This makes social cues even harder**

to change than other cues.

Discuss ways to change problem social cues.

How can you change problem social cues?

1. As with problem food cues, one of the best things you can do is to **stay away from the cue, if you can**. For example:
 - Move to a different room if a family member eats problem foods in front of you.
 - Skip certain parties that are just too tempting for you.
 - Socialize with people by going bowling, dancing, or to the movies. Don't go out to eat as a way to socialize.
 - Change the subject when someone starts talking about food or your weight or activity.

2. **Change the cue, if you can**. This means trying to influence the other person's habit, if you can. For example, when someone nags, complains, eats problem foods in front of you, or pressures you to eat:

- **Discuss the problem. Brainstorm options.** For example, "It's hard for me when you eat ice cream in front of me. It really tempting. Is there a way we could get together and have fun, but not eat ice cream?" **Be willing to compromise** to find a solution that will work for everyone.
- **Tell people about the DPP, your efforts to lose weight and be more active, and why this is important to you.** Many people will be willing to help if they understand that you are trying to change your eating and activity and why.

- **Ask others to praise you for your efforts and ignore your slips. This is KEY to your success.** Explain to your friends and family that this is what would be most helpful to you. In turn, be sure to thank them when they notice your efforts and overlook your slips.

(Role play this with the participant, using an example that is meaningful to him or her.)

3. If you can't stay away from the problem social cue or change it, **practice responding in a more healthy way**. Over time you will **build a new, healthier**

habit and the other person will learn a new habit, too, because of your new response. For example:

- **Say “No” to food offers.** If you are consistent and continue to say “No,” others will eventually stop offering.
- One of the most important things you can do is to **show others you know they mean well, and suggest something they can do to help you. Be specific.** Most people mean well when they nag, offer food or pressure someone to eat (for example, many people think that being a good hostess means insisting that guests have second helpings). If you recognize that they mean well and give them a specific, positive alternative, they can still feel helpful and you are more likely to reach your goals, too. For example, when a hostess offers you second helpings, say, “Thanks so much for offering. You know what I’d really enjoy is some coffee.” **If you can, give them specific ideas of how to help ahead of time**, before you are confronted by a challenging situation.

Role play saying “No” to food offers, using an example that is meaningful to the participant. Illustrate that the participant should be prepared to say “No” several times to someone who continues to offer, e.g., “Are you sure you don’t want a piece of cake?”

Remember that **it takes time to break an old habit or build a new one.** Change doesn’t happen overnight. And with social cues, there are at least two people involved in making a change: yourself and someone else. **Don’t expect other people to adjust instantly** to a new way of relating, any more than you expect yourself to change instantly.

Discuss ways to add positive social cues.

Not all social cues are problems. You can use social cues to *help* you eat healthier and be more active. For example:

- **Spend time with people who are active and make healthy food choices.** For example, at parties stand next to people who spend most of their time talking and dancing instead of eating.
- **Put yourself in places where people are active.** For example, join an exercise club or sports league. Come to the DPP activity sessions.

- **Set up a regular “date” with others to be active.** You will be more likely to be active because you won’t want to disappoint them by cancelling.
- **Ask your friends to call you to remind you to be active or to set up dates to be active.**
- **Bring a low-fat/calorie food to share.** For example, bring a fruit salad to a potluck dinner.
- **Be the first to order when you eat out at a restaurant** and order healthy foods. This is much easier than waiting until after others order high-fat foods and then trying to make a healthier choice. In addition, you will provide a positive social cue for other people.
- **Be social by doing something active.** For example, take a walk and talk. Go out dancing instead of going out to dinner. Start a family tradition of taking a walk after dinner instead of watching TV.

An important way to change negative social cues and add positive ones is to **ask people who want to support you for help.**

What people in your life want to support you? *[Record a few names.]*

What could they do to help you? Here are some ideas. Would any of these be helpful to you?

Review the ideas on the work sheet. Check a few that the participant thinks would be helpful. Add other ideas at the bottom of the chart. Some participants may want to copy the work sheet to give to a supportive friend or family member.

Discuss ways to handle social events such as parties, having visitors, or holidays.

