

The Diabetes Prevention Program's  
*Lifestyle Change Program*

# Manual for Contacts after Core

## Section 7 Part 1 of 4

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

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

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

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

# **Outlines for Lifestyle Classes after Core**

## **Behavioral Topics**

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

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## **Class Overview**

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

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

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

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

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

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

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

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

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

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

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

**Materials needed:**

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

**Before the session:**

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

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

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

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

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

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

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

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

**Materials needed:**

C Handouts: How Do Successful Weight Losers Do It?

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



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

### Session 3: Strategies for Success

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

**Materials needed:**

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

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

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

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

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

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

**Materials needed:**

**C Handout:** Facing the Music.

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

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

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

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

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

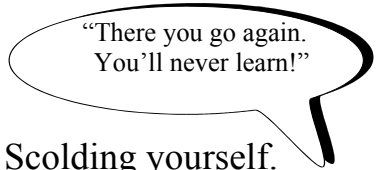
confront themselves about what strategies they are not using wholeheartedly in their efforts to lose weight and be more active. (Make it clear that sharing their worksheet answers is completely voluntary and that any participant may pass.) Emphasize that at this point, participants should not go on to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

# Parent-Child Pitfalls.

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

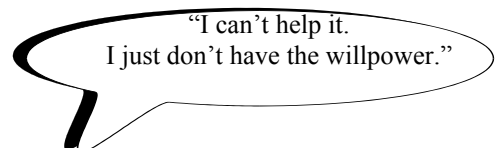
During the coming week(s), be as honest as you can be. Check any of the following you notice in yourself. Do these approaches work for you?



## Parent States

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

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



## Child States

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

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

# How do successful weight losers do it?



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



Researchers have studied people who've lost weight and kept it off. What path did these successful weight losers "make by walking on it"? What steps did they take? What turns in the road did they navigate? Studies suggest the following:

Successful weight losers move from:	Toward:
Trying to fool themselves	◦ Being honest with themselves
Looking for a "magic" cure	◦ Recognizing that behavior change takes hard work and persistence
Looking for a "cookbook" approach that applies to everyone	◦ Fitting the tried-and-true ways of losing weight into their own lifestyle
Looking for someone else to fix their weight problem or take the blame for it	◦ Taking "lonely responsibility" for doing what needs to be done or for not doing it
Thinking of weight loss as an end in itself	◦ Thinking of weight loss as part of an overall process of learning about themselves and their priorities
Being afraid to fail and/or punishing themselves when they do fail	◦ Being willing to make mistakes, learn from them, and try again
Wanting to do it perfectly right away	◦ Being willing to settle for "small wins" and build on the positive, one step at a time
Seeking approval or forgiveness from others	◦ "Owning" their own successes and mistakes
Relying on willpower, control, or discipline	◦ Making choices one at a time, being flexible, and trusting themselves
Blaming themselves or seeing the needs of others as more important than their own	◦ Maintaining a healthy self-interest

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

\_\_\_\_\_

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

\_\_\_\_\_

# The National Weight Control Registry.

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

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

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

## **How did they lose weight?**

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

## **How do they keep the weight off?**

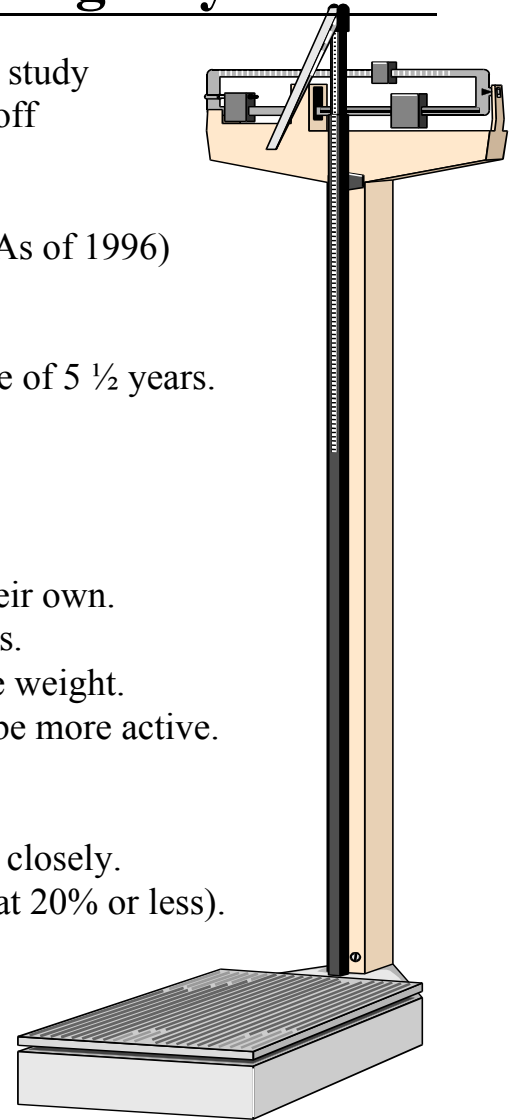
- C 88% are still very active **and** watch calories and fat closely.
- C On average, they eat 24% of calories from fat (1/3 eat 20% or less).
- C On average, they eat five times a day.
- C On average, they eat less than one meal per week in fast food restaurants.
- C 75% weigh themselves at least once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

## **How was this weight loss different than before?**

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

## **How has their weight loss affected their lives?**

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





## Letters from Members of the National Weight Control Registry

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

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

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



# Being Assertive

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

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

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

## Class Overview

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

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

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

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

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

## Session 1: What Is Being Assertive?

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

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

1. **Introductions.**
2. **Purpose of class:** help participants reach/maintain DPP goals for weight and activity by learning and practicing how to be more assertive.
3. **Define assertiveness:** standing up for your legitimate rights, without violating the rights of others. Almost everyone can be assertive in some situations but not in others, so the goal is to be assertive in as many situations as possible.
4. Ask pts: Name some **situations** related to healthy eating and physical activity in which you have been assertive or would like to be more assertive.
5. Acknowledge **common barriers** to assertiveness: sometimes people are punished not rewarded for being assertive, don't want to seem pushy or make a fuss. Explain that each pt. can explore their own barriers in an individual problem-solving session with their Coach; the focus for this class is to practice *new* behaviors.
6. Handout: **What Would You Do If...?** Ask participants to complete, then set aside.
7. Handout: **Aggressive, Passive, or Assertive?** Three basic styles of interacting: aggressive, passive, or assertive. Ask two volunteers to read Person A and B of each scene. Ask the group to label Person A's words as aggressive, passive, or assertive, and explain why they chose that label. Discuss the correct answer with the group.  
Answers:
  - C Scene 1: aggressive. A's opening question is actually an accusation in disguise. A's insistence on immediate action without regard for B's state of mind sets up a conflict in which B is likely to feel wrong and defensive.
  - C Scene 2: passive. A's timid opening line is followed by completely giving in. The problem of needing someone to watch the kids is now something A must deal with alone.
  - C Scene 3: assertive. A states a different opinion in a clear, nonthreatening way and offers an alternative that would meet both of their needs.

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

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

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

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

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

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

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

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

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

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

5. Summarize. **Assign homework:**

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

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

### **Session 3: Practice Being Assertive in Typical Situations**

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

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

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



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

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

Handouts: Assertive Statements Worksheet, KT booklets

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

# What Would You Do If...?

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

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

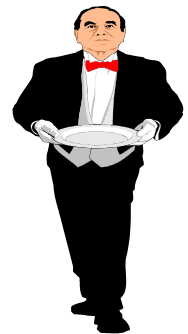
*I would* \_\_\_\_\_  
\_\_\_\_\_

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

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

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

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



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

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

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

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

# Aggressive, Passive, or Assertive?

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

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

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



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

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

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

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

# Target Areas

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

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

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

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

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

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

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

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

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

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



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

# Assertive Statements Worksheet



Assertive statements have three basic parts:

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

Practice writing assertive statements below.

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

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

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

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

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

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

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

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

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

# Practice Situations

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## Asking for something

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

## Disagreeing with someone

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

## Taking charge

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

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# Family Support

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

If desired, any of the handouts from this class may also be given to a participant during an In-Person visit if the Coach is comfortable with the topic and tailors it to the participant.

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

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

## Class Overview

In this four-session class, participants will discuss and practice specific ways in which their family can support their efforts to lose weight and exercise more. (Note: **Family members will be invited to Session 3 only**. This will allow participants to speak more freely during the other sessions about challenging family issues.)

**Session 1: Family Help** Participants will discuss ways their family members have helped and not helped them in their efforts toward lifestyle change. Topics will include ways for the family to help and how to ask for help.

**Session 2: Praise and Nagging** Participants will discuss how to give and receive praise and how to handle nagging.

**Session 3: A Family Event** Family members **will** be invited to this session. The basics of the DPP (study design, lifestyle goals, rationale for the lifestyle goals, how the study is doing) will be presented as well as some ideas for how the family can help the DPP participants succeed.

Having a family talk about ways the family can help will be recommended as homework before the next session. Refreshments and time for socializing will be included.

**Session 4: Review of the Family Talk** Participants will discuss their family talks and problem-solve/role play any problems that arose. Participants will be encouraged to carry out plans reached at their family talks and reward themselves and their family for successful change.



## Session 1: Family Help

Objectives:	Participants will discuss ways their family members have helped and not helped them in their efforts toward lifestyle change. Topics will include ways for the family to help and how to ask for help. Family members will <b>not</b> be invited to this session.
Handouts:	Ways for Your Family to Help, Keeping Track booklets, invitations to the Family Event (Session 3)

### 1. Introductions.

- Purpose of class:** to further develop participants' skills for meeting and maintaining the DPP lifestyle goals, especially with greater support from their family members. Emphasize that many participants have had support from one or more family members and this course is designed to increase that support. Announce that Session 3 will be a Family Event to which all family members are warmly invited (distribute invitations). The basics of the DPP (study design, impact of diabetes, lifestyle goals, rationale for the lifestyle goals, how the study is doing) will be presented at that session as well as some ideas for how the family can help the DPP participants succeed. Refreshments and time for socializing will be included.
- Ask each participant to describe his or her household** (names, relationship, ages, whether they are currently overweight and whether they are currently physically active; also ask if any family members in the household have diabetes.) It's a good idea for the group leader, who may not know these participants very well, to take notes and attempt to become familiar with the family situation of the participants in the group.
- Ask each participant to name some helpful and not helpful things that their family has done with regard to their efforts to lose weight and be more active.** To illustrate, give one or two examples of each (examples of not helpful things: spouse brings home sweets, family member demands favorite high fat foods be on the dinner menu, spouse hasn't noticed when the participant lost weight, spouse isn't interested in taking walks with the participant, or teenagers only want to eat at fast food places when the family goes out for dinner; examples of helpful things: spouse brings home fresh fruit, family member compliments a new low-fat recipe you've tried, spouse praises you when you go for a walk, teenagers are willing to try a new restaurant where you have more low-fat options).

Reassure participants that they can pass if they aren't comfortable sharing. List the participants' responses in two columns, headed "Helpful" and "Not Helpful," on a

blackboard or flipchart.

Make the point that the items in the “not helpful” column must be addressed and you will be discussing some of them in detail, but it’s important to remember that in many cases, they are habits that the family has developed over time, and just as with other habits, it takes time to change. One of the best ways to begin to change these habits, and to support the changes as they develop, is to find new, positive ways for the family to help you and then praise your family whenever they do these things. Over time, the positive, helpful behaviors can gradually replace the “not helpful” ones. This session will focus on ways the family can help and the next session will focus on praise.

- 5. Review the handout, Ways for Your Family to Help.** Go over each item and ask the participants for their opinions and experiences. Make sure each item is fully understood. Some participants may express resistance or make strong comments arguing against some of the items (such as, “I think it’s completely unfair to ask my husband to watch the baby so I can walk”). If so, acknowledge the comment and ask if other group members have a different perspective or experience (such as, “You know, my husband watches my kids while I go to the gym, and it works out really well”).

Encourage participants to select one type of help to ask for. Recommend that they select an area in which they feel there will be little (or less) resistance (then later they can try to ask for help in more difficult areas). Urge resistant participants to at least try to ask for help in one area.

Give participants time to complete the handout. Ask them to check those items on page one that they would like their family to do or do more often. Ask them to fill in the blanks on the second page. When they finish, ask for comments and questions.

Have volunteers role play with you how they would ask a family member for a specific form of help (when would you ask? what words would you use?). Ask for comments and input from the group.

- 6. Summarize. Assign homework:**

C Discuss one or more ideas from the handout, Ways for Your Family to Help, with a family member.

## Session 2: Praise and Nagging

Objectives:	Participants will discuss how to give and receive praise and how to handle nagging and sabotage. Family members will <b>not</b> be invited to this session.
Handouts:	Praise, Solving the Problem of Nagging, Keeping Track booklets, invitations to the Family Event (Session 3)

- 1. Briefly review the main points of the last session.** Ask participants to comment on their discussions with family members about ways for the family to help.
- 2. Introduce purpose of session:** two goals--to discuss how you and your family can 1) use praise (one of the most helpful behaviors) and 2) stop nagging and sabotage (two of the most un-helpful behaviors).
- 3. Discuss the importance of praise.** Make the point that one of the most helpful things your family can do for you is praise you, and praise is also one of the best ways for you to encourage your family's support. However, many of us do not give or receive praise very often and may be uncomfortable with it. Distribute the worksheet, **Praise**. Ask participants to take a few minutes to answer the first three questions on the worksheet and then discuss their responses as a group:
  - C How do you feel about getting praised?**
  - C When might praise not feel good?** (Ask for examples, such as: when you don't trust the sincerity of the person giving the praise, when the praise is more intense than the behavior seems to warrant, when criticism follows praise or if it has in the past (e.g., You did a really good job, but..."), when you think the person will have unrealistic expectations of you in the future.)
  - C Is it okay to ask for praise?**

During the discussion, stress that **it's important to have specific, positive, and realistic goals for yourself and clear and reasonable standards for your own performance.** This will make it possible for you to tell family members exactly what your goals are and that you would be delighted if they praised you when you reach a goal. You can also tell them *how* you'd like to be praised, exactly what to say, or just to smile and give you a hug or a pat on the shoulder or back. You can also praise yourself when you meet a goal and give yourself a reward (not food!).

Ask participants to take a few minutes to complete the rest of the worksheet on getting and giving praise. Discuss the responses as a group. Ask for volunteers to role-play some

examples of giving and getting praise, and ask for comments and suggestions from the group. Encourage participants to respond with appreciation when praised.

- 4. Discuss how to respond to nagging.** Nagging is a particularly *unhelpful* behavior. Distribute and review the handout, **Solving the Problem of Nagging**. Stress the importance of being patient with the nagger, of praising him or her if he stops nagging, and of praising him or her for any positive alternatives he tries. Discuss the fact that nagging is a tough habit to kick because a) the nagger usually believes he or she is helping and b) there is usually a kernel of truth in the content of the nagging (e.g., you plan to avoid taking second helpings at a buffet, but go ahead and take second helpings, then your husband nags you about it later). Above all, the participant needs to demonstrate that he or she is taking responsibility for the process of behavior change, including slips along the way.

Ask one participant to volunteer to role play nagging and ask another participant how he or she would respond. Ask the group to suggest alternative responses, and then ask the volunteer who played the role of responding to role play an alternative response.

**Discuss alternatives to nagging.** Ask the group if there are any ways that a family member could respond to a participant's mistake (e.g., taking second helpings at a buffet) without nagging. Examples:

- C You might be comfortable if you can agree with a family member in advance to **signal you privately (for example, with a touch) when you do something you want to avoid** (for example, taking a second helping at a buffet). If it's a private signal and no more is said, you might not feel nagged and find the feedback useful. If you agree to such a system, be sure to praise your partner later for helping you, and agree that he/she should praise you next time the signal seems to work (again, in some private way, like with a touch or smile).
  - C Another alternative to nagging is for a family member to **ask you how you are feeling** at a time when he or she might typically have nagged, especially if you seem tired or upset (for example, when you seemed to have forgotten your after-dinner walk). This shows concern for your feelings and is a positive alternative to nagging.
- 5. Discuss how to handle sabotage.** Begin with an example, such as, "Sometimes a friend or relative will bring a high-calorie sweet home as a gift despite the fact that you have specifically asked him or her not to do so." Explain that this is an example of what is called "sabotage." Emphasize that in most instances this is not done with "ill will" but is simply an example of family habits.

Ask participants if they have experienced this and if they would be willing to share any

examples (be aware that this may be a particularly sensitive topic for some participants). Discuss the fact that there **may be various reasons for sabotage**. For example, a spouse or roommate may be threatened in some way by the participant becoming slimmer and physically more attractive or the family member may simply be missing the shared rituals with their favorite “eating buddy.” [Note: Be aware of related cultural issues that may be important for your participants, such as men in certain cultures tending to prefer overweight women. You may need to help participants reframe some of these issues. For example, stress that the Lifestyle Balance program is designed to help prevent diabetes rather than produce a certain type of physical appearance.]

Regardless of the possible reasons for sabotage, it can be quite difficult to respond to effectively. It’s important to **give a clear message that you don’t want the behavior (e.g., bringing candy home as a gift) to continue, while at the same time showing the spouse or friend that you know they mean well**. Also, **suggest something else that they can do help**. The key is to be both firm and gentle. For example, you might say, “Thank you for thinking of me, but candy is just too tempting. I really love gifts that aren’t food. Could we go out to a movie to celebrate instead?” Be sure to give plenty of praise when the person does what you suggested would be helpful.

**6. Summarize. Assign homework:**

- C Practice praising, receiving praise, and asking for praise.
- C Invite your family members to the family event (next session). [Describe the event and give participants invitations.]

## Session 3: A Family Event

**Objectives:** Family members **will** be invited to this session. The basics of the DPP (study design, impact of diabetes, lifestyle goals, rationale for the lifestyle goals, how the study is doing) will be presented as well as some ideas for how the family can help the DPP participants succeed. Having a family talk about ways the family can help will be recommended as homework before the next session. Refreshments and time for socializing will be included.

**Handouts:** Ways for Your Family to Help (page 1 only), How My Family Can Help

**Slides or overheads (optional):** How Is the DPP Doing? graphs (see Tool Box)

Note: If possible, include a group walk with the family members before or after the session.

1. **Introductions.**
2. **Describe the purpose of the session:** to provide an update for participants and their families on the DPP study, to recognize the hard work and progress of the DPP participants, and to thank family members for all they do to help the DPP participants succeed.
3. **Present the basics of the DPP** (study design, impact of diabetes, lifestyle goals, rationale for the lifestyle goals, how the study is doing nationally and locally). Keep this brief and simple. Emphasize the importance of the study and the progress and hard work of the participants. If possible, have the Principal Investigator do this. Depending on the data at your center, you may want to present the How Is the DPP Doing? graphs (see Tool Box) as slides or overheads.
4. State that another reason for inviting participants and family members to this gathering is to thank the families for all they do to help the DPP participants succeed. Ask the group to name some ways in which the families have helped the participants so far. Praise the families, and emphasize that these forms of day-to-day support are crucial to the success of the study and to our efforts to prevent diabetes. Also emphasize that their efforts contribute to the health of the entire family. Distribute page 1 of the handout, **Ways for Your Family to Help**, and review any items not already mentioned as examples of additional ways to help.
5. State that some DPP families have found it very helpful to sit down together and talk about how the family is already helping and to think about some additional things they could do to help. Distribute handout, **How My Family Can Help**. Explain that you are giving the

families some “homework” for the next session. They are to complete the worksheet together and the participant is to bring it to the next session. Recommend that the family pick a time that’s convenient for everyone (they may need 30-40 minutes) and a quiet place. They are to talk about each of the topic areas listed (skipping ones that don’t apply to them), and write down what’s going well in each area, what some of the problems are, what would help, what changes you would like to make in that area, and then come up with a plan together. Recommend that children be included in the family talk if possible. (Warn participants not to underestimate their kids. Many young children understand their parents’ needs and are delighted to be asked to help. For example, young children in the DPP and other studies have helped their parents complete self-monitoring booklets like Keeping Track. Others have agreed not to have candy in the house while Mom is in the DPP.)