Social cues are especially powerful at social events such as parties, holidays, vacations, and when you have guests in your home or are a guest in someone else’s home. These events:

- **Upset our routine** (for example, you usually walk after dinner, so how do you fit walking in on a day when you’re going to a party after dinner?),
- **Challenge us with unique food and social cues** (for example, your family serves appetizers whenever there are guests in the house but not at other times; you go

on vacation to a place you've never been before and you're not familiar with any of the restaurants),

- **May involve habits that have developed over many years and so can be very powerful** (for example, for the past 30 years on Thanksgiving, your family has watched the parade on TV and had pumpkin pie with whipped cream for dessert).

What are some social events that are difficult for you?

Get an idea of the kind of social events the participant attends. If it is near a holiday or vacation, you may want to focus during the remainder of the session on brainstorming options and making an action plan for that specific event. Optional participant handouts (see Appendix) are available that provide guidelines for holidays, parties, vacations, and so on.

To handle social events well, try to anticipate the problems that will occur. What exactly might be difficult for you? Then brainstorm your options ahead of time. Here are some ideas: *[review the examples on the work sheet]*:

- **Plan ahead.**
- **Stay away from problem cues when you can.**
- **Change problem cues.**
- **Respond to problem cues in a more healthy way.**
- **Add helpful social cues.**

Stay positive. Think of every social event as an opportunity to learn what works well for you and what doesn't. Remember, you are building healthy habits for a lifetime.

For participants that entertain, you may want to distribute some low-fat/calorie ideas and/or recipes (for example, recipes for low-fat dips and a list of low-fat crackers). Participants who travel often may appreciate the optional handout on helpful ideas for low-fat eating and staying active while traveling.

Assign home activity.

With the participant, develop and record on the work sheet two action plans to:

- Change a problem social cue.
- Add a helpful social cue.

If it is near a holiday, vacation, or particular social event, include an action plan for that event.

Assign home activity.

This week:

- Keep track of your weight, eating and activity.
- Try your two action plans for making social cues work for you.
- And before the next session, answer the questions (Did it work? If not, what went wrong?) for both action plans.

Session 15: You Can Manage Stress.

Objectives:

In this session, the participant will:

- Discuss how to prevent stress and cope with unavoidable stress.
- Discuss how the DPP can be a source of stress and how to manage that stress.

To Do Before the Session:

Have materials ready:

- Keeping Track book.
- Pages for participant notebook.

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity?

Were you able to follow your action plans (change the problem social cue and add the helpful one)?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant.

Graph physical activity.

Define stress and its relevance to the DPP.

Stress is tension or pressure. Stress is a natural part of living our life.

Any change, good or bad, big or small, can cause stress. Big changes or events in our

life--like getting married, a serious illness, changing jobs--can cause stress. Small events--like losing your keys, having a birthday, having a flat tire, or needing to get your errands done before picking up your children--can also cause stress.

What kinds of things make you feel stressed?

Why are we talking about stress in the Lifestyle Balance program? Because **many people react to stress by changing their eating and activity habits**. Some people eat and drink too much as a way to deal with stress. Others may stop eating. Some people become very inactive and withdrawn.

What is it like for you when you get stressed?

If the participant does not provide examples, mention one or two situations that are typically stressful (such as being under a deadline at work, being faced with unexpected responsibilities such as a sick child or car repair). Ask how the participant feels or reacts. Based on the response, point out any physical and emotional symptoms (headache or muscle tension) and behavioral changes that might affect eating and activity.

- Do you get any physical symptoms like a headache or stomach ache or muscle tension?
- Do you change your behaviors when you feel stressed?
- Do you eat more when you are stressed?
- Do you change the kinds of food you eat?
- Do you change how active you are or the kind of physical activities you do?

Discuss ways to prevent stress.

An ounce of prevention is worth a pound of cure, and this is certainly true when it comes to stress. The best approach is to **prevent stress whenever you can**. Here are some ideas:

1. **Practice saying, “No.”**

Practice saying “No” when someone else asks you to do something you don’t want to do. Say “Yes” only when it is important to **you**.