Work through an example to illustrate the process, such as the following:

In the food shopping area,

- C What is going well: We are buying more fruits and vegetables that help me stay under my fat gram goal.
- C Problems: We buy cartons of ice cream for the kids which is tempting to me when I see it in the freezer.
- C What would help/what change would you like:  
Try buying ice cream sandwiches, popsicles, or other single serving frozen desserts because I can better control the amount I eat of them, or maybe we could stop buying ice cream at the grocery store and only buy it for the kids when we go out.
- C Our plans: Try some different types of low-fat frozen desserts that come in single servings at the grocery store (popsicles, frozen fruit juice bars, frozen yogurt bars) to find one that we all like.

Stress that the talk is to be positive. Every single thing you do as a family to help the DPP participant and to help each other stay healthy is a reason to feel proud. The DPP can’t thank you enough for all that you are doing.

6. Thank participants and family members for coming. Allow time for refreshments and to socialize. (One option would be coffee and a low-fat dessert.)

## Session 4: Review of the Family Talk

Objectives:	Participants will discuss their family talks and problem-solve/role play some of the problems or issues that arose. Participants will be encouraged to carry out the plans made at their family talks and to reward themselves and their family for successful change. Family members will <b>not</b> be invited to this session.
Handouts:	How My Family Can Help (2-3 copies per participant), Keeping Track booklets

**Spend most of the session discussing how the participants' family talks went.** Ask for comments and questions. If needed, use the following questions to stimulate discussion:

- C Were their families receptive to having the talk?
- C How did family members respond to a discussion of what things are going well? To a discussion of problems and desired changes?
- C Did family members come up with suggestions for change?
- C Were participants able to communicate the changes they'd like?
- C Did the families arrive at any plans? Ask participants to share some specific examples.
- C Did the families have a chance to begin to carry out any of their plans?
- C If some participants did not have a family talk, what got in the way? What would be some approaches for handling those difficulties?

Ask volunteers to role play with you some alternative responses to resistance from family members or other difficulties related to their family talk.

Encourage participants to carry out their plans and to reward themselves and their families for successful change. Ask the group to brainstorm some ideas for family rewards.

Distribute fresh copies of the worksheet, How My Family Can Help, for participants who want them for additional talks.



# Ways for Your Family to Help.



We all need help from our families. This is even more true when we're making lifestyle changes. But our family members may not know how to help us.

**Listed below are some ways to help.** Check one that you'd like your family to begin doing or do more often. Choose one that they may be willing to do.

## Ways to help me eat healthy:

- 9 Serve low-fat/calorie foods for meals.
- 9 Eat low-fat/calorie foods when I'm nearby.
- 9 Give me gifts other than tempting foods like candy.
- 9 Clear the table and put food away as soon as the meal is over.
- 9 Help with cooking, shopping, or cleaning up after meals.
- 9 Avoid offering me food, like second helpings.
- 9 Avoid bringing tempting foods like candy into the house.
- 9 Encourage me to cook new foods.
- 9 Praise me when I eat healthy foods, eat more slowly, leave food on my plate, or refuse a snack.
- 9 Other:

## Ways to help me be more active:

- 9 Go for a walk with me. Or do other physical activities with me.
- 9 Plan social events around being active.
- 9 Compromise when my being active conflicts with your schedule.
- 9 Show appreciation when I do my scheduled activity. Don't remind me when I don't.
- 9 Babysit for me so I can take a walk.
- 9 Set up a regular date with me to be active.
- 9 Encourage me to go out for a walk when I'm debating whether or not to go.
- 9 Try to achieve and maintain the DPP goals with me.
- 9 Other:



# Praise.

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Praise is one of the most helpful things your family can do for you.  
Praise is also one of the best ways for you to encourage your family's support.

How do you feel about getting praised?

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When might praise not feel good?

---

Is it okay to ask for praise?

---



## Getting Praise

What would you like your family to praise you for? When? Be specific.

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How would you like them to praise you? Be specific. In words? (Give examples.)  
With a smile? A hug? A pat on the back?

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How will you plan to respond when praised? Be specific.

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## Giving Praise

What would you like to praise your family for? When? How? Be specific.

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# Solving the Problem of Nagging.

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A spouse or a friend who nags you about your eating or activity may mean well. But nagging can do great harm.

Nagging is treating you like a child. This can cause feelings of resentment, frustration, guilt, and rebellion. You may end up eating even more, being less active, and/or hiding the truth from yourself and others.

In his book *The Undiet*, Dr. Albert Marston, behavioral consultant to the DPP center in Los Angeles, puts it this way, “You must feel free to make your mistakes and be responsible for them. No matter how many times you have failed before, your spouse or friend can’t take responsibility for you.”

Here are some ways to solve the problem of nagging:

## **1. Give your spouse or friend ideas of other ways to help you.**

See the handout, *Ways for Your Family to Help*.

## **2. Discuss the problem openly with your spouse or friend.**

Explain how nagging makes you feel and act. For example, “When you nag me about my diet, I get frustrated. I wind up eating even more. Please try to just pay attention to my successes.”

## **3. Ask for a truce of several months.**

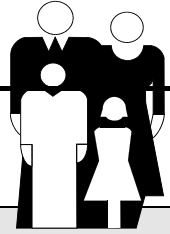
During this time, he or she will try to take the pressure off you.

Keep in mind that, for your spouse or friend, not nagging may be as difficult as eating less is for you. Show lots of appreciation whenever he or she avoids nagging and helps you in other ways.

*Ignore any nagging that slips in.*



## **4. Use this as a chance to ask yourself, “Am I doing all that I can to take responsibility for my own healthy lifestyle change?”**



# How My Family Can Help.

Complete the chart below with your family.

Topic	What is going well	Problem(s) What would help? What change would you like?	Our plans
Food shopping			
Foods at meals			
Snack foods			
Cooking			
Talking about eating and weight			
Physical activity			
Holidays, special occasions			
Eating out			
Vacations			
Other:			

# Stress Management

This class is based on portions of *The Relaxation and Stress Reduction Workbook and Leader's Guide* by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay. Note:

- C We have ordered for each center a **set of three audiotapes (“10 Minutes to Relax”)** that accompany the book. Feel free to loan the tapes to participants as part of this course. The tapes provide detailed instructions for breathing techniques, guided imagery and visualization, progressive muscle relaxation, meditation, and body scanning. Look for the tapes in the mail, and let us know if you don't receive them.
- C We will keep **five copies of the workbook and leader's guide** on hand here at the Lifestyle Resource Core to loan to centers as a resource. Call us to borrow a copy. For example, you may want to add a session to this class on visualization and guided imagery and use the workbook and leader's guide to develop the session.
- C To order your own copy of the workbook, leader's guide, or tapes, call Courage to Change at 1-800-935-8838.

## Class Overview

In this class, participants will assess their stress level as it relates to their eating and physical activity and will be taught and practice specific stress management techniques. The Life Balance Pyramid will be presented with examples of ways to develop and sustain the different areas of the pyramid.

### **Session 1: Stress Assessment, Life Balance, and Belly Breathing**

Participants will individually assess their stress level as it relates to their eating and physical activity. The Life Balance Pyramid will be presented, and abdominal (belly) breathing will be introduced and practiced.

### **Session 2: More Breathing Exercises and Body Awareness**

Participants will practice some additional breathing exercises and several body awareness exercises.

### **Session 3: Body Relaxation**

Participants will be introduced to and practice progressive relaxation.

### **Session 4: Mindfulness: Really Doing What You're Doing**

Participants will be introduced to the concept of mindfulness and its benefits for coping with stress. Participants will also practice mindful eating and walking.

**Note: The class has a strong behavioral focus and participants may bring up challenging personal issues during the sessions, so the leader should be the behavioral consultant at your center or a senior Lifestyle Coach with extensive group experience.**

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

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

## **Session 1: Stress Assessment, Life Balance, and Belly Breathing**

**Objectives:** Participants will individually assess their stress level as it relates to their eating and physical activity. The Life Balance Pyramid will be presented, and abdominal breathing will be introduced and practiced.

**Handouts:** Assess Your Stress, The Life Balance Pyramid brochure from Park Nicollet Health Source (the Lifestyle Resource Core will provide copies for each participant in the class), Breathe Away Your Stress

**Before the session:**

**C** When you advertise the class to participants, emphasize the experiential nature of the sessions (see the purpose given below). And recommend that participants come dressed comfortably (prepared to practice stretches at some of the sessions).

**1. Explain the purpose of the class:** to help participants:

- C** identify the sources of stress in their lives,
- C** learn more about how stress affects their eating and physical activity,
- C** think about the bigger picture of “lifestyle balance” and how it relates to stress and stress-related behaviors, and
- C** learn several ways to both cope with and prevent stress.

Emphasize that the overriding purpose of the class is not to add one more thing-I-have-to-do to the participants’ schedules but rather to carve out a little protected time for them during which they reflect on issues related to stress, experience the support of other lifestyle participants, and spend some time learning and practicing relaxation skills that can **help them in their efforts to lose weight and maintain it and become more physically active.**

Also point out that some topics to be presented briefly in this class could be full classes in and of themselves. The purpose of this class is **not to attempt to provide participants with some final answers** with which they can change their lives **but rather to get them thinking** about some of these things. The participants may want to discuss specific issues in more depth and develop related action plans with their Coaches on an individual basis.

**2. Distribute the notebooks or folders, and review the topics, schedule and locations for each session.** Instruct participants to bring their notebooks/folders with them to every session and keep their handouts and homework in their notebooks. Also ask participants to wear loose, comfortable clothing, particularly for sessions 1 and 2.



- 3. Have participants briefly share their reasons for joining the class.** Ask them to introduce themselves and any guests they have brought to the class and name some of the forms of relaxation and stress management that they may have already learned and/or practiced.
- 4. Make the point that stress is a complex issue.** First of all, stress is not easy to define. It is not necessarily a *situation*, because the same situation may be stressful to one person but not to another. (Perhaps no one would disagree that working in a sweatshop at slave wages is stressful for most people, but is selling peanuts at the ballpark stressful? It may or may not be, depending on the individual.) The bottom line may be whether or not you *feel* stressed, but again, this is complex because different people experience stress in different ways.

**Distribute page 1 of the Assess Your Stress worksheet and pencils.** Have participants complete page 1 of the worksheet individually and then ask for volunteers to comment on what they learned. **Emphasize again that one purpose of this class is to help participants break the chain that links stress to unhealthy eating or sedentary behavior.** Remind participants of the concept of action (behavior) chains (described in Session 9 on Problem Solving in the core curriculum). **Distribute page 2 of the worksheet** and take one example from the group of a stressful event that led to unhealthy eating or sedentary behavior and **work through the behavior chain analysis.** Give an example of a stress management technique that will be taught in this class (such as deep breathing) that could be used as an option for breaking the chain.

- 5. Explain that stress management techniques can be used in specific situations to cope with the symptoms of stress (as in the previous example of a behavior chain) and also, when practiced regularly, as a way to prevent stress and stress-related behaviors.** Distribute the **Life Balance Pyramid** brochure, and introduce it as a guide **to creating overall balance** in our lives in order to both cope with and prevent stress. Review the various levels of the pyramid, explaining that each level addresses a different aspect of stress management, and as a whole, the pyramid focuses on the **origins of stress** and **preventing stress** as well as **how to cope** with the symptoms that can result from stress.

In addition, the pyramid **reflects the complex nature of stress and stress management.** When you want to address a particular source of stress in your life, there is no one right answer. You may need to focus on several areas of the pyramid depending on what options you have open to you. For example, you may decide that your job is not fulfilling and your dissatisfaction with your job is an important factor in your overeating during your lunch break, but can you quit your job? Can you change some of the stressful qualities of the job if you can't quit (such as being more assertive with your boss)? If you can't do either, then can

you look at the stresses in the rest of your life and at how you react, mentally and physically, to stress in general? Can you find nonfood ways to cope with the symptoms of feeling stressed and find ways to relieve the negative consequences of the stress? Explain that today you will briefly review all of the areas on the Life Balance Pyramid and then practice one of the Immediate Coping Skills at the top of the pyramid, the use of deep breathing. The remaining sessions in the class will touch on various areas of the pyramid as well as introducing specific techniques for stress management.

- 6. Review the Life Balance Pyramid interactively.** Ask the group to comment on any of the areas of the pyramid in general or on any specific items, and build on related points brought out in the discussion of the worksheet, Assess Your Stress. Let the participants direct the discussion. If it lags, provide a few of the following questions to spark interest. (*Only include a few of the questions; you must leave enough time at the end of this session to teach and practice deep breathing.* Also, you may wish to mark some of the questions for use during future sessions, perhaps as an interactive opener to briefly remind participants of the pyramid and review how they may have used it since the previous session.) **During the discussion, be sure to highlight the physical nourishment section of the pyramid as related to the DPP goals of being physically active and losing weight through healthy eating.**

#### *Lifelong Foundations*

- C One of the lifelong foundations for stress management is to **develop a sense of fulfillment from hobbies or work**. What does the word “fulfillment” mean to you? How do you know when you are fulfilled or not fulfilled? What would other people notice? Do you have any ideas of how you might strengthen this foundation in your life?
- C How about **making time for meditation and/or prayer** (or connecting with a higher power)? Is spirituality important to you? Do you make time for spiritual practice and growth, either in a group or alone? Is it something that you could make time for?
- C Do you **observe and appreciate the natural world**? In what way? For example, while doing any outside physical activity for DPP, do you take advantage of any opportunities to observe and enjoy nature? Or do you tend to worry about family and work responsibilities and watch the minute hand on your watch while you walk through the park?
- C What does it mean to you to “**view life’s challenges as opportunities**” (we’ve all heard the phrase, “If life gives you lemons, make lemonade”)? Do you have any examples of a challenge that became an opportunity for you because of the way you viewed it or handled it? One way to think about this is to ask yourself, when faced with a stressful situation, “What can I learn from this?” Instead of getting swept away by an *automatic reaction* to a stressful situation, can you step back and look for a *creative response*?

What does it take to approach challenges in this way?

- C Another lifelong foundation for stress management is **reflecting on your personal values, goals, and choices**. One way to think about this is to ask yourself, “If given the chance, would I do some things differently in my life? If so, what would I do differently? Are there any small changes in this direction that I could begin making now?” (Bring out the point that one change might be cultivating a deeper acceptance of the way things are.)

#### *Emotional Well-Being*

- C Do you tend to **think optimistically**? Have any of you changed from a tendency to be pessimistic to being more optimistic? (If appropriate, refer to some of the suggestions in the core curriculum session on talking back to negative thoughts.)
- C What do you do to **nurture a positive self-image**?
- C Are you able to **express feelings in honest, fair, and direct ways**? In what ways does this help keep life in balance?
- C Do any of you **write in a journal**? Write letters? In what ways does writing help keep life in balance?

#### *Social Connection*

- C One of the social connections for stress management is to **volunteer time to a worthy cause**. Do any of you volunteer? What is that experience like for you? What keeps you involved? Have any of you volunteered before and then stopped doing so? What got in the way? Do you have any ideas of how you might strengthen this connection in your life?
- C How about **doing kind deeds for others**? In what way do you think this reduces stress and helps to keep our lives in balance?
- C Another social connection on the pyramid is to **spend time with family, friends, and pets**. Also listed is **caring for children, elderly, and pets**. Some of us would say that family life, especially providing care, often adds stress instead of reducing it. What do you think? When is family life and providing care a source of balance? When is it a source of stress? What makes the difference?

#### *Pleasurable Joys*

- C Which of the **pleasurable joys** do you practice regularly? (If you are comfortable doing so, mention that an important source of pleasurable joy for many of us that is not explicitly listed on the pyramid is romance and sex, which could be thought of as part of the item, “Give and get hugs.” Although this course is not the place for addressing sexual frustration, there are numerous books, courses and counseling services available to help participants in this area.) How do pleasurable joys help keep your life in balance?

Do you tend to neglect this area of the pyramid? How might you include more pleasurable joys in your day-to-day life? Have you ever experienced eating healthy foods and being physically active as pleasurable joys?

*Physical Nourishment*

C The **physical nourishment** section of the pyramid includes healthy eating, physical activity, and rest, two of which relate directly to the DPP lifestyle change goals. How do building these in every day help keep your life in balance?

7. **Demonstrate abdominal breathing.** Remind participants that at every session you will practice a different way to relax. Today the practice is abdominal or “belly” breathing. Begin by briefly making the point that proper breathing is a profoundly effective way to relieve stress. Ask participants why this might be so. Record their answers on a chalkboard or flipchart if available, and add the following points if not brought out by the group:
- C Breathing provides life-giving oxygen to all parts of our body and gets rid of carbon dioxide, a toxic waste product. Poor breathing habits diminish the flow of these gases, which can contribute to anxiety, panic attacks, depression, muscle tension, headaches, and fatigue.
  - C Shallow, fast breathing often accompanies anxious and scattered thoughts. One way to calm and focus our thoughts is to breathe more deeply and slowly.
  - C Proper breathing is simple and convenient. It requires no equipment and can be done anywhere and anytime without anyone else noticing.

Ask participants to keep in mind that although proper breathing is simple to learn, most of us have a lifetime of experience with incorrect breathing. So at first correct breathing will feel awkward and unnatural. However, with patience and regular practice over an extended period (several months), proper breathing can become automatic and the cumulative relaxing effect can be great.

Next, **demonstrate the belly (abdominal) breathing exercise.** Exaggerate the movement of the belly or rest a book on your abdomen so the movement is easy for the group to see.

8. **Summarize the main points from this session. Assign home activity:**
- C Keep a **stress awareness diary** (use your Keeping Track books or another self-monitoring record). Make a note of the time that a stressful event occurs and the time you notice a physical or emotional symptom or behavior that might be related to the stress, including unhealthy eating or being sedentary. For example, “10:00 Customer on the phone was rude and angry. 10:15 Stomach tightness, anger. 10:20 Went out for pastry during coffee break.”

- C Practice **belly breathing** at least once a day and self-monitor your stress level (not at all, somewhat, or very stressed) before and after the practice. Take a minute now to plan a specific time during the day to practice and write it on the cover of your Keeping Track booklet. (Check that participants have done so.)
  
- C Use **belly breathing as a way to respond when you first experience an urge to overeat** (some people post a little sign saying “Breathe” on their refrigerator door or computer screen) **or an urge to avoid following through with a plan to exercise** (ie., as a way to break the chain between stress and unhealthy eating/sedentary behavior). In these cases, the breathing can serve several purposes: provide relaxation, break the chain between certain thought patterns and unwanted behaviors, and help you become more aware of those thought patterns and behaviors.
  
- C As you go through the week, keep in mind our discussion of the **Life Balance Pyramid**. (Suggest that participants post the Life Balance Pyramid in a place where they can refer to it regularly.) Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.
  
- C Remember to wear loose, comfortable clothing and bring a blanket or mat to the next session.

## Session 2: More Breathing Exercises and Body Awareness

**Objectives:** Participants will practice some additional breathing exercises and several body awareness exercises.

**Handouts:** Other Breathing Exercises, Body Awareness

Before the session:

- C Remind participants to wear loose, comfortable clothing and bring a blanket or mat (if the body awareness exercises must be practiced on the floor).
- C If possible, provide comfortable chairs for participants to sit in during the body awareness exercises.

1. **Briefly review the main points of the last session.** Ask participants if since the last session they practiced any of the items on the Life Balance Pyramid. Did they have any insights about sections or items on the Life Balance Pyramid that they tend to neglect?

Also ask for comments on their experiences while practicing belly breathing and keeping a stress awareness diary. What kind of situations were stressful and what were their related symptoms and behaviors? How did they rate their stress before and after the breathing exercise? Were they able to use belly breathing to break a chain between stress and overeating or sedentary behavior? Answer any questions.

2. **Explain the purpose of this session:** to introduce participants to some additional breathing exercises and several body awareness exercises.
3. **Demonstrate additional breathing exercises.** Point out that many people find it difficult to continue a regular practice of belly breathing because their minds wander. Variations on the exercise can be used to help focus the mind. Distribute the **Other Breathing Exercises handout**. Demonstrate the exercises and allow time for participants to practice them. Move around the room as they practice, answer questions, point out your observations, and make suggestions.
4. **Introduce the body awareness exercises.** Another relaxation technique is body awareness. Our bodies register stress before our conscious minds do, so by purposely shifting our attention from the busy outside world to our bodies, we can become aware of the stress that may be building up and begin to release it. Today we'll practice a couple of body awareness exercises, including the body scan that we used briefly in the last session.

**Review the body awareness exercises** on the handout one at a time, having the participants practice them on a mat on the floor or in comfortable chairs. As participants practice, move around the room. Ask for questions and comments. Encourage participants to take their time and be patient if their attention wanders.

**5. Summarize the main points of the session. Assign home activity:**

- C Continue to **self-monitor your stress and related symptoms and behaviors** in your Keeping Track booklets or other self-monitoring records. (Review the specific instructions given as homework for the last session.)
- C **Practice the additional breathing exercises and body awareness exercises** during the coming week and self-monitor your stress (not at all, somewhat, or very stressed) before and after the exercises. Have participants take a few minutes to plan specifically when they will practice, and ask them to write the times on the cover of their Keeping Track booklets. (Check that participants have done so.)
- C **Use breathing and body awareness as a way to respond when you first experience an urge to overeat or to avoid following through on a plan to exercise** (ie., to break a chain between stress and unhealthy eating/sedentary behavior.).
- C As you go through the week, keep in mind our discussion of the **Life Balance Pyramid**. (Again suggest that participants post the Life Balance Pyramid in a place where they can refer to it regularly, if they haven't done so already.) Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.

## Session 3: Body Relaxation

Objectives: Participants will practice progressive body relaxation.

Handouts: Body Relaxation, **copies of an audiotape** with instructions for progressive relaxation for participants to take home and use when practicing (e.g., one of the tapes from the Relaxation and Stress Reduction Workbook)

Before the session:

- C Remind participants to wear loose, comfortable clothing and bring a blanket or mat (if the progressive relaxation exercises must be practiced on the floor).
- C If possible, comfortable chairs for participants to sit in during the progressive relaxation exercises

1. **Briefly review the main points of the last session.** Ask participants if since the last session they practiced any of the items on the Life Balance Pyramid. Did they have any insights about sections or items on the Life Balance Pyramid that they tend to neglect? Also ask for comments on their experiences while practicing the additional breathing and body awareness exercises and keeping a stress awareness diary. What kind of situations were stressful and what were their related symptoms and behaviors? How did they rate their stress before and after they practiced the breathing and body awareness exercises? Were they able to use breathing/body awareness to break a chain between stress and overeating or sedentary behavior? Answer any questions.
2. **Explain the purpose of this session:** to introduce participants to progressive body relaxation.
3. **Introduce body relaxation.** Explain that body or “progressive” relaxation was first introduced in 1929 by a Chicago physician. It is a simple technique **of tensing and then relaxing muscles in four major muscle groups**, starting with the hands and arms; moving to the head, face, and shoulders; then to the chest, stomach, and lower back; and finally to the thighs, buttocks, calves, and feet. Body relaxation allows you to discover which muscles are tense and to distinguish between the sensation of tension, which may be so chronic that it goes unnoticed, and deep relaxation. The technique has been shown to lower pulse rate, blood pressure, and respiration rates. It has been used successfully in the treatment of muscular tension, anxiety, insomnia, depression, fatigue, irritable bowel syndrome, muscle spasms, neck and back pain, high blood pressure, mild phobias, and stuttering.



Encourage participants to take what they learn in the class today and **practice it twice a day at home**. Explain that at first, the technique may be a little difficult and take about fifteen to twenty minutes, but with a week or so of practice, it will be possible to relax your whole body in just a few moments. **Once you have mastered the technique, a shortened form can be used** which tenses and relaxes many muscles at one time so that deep relaxation can be reached in a very brief period of time. In this class, we will practice the longer form, but first I will **demonstrate the shortened form** as a way of showing you certain parts of the technique.

4. **Give participants the handout, Body Relaxation.** Review the handout, including the instructions and cautions. (Make the additional point that excessive tightening of the back or neck could cause muscle or spinal damage. However, mild tingling, jerking, needlelike sensations, and warmth are all normal sensations during progressive relaxation.) Then **demonstrate each of the steps in the shortened form** as a way of illustrating how to tense and relax the muscles. Explain that sometimes people let their arms or legs relax in a slow, controlled way (demonstrate this), which actually requires sustained muscle tension, rather than letting them fall suddenly limp, which is a sign of tension release (demonstrate this). (It may be helpful to make this point by using the metaphor of turning off a light switch.) Another problem is either tensing too little to feel the benefit of releasing (demonstrate this) or tensing so much that you are straining (demonstrate this).

Then ask participants to **lie down on a rug or blanket or sit in a chair** (whichever is most comfortable for them) in a comfortable position with their eyes closed. Explain that it is important to be physically comfortable but not so much so that you are likely to fall asleep, which is a problem with lying down for many people, particularly in a bed. For practice at home, a comfortable recliner that supports the arms, legs, and head may be ideal.

5. **Read the script below aloud, or play an audiotape of yourself reading the script, or play another instructional tape on progressive relaxation** (a 22-minute audiotape, *Progressive Relaxation*, is available from New Harbinger Publications; to order, call the 800 number on page 1).
  - C If you use the script below, allow participants time to experience the sensations of tensing and relaxing one muscle or muscle group before going on to the next one (again, allow about 5 to 10 seconds for tensing each muscle and 15 to 30 seconds for relaxing).
  - C One advantage of making a tape of yourself reading the script is that you can listen to it while practicing the exercise yourself before class, which will help you check your timing and give you a chance to make any modifications before the class.
  - C Another advantage of using a tape, rather than reading the script aloud during the session, is that it will be more convenient for you to walk around the room and point out any

individual problems you observe.

- C We strongly recommend that you give participants copies of the tape, either the New Harbinger Publications tape or your own, for use when practicing at home.

**Script:**

“Get in a position that is comfortable for you. Good. First, clench your **left fist**. Clench it tighter and tighter and keep it clenched. Notice the tension in your fingers, hand, and lower arm. Now relax. When you relax, do so all at once, like turning off a light switch. Feel the looseness in your fingers, hand, and lower arm. Notice the difference between the looseness and the tension. Now clench the fist again...then relax it suddenly. Feel the difference. Next, clench your **right fist**. Tighter and tighter and keep it clenched. Notice the tension. Now relax. Feel the looseness. Notice the difference between the looseness and the tension. Again, clench your right fist. Relax. Now tense **both fists** at once. Relax both fists. Notice the difference. Tense both fists again. Relax. Let go more and more.

Now bend your elbows and tense your **upper arms**, your biceps. Tighter and tighter, as hard as you can. Notice the tightness. Now relax and straighten out your arms. Feel the looseness. Notice the difference. Tense your upper arms again. Hold. Relax. Let go more and more.

Move your attention to your head now. Wrinkle your **forehead** as tightly as you can. Let it relax. Imagine your entire scalp and forehead smoothing out and relaxing. Now frown again. Notice the tension in your forehead. Let it go. Let your brow become smooth and at complete rest. Now close your **eyes**, tighter and tighter. Notice the tension. Relax them, letting them stay closed gently. Tighten them again. Relax. Next, clench your **jaw**. Notice the tension. Relax it. Let your lips be slightly parted. Notice the looseness in your jaw. Notice the difference between the tension and the relaxation. Again, tense your jaw. Relax. Now press your **tongue** against the roof of your mouth. Feel the tension in the back of your mouth. Relax. Again, press your tongue up. Relax. Now tightly purse your **lips** into an “O.” Relax them. Again, purse. Relax. Take a minute now to notice the looseness in your forehead, scalp, eyes, jaw, tongue, and lips.

If your head is supported, press it back as far as you can comfortably against the floor or bed. Notice the tension in your **neck**. Now roll your head to the right, feel the tension, then to the left. Now straighten your head and press your chin against your chest. Hold it there. Feel the tension in your **throat** and the back of your neck. Now relax and return your head to a comfortable position. Let the tension dissolve away. Again, press your head back. Roll it to the right, to the left, straighten, chin against your chest. Now relax. Now hunch your head down between your **shoulders** and hold your shoulders there. Feel the tension. Now drop

them. Feel the relaxation. Again, hunch your shoulders. Drop them. Let the relaxation spread through your neck, throat, and shoulders. Let the relaxation deepen.

Give your whole body a minute now to relax. Feel the heaviness in your muscles. Feel the calmness, the comfort, the rest.

Now, breathe in and fill your lungs. Hold your breath, and notice the tension in your **chest**. Now breathe out, letting the air hiss out. Let your chest become loose. Continue breathing freely and gently. Notice the tension drain from your body. Again, breathe in and hold. Breathe out. Relax. Next, tighten your **stomach**. Tighter, tighter, hold it. Notice the tension. Relax. Put your hand on your stomach and breathe into your belly, pushing your hand up. Hold, then relax. Feel the relaxation as you breathe out. Again, tighten your stomach. Relax. Breathe into your belly, hold. Relax.

Now arch your back without straining. Don't overdo it. Keep the rest of your body relaxed. Turn your attention to your **lower back**. Notice any tension there. Now relax. Let your lower back muscles relax and smooth out. Again, arch your back without straining. Relax. Let go more and more.

Tense the muscles in your **buttocks**, tighter and tighter. Hold the tension while you press your heels down as hard as you can until you feel the tension in your **thighs**. Now relax all at once. Feel the difference between the relaxation and the tightness. Again. Tighten your buttocks, press your heels down. Relax. Now curl your **toes** downward, tensing your **calves** (don't overdo it or your might get a muscle cramp). Feel the tension. Relax. Again, curl your toes down. Relax. Now bend your toes toward your face, tensing your shins. Relax. Again, bend your toes toward your face. Relax.

Take a minute now to let the relaxation deepen. Let the tension throughout your lower body drain away. Relax your feet, ankles, calves, shins, knees, thighs, and buttocks. Let the relaxation spread now to your stomach, lower back, and chest. Let go of the tension. Let the relaxation deepen in your shoulders, arms, and hands. Let go more and more. Notice the looseness in your neck, jaws, and facial muscles."

6. **Reassemble the group and have participants discuss their experience.** Answer any questions.
7. **Summarize the main points of the session. Assign home activity:**
  - C Continue your **stress awareness diary**.
  - C **Practice body relaxation twice per day and self-monitor your stress before and after**

**practicing.** Have participants take a few minutes to plan specifically when they will practice, and ask them to write the times on the cover of their Keeping Track booklets. (Check that participants have done so.)

- C **Use the short form of body relaxation as a way to respond when you first experience an urge to overeat or to not follow through with a plan to exercise** (ie., to break the chain between stress and unhealthy eating/sedentary behavior).
- C As you go through the week, keep in mind our discussion of the **Life Balance Pyramid**. (Again suggest that participants post the Life Balance Pyramid in a place where they can refer to it regularly, if they haven't done so already.) Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.

## **Session 4: Mindfulness: Really Doing What You're Doing**

**Objectives:** Participants will be introduced to the concept of mindfulness and its benefits for coping with stress. Participants will also practice mindful eating and walking.

**Materials needed:**

- C Name tags
- C Box of raisins for the mindful eating exercise. (The exercise may be done with any food, such as a sandwich, sliced apples or pears, or seeded sections of tangerine. Raisins are a good choice because they are easy to pack, won't spoil, and most people like them. If not using raisins, keep in mind that some other foods may spoil and that some types of sliced fruit, such as apples or pears, will darken in contact with air once they are cut.)
- C Keeping Track booklets
- C Pencils

**Note:**

- C This session should be held in a room that can be arranged to allow the group to walk in a circle or in lanes.
- C An excellent resource for Coaches and participants that includes detailed instructions on the practice of mindfulness is **Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness** by Jon Kabat-Zinn, PhD.
- C Another resource is **Eat More, Weigh Less** by Dean Ornish, MD. Part 1 addresses broader lifestyle balance issues.

1. **Briefly review the main points of the last session.** Ask participants if since the last session they practiced any of the items on the Life Balance Pyramid. Did they have any insights about sections or items on the Life Balance Pyramid that they tend to neglect? Also ask for comments on their experiences while practicing the body relaxation. Were they able to break a chain between stress and eating/sedentary behavior by using body relaxation? Answer any questions.
2. **Explain the purpose of this session and define mindfulness.** The purpose of this session is to give participants some exercises for practicing what is called "mindfulness" as a way of coping with the stresses of life. Most stress comes from thinking about the past or worrying about the future and letting this block out our experience of the here and now, the "present moment." Mindfulness can be defined as "**paying attention on purpose,**" or **living in the present moment, really doing what we are doing right now.** Briefly describe some **examples** to illustrate that most of us at one time or another in our

lives have experienced mindfulness:

- C During play (e.g., playing chess, tennis, dancing), you are so focussed on each moment that you're not aware of time passing.
- C At a moment of crisis (e.g., your four-year-old runs home crying with a cut on her elbow), you are vividly aware of all of the details of your surroundings and feel completely alert and focussed.

Ask for additional examples from the group. Explain that in moments like those described, our minds are typically calm, concentrated, and aware of the immediate sensations of what we are doing. Ask the group what is different about our minds when we experience stress. Make the point that under stress, our minds are typically agitated and dispersed or scattered. This is sometimes called “monkey mind,” when our mind wildly swings from one thought to another like a monkey swinging from branch to branch. For example, while we are driving to work, we might be worrying about something our spouse said during a recent argument, then thinking about what our boss might say when we get to work, rather than experiencing the actual sensations of driving or even seeing where we are going. We are on “automatic pilot,” and our mind is somewhere else.

Clarify that there is nothing “wrong” with thinking about something other than what is happening in the present moment. At times it is necessary and helpful (for example, planning ahead to schedule an appointment). But frequently, thinking about something else is not at all helpful. By practicing mindfulness, we learn that we have a *choice*. We can choose the option of consciously focusing our mind on the present moment which is always available to us.

Explain that there is nothing unusual or mystical about mindfulness. Some people practice mindfulness by sitting regularly in meditation, but this is not necessary. [Note: Refer participants who ask for instructions for sitting meditation to **Full Catastrophe Living**, the resource described in the objectives for this session which includes a good bibliography of additional resources.] In fact, there are countless moments in our ordinary lives that we can use for practicing mindfulness, such as setting the table, eating, washing the dishes, writing, doing the laundry, taking a shower, brushing our teeth, shaving, getting on a bus, hugging, or sitting on our front steps.

Let's take doing the dishes as an example. To do the dishes mindfully, you would be aware of how your body moves when it holds, scrubs, and rinses each plate and glass. You would also be aware of your breathing and of any thoughts or feelings you experience. You would note or name the thoughts and feelings briefly (for example, you might say to yourself, “I was having a thought about what I need to do tomorrow morning at work. Feeling a little

anxious.”). Then you would return your full attention to the immediate sensations of doing the dishes.

**Practicing mindfulness while doing ordinary daily activities has many benefits.** First of all, you might discover that you actually enjoy doing the dishes, and all the other ordinary routines you do every day, that you don’t have to rush through doing these things so you can get on to something more important. Secondly, your practice will strengthen your ability to be present and aware, so that in moments of depression, anger, or anxiety, you can use the same ability to focus yourself, to be alert and aware and attentive, instead of acting mechanically without full awareness. After all, the present moment, no matter what it contains, is *the only moment we have* to learn, to heal, to act, to change. If our minds are somewhere else, we are shortchanging our life.

- 3. Have the group practice mindful eating.** Give each participant in the group three raisins (this can also be done with slices of apple or pear or seeded sections of a tangerine; raisins may be the best option in some situations because they do not spoil or darken on contact with air as do other cut fruit). Explain, with a little humor, that you are now going to do a group exercise in which you all “*really* eat these raisins.” (Expect some nervous laughter throughout this exercise.) Note that this may seem silly, but even the most simple acts like eating a raisin can illustrate how powerful mindfulness can be. Lead the group in your own words, using the following script as a guide.

“Hold one of your raisins in your hand. Take several slow, deep breaths. Now look at the raisin as if you had never seen one before. What color is it? What is its surface like? What does its texture feel like between your fingers? What thoughts are you having now about raisins or about food in general? Are you having any thoughts or feelings about liking or disliking raisins? Whatever your thoughts or feelings are, simply notice them.

Be aware of your intention to begin eating. Move your other hand slowly toward the raisin. Note the action mentally by saying to yourself, “Reaching ... reaching ... reaching.” Now pick up the raisin, and say to yourself, “Lifting .... lifting ... lifting.” The point is to stay aware of each movement of your hand and arm by naming them.

Now move the raisin closer to your mouth and watch your hand as you do so. Smell the raisin. What does it smell like? How are you reacting to the smell? Is your mouth watering? If so, notice what it feels like to desire food.

Put the raisin on your tongue. What does it feel like? Is your mouth watering? Now bite into the raisin. Where is the raisin in your mouth? Begin chewing slowly. What are the

sensations in your teeth? Your tongue? How does your tongue move when you chew? What part of your tongue is experiencing the taste? Where is your arm? Did you notice moving it to where it is now?

When you are ready to swallow, notice the impulse to do so. Now swallow the raisin. Try to be aware of how the raisin moves in your esophagus toward your stomach. Can you feel any sensations in your stomach? Where is your stomach? What size is it? Is it empty, full, or in between? Imagine that your body is now ‘one raisin heavier’.

Now take as much time as you need to eat the other two raisins with the same degree of mindfulness.”

Ask the group to share their experiences with the exercise. If not brought out in the discussion, ask the following questions:

- C How did this experience differ from the way you usually eat?
- C Were you “satisfied” eating one raisin?
- C What would it be like if you ate this way most of the time? Do you think it would affect the amount and/or types of foods you eat? Your attitude toward eating? (With mindfulness, healthy eating can become one of the pleasurable joys on the Life Balance Pyramid.)
- C Did you automatically start to eat the other raisins before you were finished with the first one?

- 4. Have the group practice mindful walking.** Introduce the next exercise by stating that walking is another ordinary activity that can be used for practicing mindfulness. Usually we walk for a reason, because we want to go somewhere, and our mind tends to think about where it wants to go and what it’s going to do there. In mindful walking, we “pay attention on purpose” to the experience of walking itself.

Arrange the room so that there is enough space for the group to walk in a circle or in lanes, and show the participants where you want them to walk. Lead the group in your own words, using the following script as a guide:

“Stand up and relax your abdominal muscles. Take several deep breaths, feeling your belly expand and contract with each breath.

Now begin to walk slowly. Be aware of your feet and legs as you walk. Notice what it feels like when one foot touches the floor, when your weight shifts to that foot, when the other foot lifts and the knee bends and the leg moves ahead and then that foot touches the



floor.

Keep your gaze softly focused in front of you. Don't look at your feet or at what's around you in the room or at other people. If you do find your eyes wandering, return your attention to the sensations of walking.

When thoughts or feelings arise, notice them and then return your attention to the sensations of walking.”

Allow time for the group to walk several times around the room.

Ask the group to share their experiences with the exercise. If not brought out in the discussion, ask the following questions:

- C How did this experience differ from the way you usually walk?
- C Are there times during the day when you might be able to practice this type of walking (for example, when you walk between your car and your home at the end of the day)?
- C Do you think it would be possible to be more mindful when you are doing the brisk walking or equivalent activity you do to reach your DPP activity goal? If so, do you think it would affect the amount of activity you do or your attitude toward it?
- C What got in the way of paying attention to the process of walking? What was it like to return your focus to the walking itself?

**5. Summarize the main points from this and previous sessions. Assign home activity:**

- C Plan one time during the week when you can **practice mindful eating** (it needs to be a time when you can eat a meal alone, make it last for at least 30 minutes, and be away from other stimuli such as TV and radio). Write that time on the cover of your Keeping Track booklet (check that participants have done so). During the practice, eat with the hand you normally don't use (the awkwardness may remind you to pay attention), and focus on the sights, smells, tastes, and textures of what you eat and drink. Also, try to introduce some mindfulness into all of your eating during the week.
- C Plan to **practice slow, mindful walking** once during the coming week. Write the days and time on the cover of your Keeping Track. When practicing, walk very slowly. Also, try to introduce some mindfulness into the brisk walking or other equivalent activity you do to reach the DPP activity goal.
- C **Continue to self-monitor your stress and use mindfulness, body relaxation, body awareness, and breathing as ways to respond to stress rather than overeating or being sedentary** (ie, to break the chain between stress and unhealthy eating/sedentary behavior). Also remember that these and other relaxation techniques are important to practice regularly as ways to prevent stress.

- C Continue to keep in mind the **Life Balance Pyramid**. Note any items on the pyramid that you practice. Also notice any items or areas on the pyramid that you tend to neglect.

Encourage participants to discuss stress management with their Lifestyle Coaches throughout the remainder of the study and use their Coaches as a source of support in this area.