Saying “No” can be hard. It causes some tension or stress. But that stress is usually short-lived. If you say “Yes,” you may have hours, weeks, or months of stress as you do whatever you agreed to do.

2. **Share some of your work with others, both at home and at work.**

Delegate what you can to someone else. For example, your spouse and children

might be able to help clean the house, cut the lawn, shop for food, prepare meals, and do laundry. A co-worker might be able to help you with an overwhelming project at work.

Sharing work doesn't mean you're being irresponsible. Giving responsibility to others, even if they aren't as experienced as you, gives them a chance to learn, participate, and gain experience. One warning: Don't expect them to be perfect. Criticizing the efforts of others who are trying to help can be another source of stress. Instead, support them for their efforts and be patient as they gain skills.

3. **Set goals you can reach.**

Sometimes we create our own stress by trying to be perfect. If you set reasonable goals, you are more likely to succeed. When you succeed, you are less likely to feel stressed. Remember, we talked about this when we discussed negative thoughts--if you try to be perfect, you probably won't succeed!

Periodically, take a good look at the demands you are placing on yourself. Ask yourself, "Am I expecting myself to do more than anyone could possibly do?"

4. **Take charge of your time.**

Make schedules with the real world in mind. Don't try to accomplish in 30 minutes what realistically will take an hour. Take a good look at your to-do list, eliminate what isn't essential, and give yourself a realistic amount of time to accomplish the rest.

Get organized. Chaos is very stressful. It's also inefficient. Devote some time every day to getting organized, and you will save time and stress in the long run.

5. **Use the steps for solving problems.**

If changing your eating and activity habits is causing stress, take action. Use the steps to solving a problem that we discussed in an earlier session:

- Describe the problem in detail. Discuss it with your family or friends if they are involved.
- Brainstorm your options.
- Pick one option that is very likely to work and that you can do.
- Make an action plan.
- Then try it and see how it works.

Continue the process until you find a solution. Sitting on problems can cause even more stress. Solve them instead and move on.

6. **Plan ahead.**
Think about what kind of situations are stressful for you. These are times when you are at high risk, so plan ahead for how to handle them or work around them. For example, are holidays especially stressful for you? If so, plan some ways to make your life easier during the holidays. Examples: Buy frozen meals to have on hand for busy days. Decide what parts of decorating the house are not essential to you and spend that time relaxing instead.
7. **Keep things in perspective. Remember your purpose.**
Maintain a positive attitude. Think of all the good things in your life. And remember why you joined the DPP.
8. **Reach out to people.**
Think about who you can turn to for support. **Ask supportive people to help** when you are overwhelmed or need someone to encourage you. We talked about this last week.
9. **Be physically active.**
Many people find that being active helps them cope with stress and feel more relaxed and able to manage stressful situations more smoothly.

Discuss ways to cope with unavoidable stress.

What about the times when you can't avoid stress?

- **First, catch yourself feeling stressed as early as you can.**
We talked before about action or behavior chains and that it's important to try to break them as early as possible. The same is true of stress. If you learn to recognize the signs of stress and catch yourself early in the process, you may have a chance to avoid some of the harmful consequences such as overeating or being inactive.

Do you have any signs when you are getting stressed?

- **Take a 10-minute "time out."**
Develop a new habit of responding to stress with a "time out"--stop what you are doing and take a few minutes for **yourself**. Do whatever you find helpful that doesn't involve food. Examples:
 - a. **Move those muscles.**
Research has shown that being active relieves tension, reduces anxiety, and

counters depression. So when you notice yourself feeling stressed, make yourself go out for a 10 or 15-minute brisk walk. Or get on your exercise bike and pump for 10 minutes. The distraction and breathing can do a lot to make you feel better.

- b. **Pamper yourself.** Take a bath. Manicure your nails. Massage your feet. Read a magazine. Read the funnies. **Just take out 10 minutes for YOURSELF.**
- c. **Breathe.** Most of us tend to hold our breath when we are under stress, which creates more tension in the body and mind. So when you catch yourself feeling stressed, try this:
Take a full, deep breath. Count to five. Then let go of your breath slowly. Let the muscles in your face, arms, legs, and body go completely loose.

Discuss how the DPP may be a source of stress and ways to manage that stress.

We understand that **the DPP itself and the lifestyle changes we recommend may cause stress.** Changing your behaviors and helping your family to make related changes can create pressure and tension.

Here are some possible ways that the DPP may cause stress and some examples of how to manage that stress.

Review the work sheet with the participant. Note that some of the possible sources of stress may not apply to the participant--for example, the participant's family may enjoy low-fat foods. Be careful that the review of the work sheet does not create a negative perspective, and help the participant feel able to cope should such stresses arise.

Assign home activity.

How does the DPP cause you stress? *[Record on work sheet.]* What are some other major sources of stress in your life? *[Record on work sheet.]* Pick one of the examples you've given, and let's make an action plan for either preventing that stress or coping with it. *[Complete the work sheet.]*

For next week:

- Keep track of your weight, eating and activity.

- Follow your action plan.
Then answer the questions on the work sheet (Did it work? If not, what went wrong?) before we meet next time.

Session 16: Ways to Stay Motivated.

Objectives:

In this session, the participant will:

- Receive a certificate of participation.
- Review the participant's progress since Session 1, and if not at goal, develop a plan to improve progress.
- Discuss the importance of motivation and ways to stay motivated.

To Do Before the Session:

Review the participant's progress notes since Session 1. Note any plans that were made to improve weight loss and activity level, which strategies were used, and which were successful or not successful. If the participant is not currently at goal for weight loss and/or activity, refer to the Tool Box for ideas of additional strategies required or optional for particular problems.

If you have copies of some of the participant's past Keeping Track records, review them as well. Note some of the positive changes the participant has made.

Make sure the participant's How Am I Doing? graphs for weight and activity are up to date.

Get materials ready:

- Keeping Track book(s).
- Optional forms for self-monitoring during maintenance, such as the Lifestyle Balance Calendar, if applicable.
- Pages for participant's notebook.
- Lifestyle Balance certificate of participation. There are several versions; choose the version that is appropriate for the participant's level of progress. You may want to print the certificate on special paper and add the participant's name in calligraphy if possible (by computer or by hand). Have the principal investigator at your center sign the certificate before the session.
- Meal plans appropriate for the participant's calorie goal, if applicable.

Weigh the participant. Graph.

Receive and review Keeping Track records. Discuss successes and difficulties in meeting the study goals. Review the last session, including home activities. Graph activity.

Did you have any trouble Keeping Track last week? Were you able to stay under your fat gram budget? Reach your goal for physical activity? Were you able to follow your action plan (to prevent or cope with one source of stress)?

Praise all progress, no matter how small. Discuss barriers and problem solve with the participant. Graph physical activity.

Give the participant a certificate of participation and introduce the upcoming calendar of sessions.

This is the last of the 16 core sessions of the DPP's Lifestyle Balance program. Congratulations! This certificate is to let you know how very important your participation in the DPP has been during this time.

Sign the Lifestyle Balance certificate of participation and give it to the participant. Personalize it by mentioning briefly some of the particular contributions and efforts that the participant has made.

It's very important to keep in mind that, even though you have finished the first 16 sessions, the **weight loss and physical activity goals remain in place for the rest of the DPP**. So at our next visit, we'll talk about how we'll work together in the future to help you...

If the participant hasn't reached the goals, emphasize reaching them and then maintaining them for the rest of the study. If the participant *has* reached both goals, emphasize maintaining them and surpassing them if possible because they are *minimum* goals.

Let's set up an appointment for the next visit

If at all possible, make the appointment for one or two weeks from now. Do **not** go to monthly or bimonthly visits at this point (for a detailed discussion of this issue, see the Manual for Contacts After Core, Session 1). Also, do **not** design a general schedule for the after-core period at this point; wait until the first after-core session when you will discuss the frequency of contact in the context of the goals for the after-core.

Review the participant's progress since Session 1, and if not at goal, develop a plan to improve progress.

Today we're going to talk about ways to stay motivated for the long term, to make healthy eating and being active last for a lifetime. But first, let's review your progress since the beginning of the program.