# Assess Your Stress

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1. How often do you feel stressed? ^ Often ^ Sometimes ^ Seldom

2. Check any of the following that are sources of stress for you:

- 9 Deadlines, time pressures, too much to do and not enough time or help
  - 9 Being pulled in too many directions
  - 9 Feeling out of control of your life
  - 9 Difficulties with your health
  - 9 Big decisions (such as career changes, retirement, marriage, children, moving)
  - 9 Small irritations (such as traffic, telephone calls)
  - 9 Family conflicts or issues
  - 9 Financial problems
  - 9 Stresses related to DPP (examples: extra time spent in food preparation or Keeping Track, feeling deprived of favorite foods, difficult to fit activity into a busy schedule, uncomfortable at social events where high-fat foods are served)
  - 9 Other source of stress (describe): \_\_\_\_\_
- \_\_\_\_\_

3. Choose one source of stress you have checked above. Describe it in detail:

\_\_\_\_\_

4. How does it affect you?

C What thoughts, emotions, and physical sensations (such as headaches, back aches, tiredness) are related to this source of stress?

\_\_\_\_\_

C What unhealthy eating behaviors (such as skipping meals, overeating) and sedentary behaviors (such as watching TV, sleeping too much) are related to this source of stress?


\_\_\_\_\_

**5. Find the action (or behavior) chain.**

Try to see the steps (links) that are part of the chain.

<b>Sarah's Action Chain</b>	
C	Boss was critical.
C	Sarah had a headache.
	Thought "I'll never get it right!"
	Felt angry and anxious.
C	Came home tired and upset.
C	Went right to the kitchen.
C	Saw cookies on counter.
C	Ate cookies.

**Stress**

<b>Your Action Chain</b>	
<b>Links</b>	
	

**Stress management skills will help you break the action chain.**

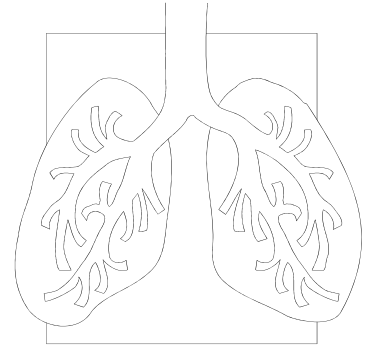
For example, one of Sarah's options:

Do a body relaxation exercise such as deep breathing when she first notices her headache.

# Breathe Away Your Stress

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Good breathing habits can quiet your mind and relax your body. Good breathing is “belly breathing.” The breaths are slow and deep and fill the abdomen, not the chest. This is how newborn babies and sleeping adults breathe.



To learn belly breathing:

1. Lie down. Bend your knees, with your feet on the floor about eight inches apart. Make sure your spine is straight.
2. Take a few minutes to do a brief “body scan.” Focus on each part of your body, one part at a time. Start with your toes and move up. Notice where there is any tension. Exaggerate it slightly so you can become aware of it.
3. Now put one hand on your belly. Put the other hand on your chest. Breathe in slowly and deeply through your nose. Gently press down on your belly as you breathe out through your nose. Let your belly push your hand back up as you breathe in. Let your chest move just a little. It should follow the movement of your belly.

After several minutes of belly breathing, do another body scan. Is there a difference?

Practice belly breathing when you notice yourself getting tense. You can do it sitting down or standing still. Try it in rush hour traffic. Or while waiting in line.

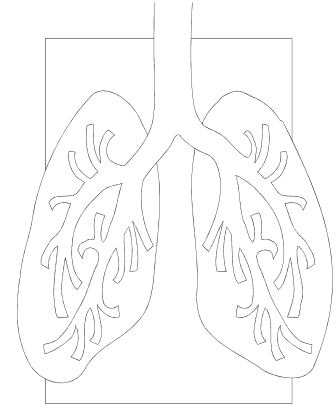
# More Breathing Exercises

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Here are some other breathing exercises you may want to practice:

## 1. *The Whooshing Breath*

Smile slightly. Breathe in through your nose. Breathe out through your mouth, making a quiet, whooshing sound. Take long, slow, deep breaths into your belly. Feel the air moving in. Listen to the sound when you breathe out.



## 2. *Breath Counting*

Breathe deeply into your belly. Pause. As you breathe out, count “One” to yourself. As you continue to breathe, count each out breath by saying “Two...three...four.” After four breaths, start over at one. Do this for five to ten minutes.

## 3. *The Relaxing Sigh*

Sigh deeply. Let out a sound of deep relief as the air rushes out. Then let the air come in naturally. Do this 10 times.

## 4. *Breathe in Relaxation, Breathe Out Tension*

As you breathe into your belly, say to yourself, “Breathe in relaxation.” Be aware of any tension in your body. Picture in your mind the relaxation entering the tense areas. Pause. Then breathe out, saying, “Breathe Out Tension.” Let go of the tension.

# Body Awareness

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Muscle tension is your body's way of saying, "I'm under stress." Here are three exercises for listening to your body.

## 1. Outside and Inside Awareness

- C Take a minute to focus your attention on the outside world. Say to yourself, "I am aware of..." (For example, "I am aware of the sound of traffic, the black telephone on the desk, the smell of coffee.")
- C Next, shift your focus to your body and your inner sensations. ("I am aware of a cramp in my foot and tension around my eyes.")
- C Then shuttle back and forth between outside and inside awareness. ("I am aware of the floor under my foot, the light from the lamp, tension in my shoulders, the feeling of the computer keys under my fingers.")

## 2. Body Scan

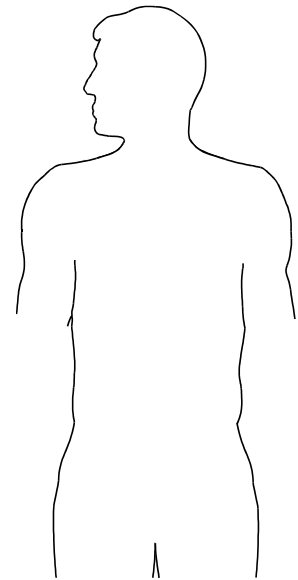
Close your eyes. Focus on each part of your body, one part at a time. Start with your toes and move up. Notice where there is any tension. Exaggerate it slightly so you can become aware of it. Say to yourself, "I am tensing..." (For example, "I am tensing my neck muscles.") Notice that all muscle tension is produced by yourself.

## 3. Letting Go of Your Body

Lie down. Bend your knees and pull your feet up until they rest flat on the floor. Close your eyes.

Become aware of your breathing. Feel the air move into your nose, mouth, and down your throat into your lungs.

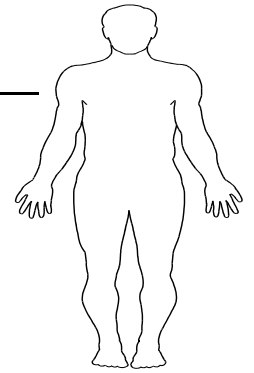
Now focus on your body. What parts are you easily aware of? What parts are you less aware of? Do you notice any difference between the left and right side of your body. Is there any physical discomfort? Become aware of it in detail. What happens to the discomfort? Does it change? Continue letting go for five to ten minutes. Allow your body to take over.



# Body Relaxation

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Below is a short form of body relaxation. Use it at times during the day when you are tense. Examples: when you are waiting, during a break at work, after a stressful interaction, or before sleep.



Remember:

- C Repeat each step at least once.
- C Tense each muscle group for 5 to 10 seconds. Relax each group for 15 to 30 seconds.
- C When you relax, release your muscles all at once, like turning off a light switch. Then say to yourself, “Let go more and more.”
- C Take time to savor the difference between the looseness in your muscles and the tension.
- C Be cautious with any part of your body that has been injured or weakened. Be careful when tensing the neck and back. Do NOT tense to the point of pain.

1. **Curl both fists.** Tighten your upper and lower arms into a Charles Atlas (body builder) pose. Relax. Repeat.
2. **Wrinkle up your forehead.** At the same time, press your head back as far as possible, roll it in a complete circle, reverse. Now hunch your shoulders while you wrinkle up your face like a walnut: frown, squint your eyes, purse your lips, and press your tongue against the roof of your mouth. Relax. Repeat.
3. **Arch back as you breathe in deeply.** Hold. Relax. Repeat. Take a deep breath, pressing out your stomach. Hold. Relax. Repeat.
4. **Pull your feet and toes back toward your face, tensing your shins.** Hold. Relax. Repeat. Curl your toes and tighten your calves, buttocks, and thighs. Relax. Repeat.

Use this quick summary as a cue for each step:

1. Curl fists, tighten upper arms.
2. Wrinkle forehead, face like a walnut.
3. Arch back, breathe.
4. Pull feet back, curl toes, tighten buttocks, thighs.



# Time Management

Related resources for Coaches include the following:

- C **Creating More Time in Your Life** by Epstein-Shepherd, B. 1993. Boulder, CO: Career Track Publications. (An audiotape set.)
- C **Balancing Acts! Juggling Love, Work, Family and Recreation.** Stautber, S.S. and M.L. Worthing. 1992. New York: Master Media.
- C **Seven Habits of Highly Effective People** by Covey, S. 1989. New York: Simon and Schuster. (A related book by the same author: **First Things First.**)
- C **Time Management Made Easy** by Peter Turla and Kathleen Hawkins (Plume Edition, 1994).
- C **The Relaxation and Stress Reduction Workbook and Leader's Guide** by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay (to borrow a copy, call the Lifestyle Resource Core; to order your own copy, call Courage to Change at 1-800-935-8838).

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

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

### **Class Overview**

In this class, participants will learn basic time management skills and how they relate to reaching and maintaining their DPP goals for weight loss and physical activity.

#### **Session 1: What Is Most Important to You?**

Participants will reflect on their priorities and how they spend their time. The importance of healthy eating and physical activity will be emphasized. Participants will complete a weekly time log for homework.

#### **Session 2: How Much Time Does a Healthy Lifestyle *Really* Take?**

Participants will guess how much time it takes to self-monitor a day's intake, assemble a simple meal/snack, and get ready to walk. Then they will be timed doing these things, and the winners will win prizes. Participants will discuss the time requirements of a healthy lifestyle.

#### **Session 3: Making Time for Healthy Eating**

Participants will discuss some general time management strategies. Participants will also review specific ways to streamline healthy eating, receive recipes for quick, healthy meals, and set a related time management goal for the coming week.

#### **Session 4: Making Time for Physical Activity**

As a review of the last session, participants will watch a video on quick meal preparation. Participants will also discuss some ways to streamline physical activity and set a related time management goal for the coming week.

## Session 1: What Is Most Important to You?

Objectives:	Participants will reflect on their priorities and how they spend their time. The importance of healthy eating and physical activity will be emphasized. Participants will complete a weekly time log for homework.
C Handouts:	What Is Most Important to You?, How Do I Spend My Time? (at least 2 copies per pt.), KT booklets
C	Large glass jar with a wide mouth, several fist-sized rocks (more than will fit in the jar), some gravel, some sand, pitcher of water

### 1. **Introductions.**

2. **Purpose of class:** to help participants reach/maintain their DPP goals for weight and physical activity by learning and practicing time management skills.
3. Tell the group it's time for a quiz. Take out the **glass jar and rocks** (keep the gravel, sand, and water pitcher hidden) and ask the group, "How many of these rocks do you think we can get in the jar?" Take some guesses, then say, "Let's find out." Put as many of the rocks as will fit into the jar. Then ask, "Is the jar full?" After the group responds, pull out the gravel. Dump some gravel in and shake the jar. Ask again, "Is the jar full?" After the group responds, pull out the sand, add some and shake the jar again. "Is the jar full?" After the group responds, pull out the pitcher and fill the jar with water. Then ask, "Well, what's the point?" (Someone may say, "If you really work at it, you can always fit more into your life.") State that the point is "If you hadn't put the big rocks in *first*, would you ever have gotten any of them in?"

**Define time management:** structuring our days so we have the time and energy to do what is most important to us.

4. The first step in time management is to know what's most important to you (what things are rocks and what things are gravel or sand). Handout: **What Is Most Important to You?** Ask participants to close their eyes, relax, imagine it is 10 years from now. Ask participants the first question on the handout. Suggest that one way to organize their thoughts is to think of the various personal, professional, and community roles they play (e.g., husband, father, neighbor, business manager, volunteer) and think of what they want to accomplish in each area. Give participants time to reflect, then ask them to complete all three questions on the handout.

Have volunteers share. Emphasize that **staying healthy is fundamental to everything else**, which is why participants have joined the DPP and committed themselves to losing/maintaining weight and being physically active. Ask participants to name some things they need to do in order to reach their DPP goals for weight loss and physical activity (list on board). These are some of the “big rocks” that must be put into the jar first.

5. Now let’s look at some of the “rocks, gravel, sand, and water” in our “jars.” Handout: **How Do I Spend My Time?** Ask participants to think back over the previous week and complete the time log from memory. Have them circle any problem areas (e.g., spending too much time on certain days watching TV) but skip question 2.

When finished, ask volunteers to name some of their problem areas. Write on the board. Explain that during upcoming sessions, you will address these kinds of problems, with a focus on how to use **two basic approaches to make time for a healthy lifestyle**: 1) save time in general by doing other things more efficiently so there’s more time left in the day for a healthy lifestyle, and 2) do healthy lifestyle things more efficiently (streamline healthy eating and physical activity so they don’t take any more time than necessary). Ask participants for some examples of ways in which they have used these two approaches in the past or currently.

6. Summarize. Distribute fresh copies of **How Do I Spend My Time?** and Keeping Track booklets. Assign **homework**:
  - C Complete the time log at the end of each day between now and the next session. Circle any “problem areas” on the time log and jot down some details. Also record any examples of ways in which you saved time doing other things and streamlined healthy eating and physical activity (question 2).
  - C Keep track of your weight, eating, fat grams/calories, and activity.
  - C Come to class in your walking clothes but wear street shoes and carry your walking shoes. (Have participants write a reminder for themselves to do this on the cover of their Keeping Track booklets.)
  - C Bring your Fat Counter and a calculator to class. (Have participants write this on the cover of their Keeping Track booklets.)

## Session 2: How Much Time Does a Healthy Lifestyle *Really* Take?

Objectives:	Participants will guess how much time it takes to self-monitor a day's intake, assemble a simple meal/snack, and get ready to walk. Then they will be timed doing these things, and the winners will win prizes. Participants will discuss the time requirements of a healthy lifestyle.
Handouts:	How Do I Spend My Time?, KT booklets (include copies for use during class)
Materials:	Fat Counters and calculators for participants who forget to bring theirs, three slips of paper per pt., digital watch or timer with a second hand; ingredients, dishes, and utensils for preparing and serving a quick and healthy meal or snack (e.g., low-fat sandwich makings and/or a simple fruit salad; for ideas, check the Quickest: One Minute Meals chapter from Eating on the Run in Session 3); materials for cleaning up after the meal/snack; prizes related to healthy eating and activity for participants whose guesses are most accurate (total of three prizes)
Before the session:	List on the blackboard or flipchart the foods that Mrs. Smith ate (see explanation in session); cover the list so that participants can't see it

- 1. Review last session and homework.** Ask participants to share what they learned from keeping their time logs. (If participants didn't complete their logs, distribute additional copies and have them briefly complete the log from memory.)
  - C** What **problem areas** did they circle? Ask for some details (e.g., "I spent 10 hours this week watching television in the evening. I really want to cut back on that." "I spent 6 hours this week going out for lunch. A lot of that time was wasted, either waiting in line or waiting to be served at a table. I want to start bringing my lunch to work.")
  - C** What ways did you **save time** doing other things and/or **streamline healthy eating and physical activity**? Ask for some details (E.g., "I asked my daughter to ride her bike beside me while I walked so I was able to get in my activity while I was visiting with her.")
- 2.** Explain that this session focuses on the Streamline Eating and Activity approach to making time for a healthy lifestyle. There will be three races, each with a prize for the person who completes the race first. The first is a "**Keeping Track Sprint**." Distribute Keeping Track booklets. Describe the prize. Ask participants to take out their Fat Counters and calculators (provide them for participants who have forgotten theirs). Explain that you have written on the board what Mrs. Smith ate yesterday and that their challenge will be to write the foods in their Keeping Track booklets, look up and record the fat grams for each food item (you may want to include calories, although that will take more time during class), calculate the total

fat grams for the day, and return their booklets to you. To win, the writing must be legible to the class leader (abbreviations are okay if understandable) and the fat grams for each food and for the daily total must be correct.

Have participants write down on a slip of paper their name and their estimate for how long they think it will take them to complete the race (to help them estimate, give participants the number of foods that Mrs. Smith ate). Collect the estimates. Then set the timer, uncover the list of foods on the board or flipchart, and have participants complete the activity, noting the time when they return their Keeping Track booklets to you.

Use the following or another example (fat grams are in parentheses; total is 29 grams):

Breakfast (7:30 a.m.)

- Raisin bagel, white, toasted (3 inches) (1 g)
- 2 teaspoons low-fat (diet) margarine (4 g)
- 1 cup 1% milk (3 g)
- 1 cup coffee with 2 Tablespoons whole milk (1 g)

Snack (10:30 a.m.)

- 1 medium orange (0 g)

Lunch (12:00 p.m.)

Sandwich:

- 2 slices whole wheat bread (2 g)
- 2 slices (1 oz. each) turkey ham (lunch meat) (2 g)
- 1 slice (1 oz.) low-fat Cheddar cheese (5 g)
- 1 Tablespoon mustard (0 g)

- 1/2 cup grapes (0 g)

- 1 cup 1% milk (3 g)

Snack (3:00 p.m.)

- 1/2 cup canned fruit cocktail in juice (0 g)

Dinner (6:30 p.m.)

- 1 medium (3 oz.) baked chicken breast with no skin (3 g)
- 1/2 cup peas (0 g)
- 1/2 cup corn (0 g)
- 2 cups lettuce (Romaine and red leaf) (0 g)
- 2 Tablespoons fat-free salad dressing (0 g)
- 1 plain dinner roll (3 g)
- 1 teaspoon diet (low-fat) margarine (2 g)
- 1 medium apple (0)

Collect the completed booklets. Award the prize to the winner. Ask participants who completed their records first if they used any techniques to save time (e.g., memorizing fat grams for common foods, abbreviating foods, circling common foods in their Fat Counters, writing a list on the inside cover of their Fat Counter of the foods they eat most often, etc.). Ask the group how much time it really takes them to self-monitor compared to their estimates, what gets in the way of quick self-monitoring, and what solutions they have found. Emphasize the importance of continued self-monitoring to success in the DPP.

4. Next, tell the group it's time for the "**Meal in a Minute Contest**" (or "Snack in a Second"). Describe the prize. Distribute the ingredients, dishes, and utensils for making and serving the meal/snack. Have participants write on slips of paper their name and an estimate of how fast they think they can prepare the meal/snack. Collect the estimates. Set the timer and have the participants compete. Award the prize to the winner. Then eat the meal/snack together. Ask the group how much time it really takes to prepare healthy meals and snacks compared to their estimates, what gets in the way of quick meal preparation, and some of the solutions they've found (don't go into too much detail at this point; explain that this is the focus of the next session).
5. Distribute Keeping Track booklets and fresh copies of **How Do I Spend My Time?** Assign **homework:**
  - C Complete the time log at the end of each day between now and the next session. Circle any "problem areas" and jot down some details. Also record any examples of ways in which you saved time doing other things and streamlined healthy eating and physical activity (question 2).
  - C Keep track of your weight, eating, fat grams/calories, and activity.
  - C Bring in any favorite quick, low-fat recipes for the next session (have participants write this on the cover of their Keeping Track booklets).
6. Finally, it's time for the "**Great Shoe Switcher-oo.**" Have participants guess how long it will take them to take off their street shoes and put on their walking shoes. Describe the prize. Collect their estimates. Set the timer and have the participants compete. Award the prize to the winner. Then end the session by going for a walk together.