- **What are some of the major changes you've made to be more active?** Include both what you do to reach your goal (that is, those activities you record) and what you do to be more active in general (the lifestyle activity that you don't record, like taking the stairs instead of an elevator).
- **What changes have you made to eat fewer calories and less fat?**

Briefly record on the work sheet some of the changes made by the participant. Be as specific as possible. Praise and encourage the maintenance of these changes.

Have you reached your weight goal? Your activity goal?

Refer to the How Am I Doing? graphs for weight and activity, and check yes or no on the work sheet.

If the participant is **at goal** for weight loss and activity, praise the progress made.

If the participant is **not at goal** for weight loss or activity, praise whatever progress has been made. Encourage the participant to improve, and develop a plan using the work sheet. **Follow the guidelines in the Tool Box as to which strategies are required to address particular problems identified.** For example, some participants may need to be given meal plans at a lower calorie level.

Discuss the importance of motivation.

In programs like Lifestyle Balance, **motivation is crucial to maintaining healthy eating and physical activity for the long term.** But how to stay motivated is **one of the biggest problems people face.**

One reason it's difficult to stay motivated is the fact that many people do well. This sounds ironic--your progress itself makes it hard to *maintain* that progress. But think

back to when you first joined the DPP. *[Tailor the following examples to the individual participant's experience thus far in the program.]* You may have felt tired when you went up stairs and that motivated you to become more active. Now that you're more active, you can climb stairs without difficulty. So that source of motivation (feeling tired when you climbed stairs) is gone.

It's the same for weight. When you first came into the DPP, your clothes may have been tight and that motivated you to lose weight. If your clothes are looser on you now, you no longer have tight-fitting clothes as a source of motivation.

Discuss ways to stay motivated.

However, it *is* possible to stay motivated for the long term and, as I said, it is very important to maintaining healthy eating and staying active. Here are some things that other people have found helpful.

1. Stay aware of the benefits you've achieved and hope to achieve.

Again, think back to when you first joined the DPP. What did you hope to achieve?

Record on the work sheet. Refer the participant back to the work sheet from Session 1A, Remember Your Purpose, and review. Also **acknowledge any costs** that the participant articulates at this point (or that the participant has discussed with you before). Be aware that, throughout the study, participants will continue to weigh the costs versus the benefits of the program as they perceive them.

Have you reached these goals?

Have you received any benefits that you didn't expect?

What would you like to achieve during the next six months of the DPP? Let's make a list and then you can review these when you need motivation. *[Record.]*

2. Recognize your successes.

What changes in your eating and activity habits do you feel proudest of? What has been easier than you thought it would be? What has been harder than you thought it would be?

When you are feeling low on motivation, think about all of these positive changes and give yourself credit for them. Try not to lose the momentum you have reached so far.

3. Keep visible signs of your progress so you can see how far you've come.

- **Post a graph of your weight loss and activity on your refrigerator door.** Not only will it keep you aware of your progress, but loved ones will take note and congratulate you for your movement in the right direction.
- **Mark your activity milestones on a map toward a particular goal.** For example, create a simple map of the number of miles it would take to walk to a favorite vacation spot or tour a favorite city. Mark milestones along the way (the halfway point, a fun museum to stop at along the way, and so on). You might even want to go on an actual vacation at that place when you reach your goal.
- **Measure yourself at monthly intervals.** Keep track of your progress in terms of specific measurements (for example, waist circumference or the number of belt loops).

4. Keep track of your weight, eating and activity.

It's common to "drift" away from new habits. You may gradually make small changes in your eating and activity over a long period of time, and not even be aware that you are slowly going back to your old habits. The best way to prevent this and stay in control is to continue to keep track. Keeping track will help you catch changes before they sneak up on you.

Give the participant optional forms for self-monitoring during maintenance, such as the Lifestyle Balance Calendar, if applicable.

- **Record your activity daily.**
- **Record what you eat this often:** _____. *[Fill in the blank. The minimum should be one week per month, but some participants may want to or be willing to continue daily self-monitoring.]*
- **Record your weight on** _____. *[Fill in the blank, for example, "on Monday mornings."]*

If you gain weight, you will need to keep track more often.

5. Add variety to your routine.

We've talked before about how to "jump start" your activity plan. Have you added some

variety to keep yourself from being bored with staying active? Have you noticed any difference in how you feel about being active?

The same thing is true with eating. You don't need to use the same low fat salad dressing every night. Experiment with new low fat products. Try new recipes and restaurants. Don't approach healthy eating as a chore. It is an art.

What meals, snacks, or particular foods are you most bored with? Can you think of some ways to vary this part of your eating?

Record the participant's ideas on the work sheet. Examples:

- Use seasonings and flavorings to add flavor to lower-fat dishes. (Review the handout on adding flavor without fat.)
- Try a wide range of fruits, vegetables, and grains.
- Include a variety of colors, textures, and tastes on your plate.
- C Make one night a week an "ethnic night," "soup night," or "vegetarian night." Experiment with preparing various recipes for these foods.
- If you eat out often, plan more meals at home.
- C If you eat at home often, plan more meals out. (Have you stopped eating out because you're trying to lose weight? Has this left you feeling restricted and deprived? Have you stopped inviting friends over to eat or accepting invitations to eat at their homes? Don't deny yourself the pleasure of social eating. Instead, make a plan for how to handle these times, then try your plan, and see how it works. You may make a few mistakes at first, but it's important to know that you **can** eat out and still eat healthy.)
- C Share food preparation and dining with others as a way to relax. Invite people over to prepare dinner together. Cook with your children and spouse.
- C Plan potluck dinners around a certain theme and share the best recipes you discover as a group.
- C You may want to subscribe to a magazine that includes healthy recipes and food ideas, such as Weight Watchers, Eating Well, or Cooking Light.
- Or take a class to learn how to cook, at least the basics.

If the participant expresses interest in learning more about a specific topic such as ethnic cooking or vegetarian eating, address it briefly here and plan to provide more detail at a future meeting or group session.

6. Set new goals for yourself, and develop ways to reward yourself when you meet each goal.

The **goal** should be **specific and short-term** (“I will not use butter or margarine on my vegetables this week”). It should also be something that’s not too easy or too hard (something that will present “**just enough**” of a **challenge** for you that you will be able to do it and will also feel that you’ve accomplished something).

The **reward** should be **something that you will do or buy if and only if you reach your goal**. The reward doesn’t need to be fancy or cost a lot of money. It can be something that you normally enjoy doing (like reading the paper or taking a hot bath) with the difference being that you will do it *only if* you reach your goal. For example, “After I finish this walk, I’ll call my friend and chat.” Then, if you need a boost to keep you going during your walk, you can think about what you’ll talk about on the phone with your friend.

What are some non-food ways you can reward yourself for reaching a goal?

Record ideas on the worksheet, such as:

- Buy myself fresh flowers,
- Treat myself to a manicure,
- Go to a movie,
- Set some money aside for something you want to buy or do,
- C Take a bubble bath,
- C Buy a favorite magazine, or
- C Take some time for myself. (Specify.)

7. Create some friendly competition.

Get a friend or relative to enter into a friendly competition with you. This should be the **kind of competition in which you both win**. For example:

- If you and your friend are both active every day for a month, at the end of the month what will you do?
- C If you are active every day for a month and your daughter does her homework every day, at the end of the month what will you treat yourselves to?
- C See how many days in a row you can be active for at least 30 minutes. Try to beat yourself. For example, if last month you were active for seven days in a row, see if you can do better this month.

8. Use me and others to help you stay motivated.

If you notice that your motivation is dropping, call me. Or call someone else on the Lifestyle Balance staff. Or call a friend or another DPP participant. Everyone has trouble staying motivated sometimes, so we all understand. And we can help each other through the tough times.

Assign home activity.

Pick one way to stay motivated that you think would be most helpful to you right now. Choose something that is very likely to work and that you can do. Be realistic. Be specific. (*Record on work sheet.*)

Let's **make an action plan** related to that. (*Complete the work sheet.*)
For next week, keep track of your eating and activity. Follow your action plan. And answer the questions on the work sheet before you come in for your next session.