### Session 3: Making Time for Healthy Eating

Objectives:	Participants will discuss some general time management strategies. Participants will also review specific ways to streamline healthy eating and will watch a video on quick meal preparation, receive recipes for quick, healthy meals, and set a related time management goal for the coming week.
Handouts:	Saving Time, Quick and Healthy Eating, recipes and quick meal ideas (Chapters 18 and 19 from Eating on the Run by Evelyn Tribole, MS, RD, recipes from the Low Fat and Fast video, copies of selected recipes from Quick and Healthy cookbooks), Saving Time for a Healthy Lifestyle, Keeping Track booklets

1. **Review last session and homework.** Ask pts: What did they learn from their time logs? Were the logs very different from the week before? What were their problem areas? What were some examples of saving time doing other things? Of streamlining healthy eating/physical activity?
2. Explain that in Session 1, we recognized that it's important to remain healthy if we want to achieve our most important goals (e.g., spending time with our families, being successful in business, etc.). Staying healthy by living a healthy lifestyle takes time (in Session 2 we showed that it may take less time than we thought, but it does take time). To create time for a healthy lifestyle, there are two basic approaches:
  - a) Save time in general by doing other things more efficiently so there is more time left in the day for a healthy lifestyle (give some examples already shared by participants of how they did this during the past week or the previous week), and
  - b) Do healthy lifestyle things more efficiently (give some examples already shared by participants of how they did this during the past week or the previous week).Today we will begin to discuss some general time management skills and see how they can be used for both these approaches.
3. Handout: **Saving Time.** Review the time management strategies on the handout. For each one, ask participants to give some of their own examples.
4. Handout: **Quick and Healthy Eating.** Review as a summary of time-saving tips (explain that many of them will be illustrated on the video to be shown next week). Ask participants for additional ideas.
5. Distribute **recipes and quick meal ideas** (include copies of the recipes shown on the video, Chapters 18 and 19 from Eating on the Run, and selected recipes from the Quick and Healthy



cookbooks). Ask if participants brought in copies of their own favorite quick, low-fat recipes (arrange to have copies made before the next class).

6. Distribute **Saving Time for Healthy Lifestyle** worksheet and Keeping Track booklets.

Assign **homework**:

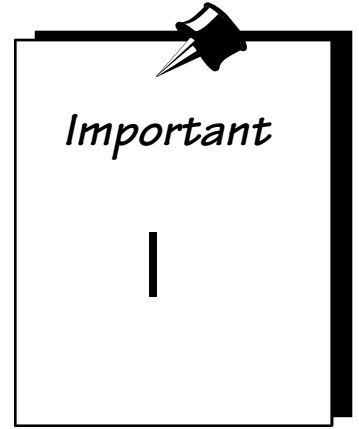
- C Choose one strategy on the Saving Time handout to try during the coming week. (Allow time for participants to choose a strategy and complete the Saving Time for Healthy Lifestyle worksheet with regard to that strategy.)
- C Choose one quick and healthy recipe to try during the coming week. (Allow participants to write down on the worksheet which one they plan to try.)
- C Keep track of your weight, eating, fat grams/calories, and activity.

## **Session 4: Making Time for Physical Activity**

Objectives:	Participants will discuss some ways to streamline physical activity and set a related time management goal for the coming week.
Handouts:	Streamline Physical Activity, copies of favorite quick, low-fat recipes brought in by participants at last session, Saving Time for Healthy Lifestyle
Materials:	Low Fat and Fast video

1. **Review last session and homework.** Were they able to reach their goal for using a time-saving strategy during the week? If not, what got in the way? Did they like the quick recipes they tried?
2. Distribute copies of recipes brought in by participants at the last session. Show the **Low Fat and Fast** video. Discuss.
3. Handout: **Streamline Physical Activity**. Review. Ask participants for additional ideas.
4. Distribute **Saving Time for a Healthy Lifestyle** worksheet and Keeping Track booklets.  
Assign **homework**:
  - C Choose one strategy on the Saving Time handout to try during the coming week. (Allow time for participants to choose a strategy and complete the Saving Time for a Healthy Lifestyle worksheet with regard to that strategy.)
  - C Choose one strategy for streamlining physical activity to try. (Allow participants to write down on the worksheet which one they plan to try.)
  - C Keep track of your weight, eating, fat grams/calories, and activity.
  - C Continue to develop your time management skills. Discuss your ideas and concerns with your Lifestyle Coach.

# What Is Most Important to You?



1. Imagine it is ten years from now. What four or five things would you most like to enjoy, do, experience, accomplish, and have in the next ten years?

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2. What would you need to do to make those dreams come true?

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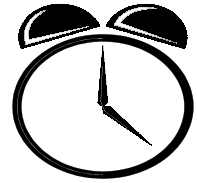
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3. How important is staying healthy and preventing diabetes in terms of being able to do those things?

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# How Do I Spend My Time?



1. At the end of each day, record how you spent your time. Circle problem areas.

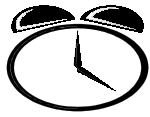
Hours

How I spent my time	S	M	T	W	T	F	S
<b>Sleep</b>							
<b>Work</b> (include commuting, professional organizations)							
<b>Physical activity</b> (include exercise, sports, active forms of recreation)							
<b>Food-related</b> (include shopping, meal planning and preparation, packing lunch, eating, time at restaurants, self-monitoring)							
<b>Home errands</b> (include yard work, home and car maintenance, shopping other than food shopping, laundry, bills, other chores, travel to school or day care or sports)							
<b>Time with family and friends</b>							
<b>Personal care</b> (include showering, dressing, grooming)							
<b>Sedentary recreation</b> (include TV, reading, movies, computer)							
<b>Community</b> (include church, volunteer work)							
<b>Other:</b>							
<b>Total Hours</b> (should be 24)							

2. Write down examples of how you:

**C Saved time doing other things** so there was enough for a healthy lifestyle:

**C Streamlined healthy eating and activity:**



# Saving Time

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Here are some ways to:

- C *Save time in general* so there's more time left in the day for a healthy lifestyle.
- C *Streamline healthy eating*.

**1. Cut back on (or stop doing) what's not important to you.** Examples:

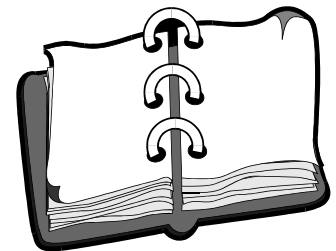
- C In general: Say "no" when asked to join a new committee at church.
- C Eating: Except on special occasions, don't prepare desserts other than fruit.

**2. Combine tasks.** Examples:

- C In general: Combine errands (go to the drug store and hair salon in one trip).
- C Eating: Double recipes when you cook. Freeze the extras in microwavable containers for lunches during the week.

**3. Ask someone else to help.** Examples:

- C In general: Have your assistant screen your calls at work.
- C Eating: Have your children help clean up after meals.



**4. Be more efficient. Simplify. Organize.** Examples:

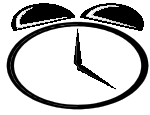
- C In general: Make a To Do list at the beginning of each day. Label items A (most important), B (important but can be put off for a while), or C (can be put off with no harm done). Start your day with the A items. Move on to the B items only when all of the A items are done. Don't even think about doing C items until you've finished all A and B ones. If you must address a C item, try to delegate it.
- C Eating: Keep a grocery list. Go food shopping no more than once a week.

**5. Don't put important things off.** Try to: a) Link an unpleasant activity with a pleasant or neutral one. b) Count the cost. (Make a list of what's unpleasant about what you're avoiding. Then list the consequences of putting it off. Take a long, honest look at what you've written.) c) Start small. Think of the smallest step you can take to start the process. Then do it. d) Plan a reward.

Examples:

- C In general: Make one phone call to a friend about a job lead.
- C Eating: Pack lunches the night before while listening to a book on tape.

Other examples: \_\_\_\_\_



# Saving Time for a Healthy Lifestyle

To save time for a healthy lifestyle, I will:

1. **Save time in general by:** \_\_\_\_\_

2. **Streamline healthy eating/physical activity by:** \_\_\_\_\_

\_\_\_\_\_

When (specify days): \_\_\_\_\_

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

Roadblocks that might come up:

I will handle them by:

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

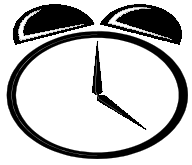
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will do this to make my success more likely:

\_\_\_\_\_

Did it work? If not, what went wrong?

\_\_\_\_\_



# Quick and Healthy Eating

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Here are some ways to streamline healthy eating.

## **In the kitchen:**

- C Keep items you use often in easy reach (e.g., keep toaster on the counter).
- C Keep your spices in alphabetical order.
- C Group foods in your pantry so they're easy to find.

## **Refrigerator:**

- C Store foods in easy-to-see, ready-to-use containers.
- C Divide space into five areas: beverages, dairy, produce, meats, and leftovers.

## **Food shopping:**

- C Make a standard shopping list. Organize it by the aisles of your grocery store. Keep a copy posted in the kitchen. Circle items as soon as you run out of them.

## **Meal preparation:**

- C Plan *simple* meals.
- C Plan dinner menus for two weeks with a matching shopping list. Repeat the menus every two weeks.
- C Collect quick and healthy recipes.
- C Buy food “pre-prepped” whenever you can. Examples: grated cheese, chopped onion, minced garlic, boneless, skinless chicken, canned beans, bagged salad greens.



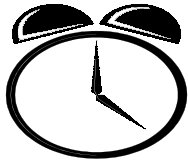
- C “Pre-prep” food yourself. E.g., Chop several onions in the food processor. Freeze in plastic bags.
- C Double recipes when you cook. Freeze the extras in microwavable containers. Label and date.
- C Have your spouse and kids help.
- C Use “down time.” Example: Heat the sauce while the pasta is cooking.
- C Pack lunches for the week all at one time. Freeze.
- C Keep ingredients for quick and simple meals on hand. E.g., low-fat frozen entrees, low-fat soups, pasta and jarred sauce, baking potatoes and low-fat toppings, low-fat sandwich makings.

## **Clean-up:**

- C Have your spouse and kids help.
- C Mix everything in a big measuring cup instead of a mixing bowl. Stir with a measuring spoon.
- C Use cooking dishes that can double as serving dishes.

## **Self-monitoring:**

- C Keep your records on hand (in your purse or pocket).
- C Record right after you eat.
- C In your Fat Counter, circle the foods you eat often.
- C Abbreviate when you can (e.g., food names, standard meals).



# Streamline Physical Activity

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## **Save time getting motivated.** Examples:

- C Set the alarm on your watch to remind you to exercise. Just do it! when the alarm goes off.
- C Have a friend or family member meet you at your house at a regular time to exercise.
- C Ask a friend or family member to give you a call to remind you to exercise.
- C Join a walking club, gym, aerobics class, etc.
- C Other:

## **Save time getting ready.** Examples:

- C Keep your exercise shoes and clothes in the car or at your office.
- C Set out your exercise shoes and clothes the night before. Put them on when you get up, and don't take them off until you exercise.
- C Choose a gym that's close to your home or work.
- C Other:

## **Save time while exercising.** Combine with other tasks. Examples:

- C Use a 10-minute break during the day to take a brisk walk and fight stress.
- C Ride an exercise bike while you watch the news or listen to a book on tape.
- C Walk and talk with friends or family members.
- C Walk, run, or bike in community events that benefit good causes.
- C Walk the dog.
- C Take the baby for a brisk walk in the stroller.
- C Walk or bike to work.
- C Walk or bike to the store for errands.
- C Take up an active hobby. Examples: dancing, swimming, ice or roller skating, soccer, racquetball, cross-country skiing, basketball, hiking, running, tennis.
- C Mow the lawn or shovel snow for an elderly neighbor.
- C Other:



## **Save time after the activity.** Examples:

- C Exercise right before the time when you would be showering anyhow. (E.g., first thing in the morning if you usually shower before work.)
- C Other:



# Ready to Restart

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

## Class Overview

This six-session class provides an intensified intervention for lifestyle participants who are ready to aggressively pursue additional weight loss and physical activity during a six-week period. The class objectives are the following:

- C Participants will achieve a weight loss of at least 10 pounds in six weeks by:
  - C Minimizing decision making.
  - C Following a highly structured daily meal plan of 1000 or 1500 calories (may or may not include Slim Fast).
  - C Following a walking program of 30 minutes per day for week 1, 45 minutes per day for weeks 2 and 3, and 60 minutes per day for weeks 4, 5, and 6.
  - C Self-monitoring their weight and graphing it daily.
  - C Self-monitoring their physical activity in minutes and steps (using a pedometer).
  - C Self-monitoring their eating if it differs from the meal plan.
  - C Attending all six sessions and calling their Coach once a week throughout the class.

This class is not designed to appeal to everyone but only to those who are ready to commit themselves to a highly structured, streamlined program with frequent accountability.

To select participants suitable for the restart class, consider the following questions (do not ask these questions to participants directly, but rather use open-ended questions such as “What do think would be most helpful to you right now to give you a boost toward losing more weight and being more active?”):

- C Does the participant want or need more structure?
- C Does the participant have difficulty making decisions or feel overwhelmed by choices?
- C Does the participant verbalize a readiness to make aggressive changes in his or her eating and activity behaviors?
- C After learning the objectives of the restart class, does the participant verbalize a commitment to strictly adhere to the program’s dietary and exercise guidelines, attend all six classes, complete the Daily Log, and call his or her Coach once a week during the program?

You may wish to offer the class once a year with the thought that different participants may be interested in it at different times during their DPP participation.

The sessions are held weekly for six weeks. The first session may last about 45 minutes to one hour, but the following sessions may be quite short. Each session should include at least a 30-minute walk as a group.

Note:

One option in this restart program is for participants to use **Slim Fast** twice a day throughout the six weeks. Check to see that you have enough Slim Fast shakes and/or coupons on hand for the number of participants who are interested in the program (each participant would need 84 shakes for the entire six weeks). If not, call Harry Greene, MD at Slim Fast at (561) 833-9920 or FAX him at (561) 832-3165 as far in advance as possible.

The program also includes giving each participant a **pedometer**. If you don't have enough on hand, call the Lifestyle Resource Core as far in advance as possible.

## Session 1: Fresh Start

### Objectives:

- C Participants will verbalize how they will implement the restart class guidelines for eating and physical activity, self-monitoring, and staying in close contact with their Coach.
- C Participants will demonstrate any skills need to implement the restart class guidelines, such as completing the Daily Log, graphing their weight, and using the pedometer.

### Materials:

- C Notebooks containing the following handouts: 1000-1200 Calorie Eating Plan, 1500 Calorie Eating Plan, 1000-Calorie Slim Fast Eating Plan, 1500-Calorie Slim Fast Eating Plan, Weight Graph, Daily Log
- C Slim Fast shakes and powder and coupons
- C Pedometers

### Before the session:

- C For instructions and the rationale for using Slim Fast and the pedometers, review the related materials in the Tool Box. (Note the abstract “Successful Weight Maintenance After Weight Loss: A 3.5 Year Community Study” included in the Slim Fast materials in the Tool Box.)
- C Advertise the class, giving the message that it is not designed for everyone but rather for only those participants who are ready to aggressively pursue additional weight loss and physical activity during a six-week period of a highly structured, streamlined program with frequent accountability. You may want to advertise the class using a slogan like “Get Those 10 Pounds Off.”

Plan to exercise as a group before or after the session.

Have participants arrive early **to be weighed** privately (this is a key part of this course so make sure that the location will allow for weigh-ins). Distribute the participant notebooks at that time.

1. Introductions (have participants give their names, amount of time they have been in the DPP).
2. Describe the purpose of the class: to provide an intensified intervention for participants who are ready to aggressively pursue additional weight loss and physical activity during a six-week period. This class is not designed to appeal to everyone but only to those who are ready to commit themselves to a highly structured, streamlined program with frequent accountability. The program is much more structured than the core curriculum and rather

than providing choices and flexibility, it is designed to eliminate choices in favor of structure. This is because many people find it easier to follow a structured plan (no decisions, no choices, almost no self-monitoring unless you deviate from the plan) and because it can be very motivating to work hard for a period and see results.

3. Explain that the goals for the class are simple and aggressive. (Distribute and review the related handouts as you explain each of the following four goals.)
  1. Follow an **eating plan** that will help you clearly and consistently limit your intake for the six weeks of the class. Choose one of following:
    - a. A **structured eating plan** (either 1000-1200 calories if your starting weight is less than 200 pounds or 1500 calories if your starting weight is more than 200 pounds), **or**
    - b. Drink a **Slim Fast** shake for breakfast and lunch and eat a low-fat/calorie meal for dinner (to total either 1000 calories or 1500 calories per day depending on your starting weight).

(Make the following points about the eating plans:

- C Trim meats of all separable fats *before* cooking. Weights, fat grams, and calories are for *cooked* meats, weighed without bone.
- C Any additional foods should be calorie-free (e.g., spices, mustard, black tea or coffee, diet soft drinks).
- C Encourage participants to take:
  - a. A daily multivitamin with 100% of the RDAs, and
  - b. A calcium supplement in divided doses with meals to provide a total of 900 mg elemental calcium per day (e.g., one 300-mg. calcium carbonate tablet like Tums or a similar store brand with each meal).
- C If participants question or complain about the limited food choices in the eating plans, explain that **the point of the plans is to follow them *religiously* so that choices and decisions are eliminated** (a large part of why many people succeed using the plans is that the food choices are limited). Again, this program is not for everyone but for those who are ready to commit to a highly structured program for a six-week period.)

2. Follow a **walking program** that will help you clearly and consistently increase your physical activity (for this restart program, we want to encourage you to go *beyond* the minimum we usually recommend). To do this:

During week:	Walk <u>every</u> day for:	For a weekly total of:
1	30 minutes	210 minutes
2 and 3	45 minutes	315 minutes
4, 5, and 6	60 minutes	420 minutes

We are giving you a pedometer as another way for you to see your success in increasing your physical activity. (Distribute the pedometers and explain how to use them. Participants are to wear them daily, throughout the day. For details, refer to the pedometer information in the Tool Box.)

3. **Weigh yourself at home every day and graph your weight.** The goal of this program is to help you **lose 10 pounds in six weeks**, so you will be charting your progress toward this goal. (Note: There are two weight graphs, each covering 21 days or three weeks. Demonstrate using an example and then have the participants complete the vertical axis of both graphs with their starting weight and goal weight, and then with the one-pound increments between them. Check each participant's graph. Emphasize that participants should weigh themselves on the same scale at the same time each day wearing the same clothing (e.g., first thing in the morning with no clothes on or only underwear). This helps to avoid questions about whether a change in weight is due to a change in clothing (e.g., shoes versus no shoes, sweater versus no sweater) or contents of the stomach (e.g., weighing after breakfast versus before). Explain that their weight may go up or down several pounds from day to day due to shifts in fluid balance, and they should not be alarmed by this. What we look for is an overall trend. By weighing themselves daily, they will be able to see this trend and respond to it promptly.)
4. **Stay in close contact with us for support.** This will be done in two ways:
  - C Complete the Daily Log and call your Lifestyle Coach once a week** to report your daily weight, walking minutes, and steps (pedometer reading). (Give the participants a specifically scheduled time of day ("call-in hour") on a day of the week about midway between the sessions during which to call you.)

- C Come to all six of the weekly group meetings.** These will be short meetings. First you'll be weighed privately. Then we'll talk as a group about what went well during the previous week and what did not go so well, and we'll problem solve together. Then we'll take a walk.

Answer any questions.

After the session:

- C** We strongly recommend that you phone each participant two to four days after the class to ask how things are going with the eating plan, walking plan, and self-monitoring, and answer any questions. Praise their efforts so far, and tell them you look forward to hearing from them during the call-in hour and seeing them at the next session.

## Session 2-6: Fresh Start

Objectives:

- C Participants will verbalize positive changes related to being in the restart class (e.g., weight loss, increased physical activity, more energy, greater sense of well-being, etc.).
- C Participants will identify problems related to following the restart class guidelines and develop a plan to resolve them.

Materials:

- C Same as for Session 1.

Plan to exercise as a group before or after the session. Have participants arrive early **to be weighed** privately. Review their Daily Log and weight graph.

1. Ask participants **what went well** with their eating and exercise since the last session. Praise participants for what went well, pointing out examples of skills used such as problem solving, staying away from or changing problem cues or adding helpful cues (food, exercise and/or social cues); talking back to negative thinking; getting back on track right away after a slip; pre-planning; stress management; being assertive; and so on.
2. Ask participants to share **what was challenging** for them. As the group gives examples, express empathy, use active listening, and communicate respect. Ask for one or more volunteers to give an example challenge for the group to **problem solve together**. Facilitate the problem solving process (describe the problem, brainstorm options, choose the best option, make a positive action plan) and reinforce the group's participation in the process. (At the next session, follow-up by asking the volunteers to share their experiences trying the action plan. As a group, continue the problem solving process if necessary.)
3. Allow time for **discussion and interaction** throughout the session but keep the length of the session brief (30 minutes or less).
4. Remind participants of their **exercise goal for the coming week** (see Session 1 for the incremental goals).

At **Session 6**, discuss with the participants whether they found the restart program helpful and if so, that this may be something they can use periodically if they see their weight going up. (Explain that one way many people control their weight is to return, as soon as they see their weight increasing, to a more structured and aggressive plan for eating and activity for a period of time.) Encourage participants to keep off the weight they have lost during the class by gradually

adding back calories and increasing the variety of food choices until they return to a more maintenance level (recommend that participants add about 200 calories per day for a week at a time, watch the scale, and adjust calorie intake accordingly).

Answer any questions.



# 1000-Calorie Slim Fast Eating Plan

Slim Fast shakes may help you lose weight and keep it off. Ultra Slim Fast shakes:

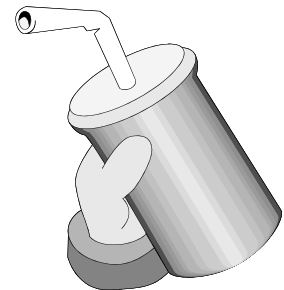
**C Provide a meal that is low in fat and calories.**

One Ultra Slim Fast shake contains 220 calories, 3 grams of fat, 10 grams of high quality protein, 5 grams of dietary fiber, and 18 essential vitamins and minerals.

**C May help you avoid difficult food choices and temptations.**

**C Make food shopping and preparation easier.**

**C Are easy to carry and store.**



Follow this meal plan:

Meal	Plan	Calories
Breakfast	Slim Fast Shake	220
Lunch	Slim Fast Shake	220
Dinner	1. Low-fat frozen entree ( $\leq 300$ calories, $\leq 10$ grams fat) <i>or</i> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat: C Fish C Chicken or turkey, without skin C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed C Sirloin or round steak, trimmed C Roast beef (round or rump), trimmed 2. 1 dinner roll or 1 baked or boiled potato or $\frac{1}{2}$ cup cooked rice 3. Tossed salad (no nuts, cheese, olives, or avocado) with 1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount) <i>or</i> 3-4 vegetables, cooked and served without added fat 4. 1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) or 1 cup melon or berries	$\leq 300$           100 <100   100
<b>Total</b>		1000

# 1500-Calorie Slim Fast Eating Plan

Slim Fast shakes may help you lose weight and keep it off. Ultra Slim Fast shakes:

**C Provide a meal that is low in fat and calories.**

One Ultra Slim Fast shake contains 220 calories, 3 grams of fat, 10 grams of high quality protein, 5 grams of dietary fiber, and 18 essential vitamins and minerals.

**C May help you avoid difficult food choices and temptations.**

**C Make food shopping and preparation easier.**


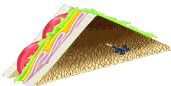

**C Are easy to carry and store.**



Follow this meal plan:

Meal	Plan	Calories
Breakfast	Slim Fast Shake	220
Lunch	Slim Fast Shake	220
Snack	1 medium piece of fruit	100
Dinner	1. Low-fat frozen entree ( $\leq 300$ calories, $\leq 10$ grams fat) <i>or</i> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat: C Fish C Chicken or turkey, without skin C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed C Sirloin or round steak, trimmed C Roast beef (round or rump), trimmed	$\leq 300$
	2. 1 dinner roll, plain, or 1 baked or boiled potato, or ½ cup cooked rice	100
	3. 2 teaspoons margarine	100
	4. Tossed salad (no nuts, cheese, olives, or avocado) with 1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount) <i>or</i> 3-4 vegetables, cooked and served without added fat	<100
	5. 1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) or 1 cup melon or berries	100
Snacks	1 oz. hard pretzels <i>or</i> 3 cups plain air-popped popcorn	100
	1 medium piece of fruit	100
<b>Total</b>		<b>1500</b>

# 1000-1200 Calorie Eating Plan

Meal	Plan
<b>Breakfast</b> (200-250 calories)	<p>A. ½ cup <i>unsweetened</i> juice (any type with 60 calories or less) (e.g., orange, apple, or pineapple juice)            1 cup <i>unsweetened</i> cold cereal (any type with 100 calories or less) (e.g., Bran Flakes, Cheerios, Special K, Total) <b>or</b> ⅔ cup cooked hot cereal (e.g., oatmeal or cream of wheat)            ½ cup skim milk</p> <p><b>or</b></p> <p>B. 1 English muffin or two slices of toast (do <i>not</i> substitute bagels)             2 teaspoons jelly or jam            1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach)  <b>or</b> 1 cup melon or berries</p>
<b>Lunch</b> (300-350 calories)	<p>A. 1 sandwich:            2 slices bread            3 ounces tuna (canned in water), <i>or</i> oven-roasted turkey or chicken breast            1 tablespoon fat-free mayonnaise or mustard            1 medium fresh fruit <b>or</b> 1 cup melon or berries </p> <p><b>or</b></p> <p>B. 1 frozen entree (e.g., Lean Cuisine, Healthy Choice, Wt. Watchers, Budget Gourmet) with less than 300 calories and less than 10 grams fat            Tossed salad (no nuts, cheese, olives, or avocado)            1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount)</p>
<b>Dinner</b> (500-550 calories)	<p>1. Low-fat frozen entree (<math>\leq 300</math> calories, <math>\leq 10</math> grams fat)  <b>or</b> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat:</p> <ul style="list-style-type: none"> <li>C Fish</li> <li>C Chicken or turkey, without skin</li> <li>C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed</li> <li>C Sirloin or round steak, trimmed</li> <li>C Roast beef (round or rump), trimmed</li> </ul> <p>2. 1 dinner roll, plain <b>or</b> 1 baked or boiled potato   <b>or</b> ½ cup cooked rice</p> <p>3. Tossed salad with 1-2 tablespoons reduced calorie dressing (see guidelines above)  <b>or</b> 3-4 vegetables, cooked and served without added fat</p> <p>4. 1 medium piece of fresh fruit or 1 cup melon or berries</p>

# Sample Menus for 1000-1200 Calorie Eating Plan

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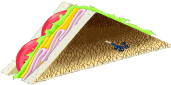

## Day 1

	<b>Fat (g)</b>	<b>Calories</b>
<b>Breakfast</b>		
½ cup unsweetened apple juice	0	58
1 cup Cheerios	0	110
½ cup skim milk	0	43
<b>Lunch</b>		
2 slices bread	2	140
3 ounces tuna (canned in water)	1	99
1 tablespoon fat-free mayonnaise	0	12
1 medium pear	1	98
<b>Dinner</b>		
Healthy Choice Chicken Enchiladas	8	280
Dinner roll	3	108
Tossed salad (2 cups)	0	28
2 tablespoons fat-free Italian dressing	0	32
1 cup strawberries	0	46
<b>Total:</b>	<b>15</b>	<b>1054</b>

## Day 2

	<b>Fat (g)</b>	<b>Calories</b>
<b>Breakfast</b>		
1 English muffin	1	134
2 teaspoons strawberry jam	0	32
1 medium banana	0	96
<b>Lunch</b>		
Lean Cuisine French Bread Pizza	9	300
Tossed salad (2 cups)	0	14
2 tablespoons fat-free Italian dressing	0	32
<b>Dinner</b>		
4 ounces broiled pork chop (loin), trimmed	12	243
½ cup cooked white rice	0	103
½ cup broccoli	0	26
½ cup carrots	0	35
½ cup corn	0	66
1 medium apple	0	81
<b>Total:</b>	<b>22</b>	<b>1162</b>

# 1500 Calorie Eating Plan

Meal	Plan
<b>Breakfast</b> (200-250 calories)	A. ½ cup <i>unsweetened</i> juice (any type with 60 calories or less) (e.g., orange, apple, or pineapple juice) 1 cup <i>unsweetened</i> cold cereal (any type with 100 calories or less) (e.g., Bran Flakes, Cheerios, Special K, Total) <b>or</b> ⅔ cup cooked hot cereal (e.g., oatmeal or cream of wheat) ½ cup skim milk <b>or</b> B. 1 English muffin or 2 slices toast (do <i>not</i> substitute bagels) 2 teaspoons jelly or jam 1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) <b>or</b> 1 cup melon or berries 
<b>Snack</b> (100 calories)	1 medium piece of fresh fruit (e.g., apple, pear, banana, orange, peach) <b>or</b> 1 cup melon or berries
<b>Lunch</b> (300-350 calories)	A. 1 sandwich: 2 slices bread 3 ounces tuna (canned in water), <i>or</i> oven-roasted turkey or chicken breast 1 tablespoon fat-free mayonnaise or mustard 1 medium fresh fruit <b>or</b> 1 cup melon or berries <b>or</b> B. 1 frozen entree (e.g., Lean Cuisine, Healthy Choice, Wt. Watchers, Budget Gourmet) with less than 300 calories and less than 10 grams fat Tossed salad (no nuts, cheese, olives, or avocado) 1-2 tablespoons reduced-calorie dressing (any type with 32 calories or less for total amount) 
<b>Dinner</b> (600-650 calories)	1. Low-fat frozen entree ( $\leq 300$ calories, $\leq 10$ grams fat) <b>or</b> 4 ounces, cooked, of any one of the following, baked or broiled, without added fat: C Fish C Chicken or turkey, without skin C Ham, pork chops (loin or sirloin), or pork roast (loin or sirloin), trimmed C Sirloin or round steak, trimmed C Roast beef (round or rump), trimmed 2. 1 dinner roll, plain <b>or</b> 1 baked or boiled potato <b>or</b> ½ cup cooked rice 3. 2 teaspoons margarine 4. Tossed salad with 1-2 tablespoons reduced calorie dressing (see guidelines above) <b>or</b> 3-4 vegetables, cooked and served without added fat 5. 1 medium piece of fresh fruit or 1 cup melon or berries 
<b>Snacks</b> (200 calories)	1 oz. hard pretzels <b>or</b> 3 cups plain air-popped popcorn 1 medium piece of fruit

# Sample Menus for 1500 Calorie Eating Plan

## Day 1

	Fat (g)	Calories
<b>Breakfast</b>		
½ cup unsweetened apple juice	0	58
1 cup Cheerios	0	110
½ cup skim milk	0	43
<b>Snack</b>		
1 banana (8")	0	96
<b>Lunch</b>		
2 slices bread	2	140
3 ounces tuna (canned in water)	1	99
1 tablespoon fat-free mayonnaise	0	12
1 medium pear	1	98
<b>Dinner</b>		
Healthy Choice Chicken Enchiladas	8	280
Tossed salad (2 cups)	0	28
Dinner roll	3	108
2 teaspoons margarine	8	68
2 tablespoons fat-free Italian dressing	0	32
1 cup strawberries	0	46
<b>Snacks</b>		
1 ounce hard pretzels	0	108
1 medium orange	0	62
<b>Total:</b>	<b>23</b>	<b>1388</b>

## Day 2

	Fat (g)	Calories
<b>Breakfast</b>		
1 English muffin	1	134
2 teaspoons strawberry jam	0	32
1 medium banana	0	96
<b>Snack</b>		
1 medium peach	0	37
<b>Lunch</b>		
Lean Cuisine French Bread Pizza	9	300
Tossed salad (2 cups)	0	14
2 tablespoons fat-free Italian dressing	0	32
<b>Dinner</b>		
4 ounces broiled pork chop (loin), trimmed	12	243
½ cup cooked white rice	0	103
2 teaspoons margarine	8	68
½ cup broccoli	0	26
½ cup carrots	0	35
½ cup corn	0	66
1 medium apple	0	81
<b>Snacks</b>		
3 cups air-popped popcorn	1	92
1 medium pear	1	98
<b>Total:</b>	<b>32</b>	<b>1457</b>

Name \_\_\_\_\_ Eating plan \_\_\_\_\_

# Daily Log, Week \_\_\_\_\_

Walking schedule:

During week:	Walk <u>every</u> day for:	For a weekly total of:
1	30 minutes	210 minutes
2 and 3	45 minutes	315 minutes
4, 5, and 6	60 minutes	420 minutes

Date	Weight (lbs): Remember to graph your weight, too.	List any extra foods and/or amounts you ate:	Minutes walked	Steps

**Total:** \_\_\_\_\_

## **Maintaining Motivation in the After-Core: Setting Goals, Keeping Track of Success, Problem Solving, and Reaping Rewards**

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### **Class Overview**

The attached after-core class was developed by Barbara McCann, PhD, behavioral consultant to the DPP center in Seattle. The purpose of the class is to teach participants how to manage their own health habits using the principles of behavioral self-management.

**Session 1: Goal Setting** Participants will discuss the purpose of setting goals and learn how to select achievable goals. Participants will complete several goal setting handouts using an example goal of their own.

**Session 2: Keeping Track of Success** Participants will discuss the purpose and importance of self-monitoring. Participants will devise a self-monitoring strategy to monitor progress toward the goal they set at the last session.

**Session 3: Problem Solving** Participants will review the steps involved in problem solving and work through a problem solving example.

**Session 4: Reaping Rewards** Participants will discuss intrinsic and extrinsic rewards and plan some examples of intrinsic and extrinsic rewards for themselves.

*Editors Note:* Be sure to assign some homework at each session so that participants can practice applying what they have learned. Review the homework at the next session. At the final session, provide a review of all of the sessions and discuss how participants can use what they have learned after the end of the class. (An excellent related reference for yourself and for well-educated participants is **Self-Directed Behavior: Self-Modification for Personal Adjustment** by David Watson and Roland Tharp.)



# The Management of Emotional Eating

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The attached class on emotional eating was developed by Don Williamson, PhD, behavioral consultant at DPP Pennington. There is a great deal of information in the class, more than you may be able to present effectively in four sessions, so you may want to select parts of it to focus on for four sessions or conduct additional sessions. Be sure to allow ample time at each session for discussion and interaction among participants.

## How to Score the Three Factor Eating Questionnaire

In this class, participants complete the Three Factor Eating Questionnaire (see Appendix C) which measures three dimensions of eating:

Factor 1: Dietary Restraint (21 questions pertain to this factor)

Factor 2: Disinhibition (16 questions pertain to this factor)

Factor 3: Perceived Hunger (14 questions pertain to this factor)

Instruct participants to complete the questionnaire by circling “T” for true or “F” for false for each question. While the leader continues conducting the class, have an assistant collect the completed questionnaires and score them as follows.

- a. For each question, **if a participant’s circled response matches the circled response on the scoring key (see Appendix D), the assistant writes on the participant’s completed questionnaire, to the right of that question, the factor number that is indicated beside that question on the scoring key.** If the participant’s circled response does *not* match the scoring key, the assistant goes on to the next question.

For example, if Mrs. Smith circled “T” for question 1, the assistant would write a “2” on Mrs. Smith’s questionnaire to the right of question 1. If Mrs. Smith circled “F” for question 2, the assistant would move on to question 3. If Mrs. Smith circled “T” for question 3, the assistant would write a “3” to the right of that question.

- b. After scoring each question, **the assistant tallies the number of “1’s” and “2’s”** written to the right of the questions on the participant’s questionnaire. (Factor 3 correlates highly with Factor 2 and is not included in the final scoring for this class.) The assistant writes a total for Factor 1 and a total for Factor 2 on the participant’s questionnaire.
- c. On a copy of the handout **“What Kind of Eater Am I?”** the assistant writes the participant’s name and the date, then **circles the section of the grid** within which the

participant's scores fall. For example, if the assistant counted a total of three 1's (Factor 1: Dietary Restraint) and 13 2's (Factor 2: Disinhibition) on Mrs. Smith's scored questionnaire, the assistant would circle the bottom left section of the grid (the scores fall within the 0-10 range for Low Dietary Restraint and the 10 or more range for High Overeating).

- d. Finally, the assistant **circles the category at the top of the handout** that applies to the participant. Mrs. Smith's category would be Low Restraint/High Overeating.

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## DPP Spring Training

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As the year 2000 begins, more than 500 DPP lifestyle participants have been in the study for 18 months or more. While some participants have lost weight and maintained the loss, others are struggling and experiencing weight regain. The **average weight losses for all DPP lifestyle participants are gradually diminishing**, as shown in the table below.

### **Weight Change for Lifestyle Participants Based on F01 and F02 (All Clinics)**

Data as of December 15, 1999

Month	N	Mean weight change (lbs)
6	1041	-14.8
12	829	-14.9
18	578	-12.6
24	386	-10.6
30	207	-8.0

Similarly, **the average physical activity for participants during the core curriculum period was more than 200 minutes and by 18 months is consistently below this number.**

By now most lifestyle participants know what they need to do to reach their weight and activity goals, but they may be bored, frustrated, or overwhelmed with all of it and showing a lower level of commitment. In addition, many Coaches have come to know their participants so well by this point that individual meetings can easily become focussed on personal issues (although this is understandable and often critically important for retention purposes, it makes it even more difficult to focus on the basics of healthy eating and exercise).

With all of this in mind, and with the aim to **revitalize the lifestyle intervention**, we have developed the attached **after-core class, DPP Spring Training**, designed to be offered during **April - July 2000**. Although the class is optional, we **strongly encourage all centers to offer this class or a similar one to their lifestyle participants**. We envision that new waves of a similar class may be offered in the Spring of 2001 as well.

The purpose of the DPP Spring Training is **to offer participants a new opportunity for weight loss and exercise in a group format**. We want to position this as a new and different approach within the DPP, with **new staff and a different location** if at all possible. (The basic principles

of how to lose weight in a healthy manner remain the same, but we are trying to present these principles in a new way.)

The class will include the following key features:

1. **Offered to all lifestyle participants who have completed the core curriculum.** We recommend that centers send a **personal invitation to participants from the Principal Investigator** (see attached sample letter).
2. **At least eight weeks of weekly group meetings, with the option of an additional four to eight weeks.**
  - C We propose a *group format* because it has been shown to be highly effective in behavioral weight loss programs (the core curriculum was designed to provide individual contacts largely because of the pace of randomization). However, **if your study team feels that a group format will not work at your center, feel free to take parts of the class and use them with individual participants instead.**
  - C We propose **weekly meetings for eight weeks**, a sufficient period of time to allow participants to reengage, develop social support with the other participants in the class, and reach significant weight and exercise goals. We recommend that each center survey their participants to see what day of the week and time would be most convenient for the most participants to attend (e.g., on a Thursday night or Saturday morning). You may want to meet **twice weekly if weight training is the focus** (see below) to allow for ongoing instruction and practice.
  - C At the end of the first eight weeks, the participants are to be **invited to continue for another four to eight weeks**. Participants who have not been in the class during the first eight weeks may join the class at this time as well.

Note: Each session **may be considered an In-Person Contact** provided a Coach meets with the participants individually, before or after the class, to collect and comment on self-monitoring records, get weight and physical activity data, and problem solve. In that case, an L03 form should be completed for each participant who attends.
3. **A weight loss goal of 1-2 pounds per week.** This is a realistic goal, would help many participants reach the 7% weight loss goal for the study, and would benefit many who have already reached the study goal. (The goal should be weight maintenance for any participants who reach a BMI of 21--see the Manual of Operations, Section 2.1.1.) If a participant has already reached the 7% weight loss goal and doesn't want to lose more, he or she may still want to attend the class to exercise, enhance weight maintenance, and receive group support.

4. **An exercise goal of at least 200 minutes per week.** This is higher than the 150-minute study goal because we thought participants should set their sights a little higher than the minimum goal for a “training” program. To reach the 200-minute goal, stepwise weekly goals should be set for each participant depending on how much physical activity they are doing when they enter the class. (If strength training is the class topic, as outlined below, the goal would be to do 150 minutes of aerobic activity *plus* the strength training assignment for each week.) (Note: For the purpose of lifestyle form completion, if participants reach 150 minutes per week during the class, they will still be reaching the study goal.)
5. **Four weeks of structured meal plans for 1200 and 1500 calories (attached), designed to be repeated twice for a total of eight weeks.** The meal plan for the DPP Spring Training is called “DPP *Start Now*.” We are providing detailed meal plans because participants often look to structured plans, which eliminate a lot of temptations and decisions about food, to renew their efforts at weight control. Shopping lists are also provided. Participants are to be coached to follow the meal plans exactly for *at least* the first four weeks (see the Coach instructions with the meal plans). At that point, participants may choose to recommit to the meal plan or develop individualized modifications with their Coach and then attempt to follow the modified meal plans exactly for the additional four weeks.
6. **Each session will include a weigh-in and collection and review of self-monitoring materials.** We strongly recommend that participants use a **different method of self-monitoring** during the class. As one option, the Lifestyle Resource Core has ordered each center copies of **HealthCheques**, a checkbook-style self-monitoring booklet with room for three weeks of recording.
  - C In HealthCheques, the inside cover may be used to record **individualized goals** for participants in the class.
  - C For **recording exercise**, there are two options:
    - a. In the separate pages for exercise monitoring (these are marked in the lower right hand corner by a graphic of a pair of sneakers and include a place for recording exercise goals and minutes of both aerobic exercise and muscle conditioning; unfortunately, exercise minutes are distinguished from “physical activity,” which most likely refers to lifestyle activity and will need to be explained to participants), or
    - b. In the area labeled “Comments” at the bottom of each page for monitoring food intake (this may be easier for participants than flipping to the separate exercise sections).

We recommend that participants **self-monitor measures of their progress during the class**, such as waist circumference, perceived rate of exertion after walking a certain distance, and/or the number of reps they are able to complete comfortably doing muscle training exercises. Depending on who leads the class, you may want to provide an

additional form of self-monitoring. For example, cardiac rehabilitation centers may use a standard note card to record each participant's exercise prescription and individual progress during each visit.

- C To record **food intake**, participants who follow the DPP *Start Now* eating plan exactly would write "Eating Plan" on the food log pages (or indicate any deviations from the plan). Participants who do not follow the eating plan could self-monitor fat grams and/or calories in the columns provided or monitor servings from the Food Pyramid in the boxes provided.
- C You will need to instruct participants to record **weight** in the comments section at the bottom of each food log page.

Alternative methods for self-monitoring may be arranged for participants with their Lifestyle Coach.

7. We believe most participants know what to eat and how to exercise, are weary of hearing about these topics, and are more likely to attend a class if they receive new information and group experiences they could not get elsewhere without significant cost. With this in mind, **we recommend the primary content of the class be strength training.** Several centers have noted that strength training classes have attracted a large number of participants, and in general, the feedback has been very positive.
  - C We recommend that the class **include training with Thera-Bands as well as with other weight lifting equipment, if available**, so that participants can use the Thera-Bands at home between sessions to fulfill part of their activity goal. (All of the DPP centers have already received some Thera-Bands from the Lifestyle Core. An additional roll of thin resistance (yellow) Thera-Bands will be shipped to each center soon.)
  - C Given the potential effectiveness of providing a "fresh face" for participants, centers should brainstorm options for finding **a new and/or different individual with exercise expertise who could lead the classes.** Possibilities include an existing staff member who has not been extensively involved with the majority of participants, an exercise physiology student or intern, or a consultant hired on a limited basis. (A Coach would need to be on hand to weigh participants, help review self-monitoring, and so on.)Some centers may want to vary the class topic. Some alternatives include the following: a) choose a different exercise as the focus, such as aerobic dance or circuit training; b) alternate sessions on strength training with low-fat cooking or recipe tasting, or include exercise and nutrition at each session; or c) use the 16-session Learn Manual (the Lifestyle Core has sent this to each center).
8. **A new location**, if possible, that might attract participants. For example, you may be able to offer the class at a location with weight lifting equipment, or hold the class at a neighborhood community center, recreation center, or church using Thera-bands and free weights.

# DPP Spring Training 2000: How Did It Go?

We want to know what you thought of the DPP Spring Training 2000.

<b>How helpful were each of the following?</b>		NA = Not Applicable (Not Part of the Program), 1 = Not at All Helpful, 5 = Very Helpful					
1.	The Start Now Eating Plans	NA	1	2	3	4	5
2.	Learning to use the Therabands	NA	1	2	3	4	5
3.	Meeting as a group with other participants	NA	1	2	3	4	5
4.	Exercising as a group with other participants	NA	1	2	3	4	5
5.	Group leader: _____	NA	1	2	3	4	5
	Group leader: _____	NA	1	2	3	4	5
	Group leader: _____	NA	1	2	3	4	5
6.	Using the Health Checques to self-monitor	NA	1	2	3	4	5
7.	Using another kind of self-monitoring (specify type used: _____)	NA	1	2	3	4	5
8.	Receiving an invitation from the Principal Investigator	NA	1	2	3	4	5
9.	The option of coming on different days of the week	NA	1	2	3	4	5
10.	Location: _____	NA	1	2	3	4	5
	Location: _____	NA	1	2	3	4	5
	Location: _____	NA	1	2	3	4	5
11.	Other: _____	NA	1	2	3	4	5

Do you have other comments or suggestions?

If we were to do another Spring Training, would you suggest any changes?

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Thank you.

# The DPP *Start Now* Eating Plans

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The attached DPP *Start Now* eating plans for 1000-1200 and 1500 calories have been designed for use by lifestyle participants in the DPP Spring Training program. However, these plans may also be used at any point during the intervention to help participants lose weight.

Here are some **guidelines for using the plans** with participants:

1. When you present one of the plans to a participant, emphasize that the plan is to be **followed *exactly* for eight weeks, repeating the four weeks of menus twice**. Following them exactly is important because it is the structure of eating plans that is so helpful to many people. We strongly encourage you to **err on the side of not modifying the plans**. If there is an individual participant who cannot follow these plans (e.g., a participant who does not eat meat or has a food allergy), *make necessary modifications before the participant takes the plans home*.

At that end of the first four weeks, participants may choose to recommit to the meal plans or develop individualized modifications with their Coach and then attempt to follow the modified meal plans exactly for the additional four weeks.

2. The eating plans were developed based on the following patterns (the patterns are not intended for participants but may help you if you need to modify the plans):

## 1000-1200 Calories

- C **Breakfast: 200-250 calories.** Exchanges: 1 starch, 1 skim milk, 1 fruit.
- C **Lunch: 300-350 calories.** Exchanges: 2 starches, 2 ounces lean meat, 1 fat, 1 vegetable.
- C **Dinner: 400-450 calories.** Exchanges: 2 starches, 3 ounces lean meat, 2 vegetables, 1 fruit. (The main dishes are vegetarian twice a week, chicken twice a week, red meat once a week, fish once a week, and pork once a week.)
- C **Snack: 100 calories.** Exchanges: 1 skim milk.

## 1500 Calories

- C **Breakfast: 350 calories.** Exchanges: 3 starches, 1 fat, 1 skim milk, 1 fruit. (Same as 1000-1200 plan plus 2 slices toast and 1 teaspoon margarine.)
- C **Lunch: 300-350 calories.** Exchanges: 2 starches, 2 ounces lean meat, 1 fat, 1 vegetable. (Same as 1000-1200 plan.)
- C **Dinner: 500 calories.** Exchanges: 2 starches, 3 ounces lean meat, 1 fat, 2 vegetables, 1 fruit. (The main dishes are vegetarian twice a week, chicken twice a week, red meat once a week, fish once a week, and pork once a week.) (Same as 1000-1200 plan plus 1 teaspoon margarine.)
- C **Snack: 300 calories.** Exchanges: 1 skim milk, 2 starches, 1 fruit. (Same as 1000-1200 plan plus pretzels or cookies and fruit.)

Note: **The eating plan for 1500 calories was calculated using *regular* margarine. Point out to participants that they will save calories and fat by using a low-fat or fat-free margarine.**



3. The eating plans provide an average of 800 mg. calcium per day, from miscellaneous foods as well as from major sources of calcium such as milk, yogurt, pudding, and frozen yogurt. Adults between the ages of 19 and 50 need 1000 mg. calcium per day and those 50 years and older need 1200 mg. per day. **If participants intend to follow these eating plans for a long period of time, they should supplement them with additional sources of calcium** (e.g., by taking a calcium supplement or substituting a high-calcium food for another food *of similar caloric content* in the eating plan). For example, participants may want to include additional skim milk or calcium-fortified orange juice (both contain approximately 300 mg. calcium per 8 ounces) or yogurt (350-450 mg. per 8 ounces).
4. In developing the plans, we tried to keep the meals very simple to prepare and shop for. For variety and interest, we added some spices and flavorings to many of the dinner entrees, but **participants who do not want to use the specified spices and flavorings can choose to eliminate them or add their own calorie-free flavorings.**
5. We wanted to keep a full day of meal plans on one page, so we went with a much smaller font size than we typically use with participant handouts. Please enlarge the meal plans for participants who need a larger print.

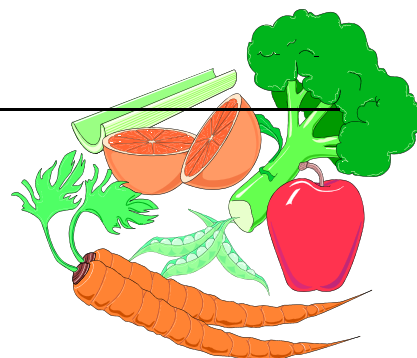
Lifestyle Coaches tested the recipes for the dinner entrees, and we revised them based on their feedback. Thanks everyone for your help!

**DPP *Start Now* Eating Plan**  
**1000-1200 Calories**

# The DPP *Start Now* Eating Plan

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Attached is your **DPP *Start Now* Eating Plan**. It's designed to help you lose weight without a lot of temptations or decisions to make about food. What's more, you won't need to self-monitor the foods you eat!



Here's what to do:

1. **Eat *exactly* what's on the plan. Don't substitute.** However, if there's a food you don't eat (e.g., red meat), talk with your Lifestyle Coach about how to change the plan *before you begin*.
2. You may eat **any amount of the foods on the Free Foods list**.
3. **Season your foods with calorie-free seasonings** such as your favorite herbs, lemon juice, or fat-free condiments. (Note: Keep in mind that nonstick cooking sprays do contain fat and calories. Whenever the eating plans include cooking spray, *limit each spray to 2 seconds*. Longer sprays will increase the calorie and fat content of the meal.)
4. **Don't drink any alcoholic beverages.** Choose from the beverages on the Free Foods list, and aim for eight glasses of water per day.
5. *Important:* **Trim all meats of all separable fat before cooking.**
6. **Go food shopping only once a week, if possible.** Go *after* a meal so you aren't hungry.
7. **The shopping list gives the exact amount of food you'll need each week.** Before you go shopping, check off the foods you already have at home. Add any foods from the Free Foods list you'd like to buy.
8. **Buy the smallest containers you can.** For example, if you need only 1½ cups of frozen yogurt for the week, buy a pint rather than a quart. That way, you won't have a lot of extra food in the refrigerator or freezer to tempt you.
9. **If possible, cook the amount of food you need, no more.**
10. **Put away any leftovers *before* you sit down to eat.** If you are cooking for one, you may need to buy more than you will eat during the week, for example, a can of black beans or a pound of hamburger. Freeze the leftover ingredients that can be frozen, or make double the recipe and freeze half for another week. If you have leftover fresh vegetables that are on the Free Foods list, such as lettuce, celery, and tomatoes, you may want to enjoy some extra salads (with low-calorie dressing) during the week.
11. **Weigh and measure your food.** Small errors in portion sizes really add up.

Turn the page for your eating plans, and *Start Now* toward a healthier lifestyle!

**DPP Start Now Eating Plan, 1000-1200 Calories, Week 1**

	<b>Monday</b> (1178 calories, 17 g. fat)	<b>Tuesday</b> (1013 calories, 17 g. fat)	<b>Wednesday</b> (1095 calories, 15 g. fat)	<b>Thursday</b> (1036 calories, 12 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Banana</b>, ½ (or 1 medium apple)</p>
L	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Dill pickle</b>, 1  <b>Carrot sticks</b>, 1 cup</p>	<p><b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)</p>
D	<p><b>Deviled Steak</b> (Preheat broiler. Place a 4-ounce (raw wt.) piece of boneless sirloin steak, cut into 1" thick slices, on a broiler pan rack sprayed with cooking spray. Broil 4 inches from source of heat for 5 minutes. Turn and broil 4 more minutes for medium-rare or to desired doneness (time will vary depending on thickness). Meanwhile, combine 1 Tablespoon sherry, 1 teaspoon dry mustard, and 2 Tablespoons Worcestershire sauce in small saucepan. Cook over medium heat, stirring, until bubbly. Stir in 1 Tablespoon chopped fresh parsley. Spoon sauce over broiled sirloin.)  <b>Rice</b>, ⅔ cup cooked  <b>Steamed broccoli</b>, 1 cup  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Broiled Barbecue Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for about 10 minutes, turning often, until no longer pink in center (cooking time will vary). During last few minutes, brush both sides with barbecue sauce, 1 Tablespoon per side. Season to taste with salt and pepper.)  <b>Baked potato</b>, 1 medium, with 2 Tablespoons fat-free sour cream  <b>Frozen mixed vegetables</b>, cooked, 1 cup  <b>Apple</b>, 1</p>	<p><b>Cooked spaghetti</b>, 1 cup  <b>Bottled pasta sauce</b>, any type with no more than 150 calories and 10 grams fat per cup, ½ cup  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Peach or pear</b>, 1, sliced (or ½ cup canned in water or juice)</p>	<p><b>Bean Burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with ½ cup vegetarian fat-free refried beans. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, 2 Tablespoons salsa, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.)  <b>Rice</b>, ⅓ cup cooked  <b>Fresh or frozen green beans</b>, cooked, ½ cup  <b>Peach or pear</b>, 1, sliced (or ½ cup canned in water or juice)</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>	<p><b>Frozen yogurt</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>	<p><b>Frozen yogurt</b>, ½ cup</p>

**DPP Start Now Eating Plan, 1000-1200 Calories, Week 1**

	<b>Friday</b> (1131 calories, 10 g. fat)	<b>Saturday</b> (1045 calories, 15 g. fat)	<b>Sunday</b> (1108 calories, 16 g. fat)
<b>B</b>	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces, sprinkled with <b>Wheat germ, toasted</b> , 2 Tablespoons <b>Banana</b> , ½ (or 1 medium apple)	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup
<b>L</b>	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Crackers</b> , 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving) <b>Cottage cheese</b> , any type, ½ cup <b>Pears or peaches</b> , fresh, 2 (or 1 cup canned in juice or water)	<b>Chicken or turkey sandwich</b> : (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup</b> , 1 cup
<b>D</b>	<b>Fish in Tomato Sauce</b> (Place a 4-ounce (raw wt.) flounder, sole, haddock, cod, or perch fillet in a microwave-safe dish. Pour ¼ cup bottled pasta sauce (any type with no more than 150 calories and 10 grams fat per cup) over fish. Top with 1 Tablespoon finely chopped celery, 3 thin slices red onion, and 3 thin slices of unpeeled lemon. Cover and microwave on high 2-3 minutes or until fish flakes when tested with a fork.) <b>Noodles</b> , 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley <b>Steamed broccoli</b> , ½ cup <b>Seedless grapes</b> , 1 cup	<b>Maple Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Press freshly ground black pepper into chicken. Place chicken on a broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn and brush with 1 Tablespoon maple syrup. Broil about 5 minutes or until chicken is no longer pink in center (cooking times will vary), basting with another Tablespoon maple syrup and turning often to prevent burning. Season to taste with salt and pepper.) <b>Dinner roll</b> , 1 <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)	<b>Ham Steak</b> (Coat a nonstick skillet with cooking spray. Place over medium-high heat until hot. Add a 3-ounce slice of lean, boned ham. Cook 2-3 minutes per side or until browned. Mix together 1 Tablespoon water, 2 teaspoons brown sugar, and 2 teaspoons prepared mustard until smooth. Drizzle over ham. Cook 1 minute.) <b>Baked potato</b> , 1 medium, with 2 Tablespoons fat-free sour cream <b>Fresh or frozen green beans</b> , cooked, 1 cup <b>Frozen mixed vegetables</b> , cooked, 1 cup <b>Apple</b> , 1
<b>S</b>	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces	<b>Frozen yogurt</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces

**DPP Start Now Eating Plan, 1000-1200 Calories, Week 2**

	<b>Monday</b> (1106 calories, 16 g. fat)	<b>Tuesday</b> (1123 calories, 13 g. fat)	<b>Wednesday</b> (1127 calories, 14 g. fat)	<b>Thursday</b> (1065 calories, 11 g. fat)
<b>B</b>	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces, sprinkled with <b>Wheat germ, toasted</b> , 2 Tablespoons <b>Banana</b> , ½ (or 1 medium apple)	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces, sprinkled with <b>Wheat germ, toasted</b> , 2 Tablespoons <b>Banana</b> , ½ (or 1 medium apple)
<b>L</b>	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup</b> , 1 cup	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle</b> , 1 <b>Carrot sticks</b> , 1 cup	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers</b> , 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
<b>D</b>	<b>Teriyaki Steak</b> (In a shallow pan, combine 1 Tablespoon soy sauce, 1 teaspoon cooking sherry, dash each of garlic powder and ground ginger, and 1 teaspoon sugar. Stir to mix well. Add a 4-ounce (raw wt.) boneless sirloin steak and turn to coat with marinade. Refrigerate 2-8 hours, turning twice. Preheat broiler. Place steak on broiler pan coated with cooking spray (reserve marinade). Broil to desired degree of doneness, about 4-5 minutes per side, basting with marinade several times. If serving as a sauce, bring extra marinade to a boil beforehand.) <b>Baked potato</b> , 1 medium, with 2 Tablespoons fat-free sour cream <b>Steamed broccoli</b> , 1 cup <b>Seedless grapes</b> , 1 cup	<b>Cayenne Chicken and Black Beans</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Sprinkle with ½ teaspoon ground cumin, ⅛ teaspoon salt, and ⅛ teaspoon ground red pepper or to taste. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. Serve with ½ cup salsa and ¼ cup drained canned black beans.) <b>Rice</b> , ⅔ cup cooked <b>Frozen mixed vegetables</b> , cooked, 1 cup <b>Apple</b> , 1	<b>Cooked spaghetti</b> , 1 cup <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear</b> , 1, sliced (or ½ cup canned in water or juice)	<b>Black Bean-and-Rice Burrito</b> (Combine ⅓ cup hot cooked rice, ½ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Fresh or frozen green beans</b> , cooked, ½ cup <b>Peach or pear</b> , 1, sliced (or ½ cup canned in water or juice)
<b>S</b>	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces	<b>Pudding, made from mix, with skim milk</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces	<b>Pudding, made from mix, with skim milk</b> , ½ cup

**DPP Start Now Eating Plan, 1000-1200 Calories, Week 2**

	<b>Friday</b> (1170 calories, 13 g. fat)	<b>Saturday</b> (1088 calories, 14 g. fat)	<b>Sunday</b> (1183 calories, 22 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <i>or hot, ½ cup</i> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <i>or hot, ½ cup</i> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>
L	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)  <b>Cottage cheese</b>, any type, ½ cup  <b>Pears or peaches</b>, fresh, 2 (or 1 cup canned in juice or water)</p>	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>
D	<p><b>Broiled salmon steak</b> (Preheat broiler. In a small bowl, combine 1 tablespoon lemon juice, 1½ teaspoons soy sauce, 1 teaspoon Worcestershire sauce, dash of hot pepper sauce, and 1 garlic clove, minced. Brush a 4-ounce (raw wt.) salmon steak, rinsed and patted dry, with half the lemon juice mixture. Place skin side down on broiler pan rack sprayed with cooking spray. Broil 4-6 inches from source of heat for 5 minutes. Baste with remaining lemon juice mixture and rotate the pan. Broil 3-5 minutes more. Watch it carefully so it doesn't overcook. Salmon will turn opaque, whitish pink and flake easily with a fork when done. Serve with lemon wedges.)  <b>Noodles</b>, 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley  <b>Frozen whole-kernel corn</b>, cooked, ½ cup  <b>Steamed broccoli</b>, ½ cup  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Mediterranean chicken pita</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Brush with 1 Tablespoon fat-free Italian dressing. Broil about 5 minutes or until chicken is no longer pink in center, basting with another Tablespoon dressing and turning often to prevent burning. Season with salt and pepper to taste. Cut into ¼" wide strips. Fill a 7" diameter pita bread with chicken strips, 1 lettuce leaf, and 2 tomato slices, chopped. Drizzle with 1 Tablespoon fat-free Italian dressing.)  <b>Carrot sticks</b>, 1 cup  <b>Orange</b>, 1</p>	<p><b>Soy-lemon pork chop</b> (Preheat broiler. In a small bowl, mix ⅓ cup soy sauce, juice of ½ lemon, and ¼ teaspoon dried oregano. Brush a 4-ounce (raw wt.) 1"-thick center-cut boneless pork chop. Place on a broiler pan rack coated with cooking spray. Broil 3 inches from source of heat for 5-6 minutes on each side or until no longer pink in center, turning once and brushing with more juice mixture.)  <b>Baked sweet potato</b>, 1 medium  <b>Steamed broccoli</b>, ½ cup  <b>Apple</b>, 1</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>	<p><b>Pudding, made from mix, with skim milk</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>

**DPP Start Now Eating Plan, 1000-1200 Calories, Week 3**

	<b>Monday</b> (1212 calories, 23 g. fat)	<b>Tuesday</b> (1099 calories, 14 g. fat)	<b>Wednesday</b> (1127 calories, 14 g. fat)	<b>Thursday</b> (1065 calories, 11 g. fat)
<b>B</b>	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces, sprinkled with <b>Wheat germ, toasted</b> , 2 Tablespoons <b>Banana</b> , ½ (or 1 medium apple)	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces, sprinkled with <b>Wheat germ, toasted</b> , 2 Tablespoons <b>Banana</b> , ½ (or 1 medium apple)
<b>L</b>	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup</b> , 1 cup	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle</b> , 1 <b>Carrot sticks</b> , 1 cup	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers</b> , 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
<b>D</b>	<b>Hamburger skillet</b> (Over medium heat, cook 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat) and ½ small onion, chopped, in a nonstick skillet, stirring to break up beef, until beef is browned, about 5 minutes. Drain off fat. Add 2 small tomatoes, chopped, and ½ cup frozen mixed vegetables. Bring to simmer and cook for 6 minutes or until heated through. Season to taste with salt, pepper, and your favorite herbs.) <b>Rice</b> , ⅔ cup cooked <b>Seedless grapes</b> , 1 cup	<b>Baked-in-foil chicken and vegetables</b> (Preheat oven to 450°. Cut a 12" square sheet of heavy duty aluminum foil. Place a 4-ounce (raw wt.) boned, skinned chicken breast half on foil; add 1 cup sliced carrots, 1 small green pepper, sliced, and 2 small red potatoes, thinly sliced. Wrap in foil securely using double fold seals. Bake 40-45 minutes until fork tender and chicken is no longer pink in center; cooking time may vary. Season to taste with salt, pepper, and Italian seasoning. Note: Sliced onions are also good in this recipe.) <b>Apple</b> , 1	<b>Cooked spaghetti</b> , 1 cup <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear</b> , 1, sliced (or ½ cup canned in water or juice)	<b>Bean burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with ½ cup vegetarian fat-free refried beans. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, 2 Tablespoons salsa, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Rice</b> , ⅓ cup cooked <b>Fresh or frozen green beans</b> , cooked, ½ cup <b>Peach or pear</b> , 1, sliced (or ½ cup canned in water or juice)
<b>S</b>	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces	<b>Frozen yogurt</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces	<b>Frozen yogurt</b> , ½ cup



**DPP Start Now Eating Plan, 1000-1200 Calories, Week 3**

	<b>Friday</b> (1113 calories, 8 g. fat)	<b>Saturday</b> (1114 calories, 15 g. fat)	<b>Sunday</b> (1103 calories, 17 g. fat)
<b>B</b>	<p><b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>
<b>L</b>	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)  <b>Cottage cheese</b>, any type, ½ cup  <b>Pears or peaches</b>, fresh, 2 (or 1 cup canned in juice or water)</p>	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>
<b>D</b>	<p><b>Broiled Fish Fillet with Lemon</b> (Preheat broiler. Thaw frozen fish before baking. Place a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch on a broiler pan coated with cooking spray. Measure fillet at thickest part. Broil in preheated oven 4-5 inches from heat source, about 6-12 minutes per inch, just until fish flakes with a fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, and lemon juice. Serve with lemon wedges.)  <b>Noodles</b>, 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley  <b>Frozen whole-kernel corn</b>, cooked, ½ cup  <b>Steamed broccoli</b>, ½ cup  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Chicken Fajita</b> (Cut a 4-ounce (raw wt.) boned, skinned chicken breast half into 1" cubes. In large nonstick skillet, bring 2 Tablespoons fat-free Italian dressing and 2 Tablespoons lime juice to a boil. Add chicken and cook, stirring constantly, about 4 minutes or until no longer pink in center. Remove from pan with slotted spoon; cover chicken to keep warm. Add to skillet 1 small onion, chopped, and 1 small green pepper, diced. Cook, stirring constantly, for 3 minutes, until heated through and liquid is reduced. Place the chicken and some of the vegetable mixture down the center of a warmed fat-free flour tortilla (8" diameter, soft taco size). Fold over to enclose filling. Serve with remaining vegetable mixture, ¼ cup salsa and 2 Tablespoons fat-free sour cream.)  <b>Orange</b>, 1</p>	<p><b>Ham with Maple and Mustard Glaze</b> (Preheat broiler. Mix 1 Tablespoon maple syrup, 1 teaspoon prepared mustard, and 1 teaspoon cider vinegar until smooth. Brush one side of 3-ounce slice of lean boned ham with glaze. Place on broiler pan coated with cooking spray. Broil 3-4 inches from heat for 2 minutes. Brush with more glaze and broil 1 minute more. Turn to other side and repeat. Note: If you like mustard, you may want to use more or use a hot mustard.)  <b>Baked sweet potato</b>, 1 medium, with 2 Tablespoons fat-free sour cream  <b>Fresh or frozen green beans</b>, cooked, 1 cup  <b>Apple</b>, 1</p>
<b>S</b>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>	<p><b>Frozen yogurt</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>

**DPP Start Now Eating Plan, 1000-1200 Calories, Week 4**

	<b>Monday</b> (1159 calories, 27 g. fat)	<b>Tuesday</b> (1150 calories, 18 g. fat)	<b>Wednesday</b> (1128 calories, 14 g. fat)	<b>Thursday</b> (1065 calories, 11 g. fat)
B	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces, sprinkled with <b>Wheat germ, toasted</b> , 2 Tablespoons <b>Banana</b> , ½ (or 1 medium apple)	<b>Cereal, cold, 1 cup</b> (any type that is ≤ 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits) <b>Fat-free milk</b> , 1 cup <b>Orange juice</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces, sprinkled with <b>Wheat germ, toasted</b> , 2 Tablespoons <b>Banana</b> , ½ (or 1 medium apple)
L	<b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Vegetable soup</b> , 1 cup	<b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat) <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)	<b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.) <b>Dill pickle</b> , 1 <b>Carrot sticks</b> , 1 cup	<b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Crackers</b> , 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)
D	<b>Sesame burger</b> (In small saucepan, cook 2 teaspoons sesame seeds over medium-low heat just until golden, stirring constantly to avoid burning. In bowl combine seeds with 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat), 2 Tablespoons finely chopped green onions, and 1 Tablespoon soy sauce. Shape into patty. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for 5-7 minutes each side or to desired doneness. Serve in <b>hamburger bun</b> with 1 lettuce leaf, 2 slices tomato, and desired condiments.) <b>Frozen mixed vegetables</b> , cooked, ½ cup <b>Apple</b> , 1	<b>Broiled oriental chicken</b> (In a shallow baking dish combine ¼ cup soy sauce, ¼ cup chicken broth, 1 teaspoon sesame seeds, 1 teaspoon sugar, ½ teaspoon ground ginger, and ½ teaspoon ground black pepper. Stir until well blended. Add a 4-ounce (raw wt.) boned, skinned chicken breast half and turn to coat. Marinate for 1-2 hours. Preheat broiler. Remove chicken from marinade (reserve marinade). Place chicken on a broiler pan coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. If serving as a sauce, bring extra marinade to a boil beforehand.) <b>Rice</b> , ⅔ cup cooked <b>Steamed carrots</b> , 1 cup <b>Seedless grapes</b> , 1 cup	<b>Cooked spaghetti</b> , 1 cup <b>Bottled pasta sauce</b> , any type with no more than 150 calories and 10 grams fat per cup, ½ cup <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.) <b>Peach or pear</b> , 1, sliced (or ½ cup canned in water or juice)	<b>Bean-and-rice burrito</b> (Combine ⅓ cup hot cooked rice, ½ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.) <b>Fresh or frozen green beans</b> , cooked, ½ cup <b>Peach or pear</b> , 1, sliced (or ½ cup canned in water or juice)
S	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces	<b>Pudding, made from mix, with skim milk</b> , ½ cup	<b>Fat-free aspartame-sweetened yogurt</b> , 8 ounces	<b>Pudding, made from mix, with skim milk</b> , ½ cup

**DPP Start Now Eating Plan, 1000-1200 Calories, Week 4**

	<b>Friday</b> (1085 calories, 13 g. fat)	<b>Saturday</b> (1087 calories, 12 g. fat)	<b>Sunday</b> (1147 calories, 23 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Orange juice</b>, ½ cup</p>
L	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)  <b>Cottage cheese</b>, any type, ½ cup  <b>Pears or peaches</b>, fresh, 2 (or 1 cup canned in juice or water)</p>	<p><b>Chicken or turkey sandwich:</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>
D	<p><b>Fish baked in foil</b> (Preheat oven to 450°. Cut a 14" square sheet of heavy duty aluminum foil. Spray both sides of a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch with cooking spray. Place fish on foil, add 1 cup sliced carrots and 1 small green pepper, sliced. Wrap securely in foil using double fold seals. Bake 6-12 minutes per inch at thickest part of fillet, just until fish flakes with fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, and your favorite herbs.)  <b>Red potatoes</b>, 2 small, cooked  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Orange-onion chicken</b> (Coat a nonstick skillet with cooking spray. Add 1 small onion, thinly sliced, and cook over medium heat, stirring constantly, 2 minutes. Remove onion from skillet and set aside. Coat skillet with cooking spray again. Add a 4-ounce (raw wt.) boned, skinned chicken breast half. Cook for 10-15 minutes, turning once, or until fork tender and no longer pink in center (cooking time may vary). Remove chicken; set aside. Add 3 Tablespoons orange juice and 1 Tablespoon orange marmalade to skillet. Bring to boil, reduce heat to medium-high, and cook, stirring, 2 minutes. Return chicken and onion to skillet. Heat through, about 1 minute. )  <b>Rice</b>, ⅔ cup cooked  <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Braised pork chop</b> (Coat a nonstick skillet with cooking spray and heat over medium-high heat. Add a 4-ounce (raw wt.) pork chop, loin or sirloin, trimmed of all fat, and cook about 2 minutes on each side or until browned. Add ½ cup water. Reduce heat to low. Cover and simmer 10-15 minutes or until meat is fork tender. Season to taste with salt, pepper, and your favorite herbs.)  <b>Baked sweet potato</b>, 1 medium, with 2 Tablespoons fat-free sour cream  <b>Fresh or frozen green beans</b>, cooked, 1 cup  <b>Apple</b>, 1 (or use ½ cup unsweetened applesauce as topping for pork chop)</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>	<p><b>Pudding, made from mix, with skim milk</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces</p>

## **Free Foods**

### **Salad greens, raw vegetables**

Cabbage  
Celery  
Chinese cabbage  
Cucumber  
Endive  
Escarole  
Lettuce  
Mushrooms  
Onion  
Peppers  
Radishes  
Romaine  
Spinach  
Sprouts  
Summer Squash  
Tomato  
Zucchini

### **Drinks**

Bouillon or broth without fat  
Bouillon, low-sodium  
Carbonated drinks, sugar-free  
Carbonated water, seltzer  
Club soda  
Coffee/tea (Use only fat-free cream or skim milk in coffee or tea. Adjust milk/yogurt servings accordingly.)  
Drink mixes, sugar-free  
Tonic water, sugar-free

### **Condiments**

Artificial butter flavors (e.g., Butter Buds®)  
Catsup (1 Tablespoon)  
Horseradish  
Hot sauce  
Mustard  
Salsa  
Pickles, dill, unsweetened  
Taco sauce  
Vinegar, any type

### **Sweet substitutes**

Candy, hard, sugar-free  
Gelatin, sugar-free  
Gum, sugar-free  
Sugar substitutes (saccharine, aspartame)

### **Miscellaneous**

Herbs  
Lemon juice  
Nonstick pan spray  
Soy sauce  
Spices  
Worcestershire sauce

**Week 1 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 1. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 1 cup
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Celery, enough for 1 Tablespoon chopped
- 9 Red onion, 1
- 9 Baking potatoes, 2 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Barbecue sauce
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Salt

- 9 Dry mustard
- 9 Brown sugar
- 9 Cooking sherry
- 9 Maple syrup
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Vegetarian fat-free refried beans, ½ cup
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Bottled pasta sauce, ¾ cup (any type with no more than 150 calories and 10 grams fat per cup)

**Breads and Starches**

- 9 Bread, 6 slices
- 9 Dinner roll, 1
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grape-Nuts Flakes, Wheaties), 4 cups  
or Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, 2 cups

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Sirloin steak, 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Week 2 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 2. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 2 cups
- 9 Green beans, ½ cup (if not using frozen)
- 9 Baking potato, 1 medium
- 9 Garlic clove, 1
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, Italian, 11 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa, ¾ cup
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Sugar
- 9 Salt
- 9 Cooking sherry
- 9 Oregano
- 9 Soy sauce (½ cup)

- 9 Garlic powder
- 9 Ground ginger
- 9 Ground cumin
- 9 Ground red pepper
- 9 Hot pepper sauce
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Canned black beans, ¾ cup
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)
- 9 Pudding mix, enough to make 1½ cups prepared

**Breads and Starches**

- 9 Bread, 6 slices
- 9 Pita bread, 1 (7" diameter)
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grapenut Flakes, Wheaties), 4 cups  
*or* Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans, ½ cup (if not using fresh)
- 9 Frozen mixed vegetables, 1 cup
- 9 Frozen corn, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, 1" thick center cut, boneless, 4 ounces raw
- 9 Sirloin steak, 4 ounces raw
- 9 Salmon steak, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Week 3 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 3. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lime, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 6 (enough for 2 tomatoes plus 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 small head
- 9 Carrots, 2 cups
- 9 Green peppers, 2 small
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Onion, small, 2
- 9 Red onion, 1
- 9 Red potatoes, 2 small
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, *Italian*, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Italian seasoning

- 9 Salt
- 9 Cider vinegar
- 9 Maple syrup
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Vegetarian fat-free refried beans, ½ cup
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)

**Breads and Starches**

- 9 Bread, 6 slices
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grape Nut Flakes, Wheaties), 4 cups *or* Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup
- 9 Frozen corn, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Lean ground beef (90% lean, 10% fat), 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortillas, fat-free, 8" diameter, soft taco size, white or whole wheat, 2

**Week 4 Shopping List, 1000-1200 Calorie Plan** (These are the only foods you will need for Week 4. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 2 (or 5 if don't eat bananas for breakfast)
- 9 Bananas, 2 (if don't eat apples for breakfast)
- 9 Orange, 1
- 9 Grapes, seedless, 1 bunch (2 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 4 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 14 slices)
- 9 Carrots, 2 cups
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Green pepper, 1 small
- 9 Onion, 1 small
- 9 Red onion, 1
- 9 Green onions, 2 Tablespoons
- 9 Sweet potato, 1 medium
- 9 Red potatoes, 2 small
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Ground ginger
- 9 Salt
- 9 Sugar
- 9 Sesame seeds, 3 Tablespoons

- 9 Soy sauce (1/3 cup)
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Black beans, canned, ½ cup
- 9 Orange marmalade, 1 Tablespoon
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Chicken broth, ¼ cup
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)
- 9 Applesauce, unsweetened, ½ cup (if using as topping for pork chop)
- 9 Pudding mix, enough to make 1½ cups

**Breads and Starches**

- 9 Bread, 6 slices
- 9 Hamburger bun, 1
- 9 Rice, enough to make 1⅔ cups cooked
- 9 Spaghetti, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grape-nut Flakes, Wheaties), 4 cups  
or Oatmeal, cream of wheat,

or grits, 2 cups

- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, loin or sirloin, 4 ounces raw
- 9 Hamburger, lean (90% lean, 10% fat), 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

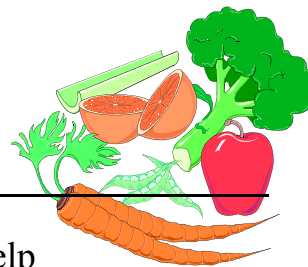
**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2½ cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1



**DPP *Start Now* Eating Plan**  
**1500 Calories**

# The DPP *Start Now* Eating Plan



Attached is your **DPP *Start Now* Eating Plan**. It's designed to help you lose weight without a lot of temptations or decisions to make about food. What's more, you won't need to self-monitor the foods you eat!

Here's what to do:

1. **Eat *exactly* what's on the plan. Don't substitute.** However, if there's a food you don't eat (e.g., red meat), talk with your Lifestyle Coach about how to change the plan *before you begin*.
2. You may **eat any amount of the foods on the Free Foods list**.
3. **Season your foods with calorie-free seasonings** such as your favorite herbs, lemon juice, or fat-free condiments. Keep these things in mind:
  - a. Nonstick cooking sprays contain fat and calories. Whenever the eating plans include cooking spray, *limit each spray to 2 seconds*. Longer sprays will increase the calorie and fat content of the meal.
  - b. The meal plans include a small amount of regular margarine. If you use low-calorie margarine instead, you will save calories and fat.
4. **Don't drink any alcoholic beverages.** Choose from the beverages on the Free Foods list, and aim for eight glasses of water per day.
5. **Important: Trim all meats of all separable fat before cooking.**
6. **Go food shopping only once a week, if possible.** Go *after* a meal so you aren't hungry.
7. **The shopping list gives the exact amount of food you'll need each week.** Before you go shopping, check off the foods you already have at home. Add any foods from the Free Foods list you'd like to buy.
8. **Buy the smallest containers you can.** For example, if you need only 1½ cups of frozen yogurt for the week, buy a pint rather than a quart. That way, you won't have a lot of extra food in the refrigerator or freezer to tempt you.
9. **If possible, cook the amount of food you need, no more.**
10. **Put away any leftovers *before* you sit down to eat.** If you are cooking for one, you may need to buy more than you will eat during the week, for example, a can of black beans or a pound of hamburger. Freeze the leftover ingredients that can be frozen, or make double the recipe and freeze half for another week. If you have leftover fresh vegetables that are on the Free Foods list, such as lettuce, celery, and tomatoes, you may want to enjoy some extra salads (with low-calorie dressing) during the week.
11. **Weigh and measure your food.** Small errors in portion sizes really add up.

Turn the page for your eating plans, and *Start Now* toward a healthier lifestyle!

## DPP Start Now Eating Plan, 1500 Calories, Week 1

	<b>Monday</b> (1577 calories, 32 g. fat)	<b>Tuesday</b> (1385 calories, 28 g. fat)	<b>Wednesday</b> (1433 calories, 26 g. fat)	<b>Thursday</b> (1413 calories, 23 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Banana</b>, ½ (or 1 medium apple)</p>
L	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Dill pickle</b>, 1  <b>Carrot sticks</b>, 1 cup</p>	<p><b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)</p>
D	<p><b>Deviled Steak</b> (Preheat broiler. Place a 4-ounce (raw wt.) piece of boneless sirloin steak, cut into 1" thick slices, on a broiler pan rack sprayed with cooking spray. Broil 4 inches from source of heat for 5 minutes. Turn and broil 4 more minutes for medium-rare or to desired doneness (time will vary depending on thickness). Meanwhile, combine 1 Tablespoon sherry, 1 teaspoon dry mustard, and 2 Tablespoons Worcestershire sauce in small saucepan. Cook over medium heat, stirring, until bubbly. Stir in 1 Tablespoon chopped fresh parsley. Spoon sauce over sirloin.)  <b>Rice</b>, ⅔ cup cooked  <b>Steamed broccoli</b>, 1 cup  <b>Margarine</b>, 1 teaspoon  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Broiled Barbecue Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for about 10 minutes, turning often, until no longer pink in center (cooking time will vary). During last few minutes, brush both sides with barbecue sauce, 1 Tablespoon per side. Season to taste with salt and pepper.)  <b>Baked potato</b>, 1 medium, with 2 Tablespoons fat-free sour cream  <b>Margarine</b>, 1 teaspoon  <b>Frozen mixed vegetables</b>, cooked, 1 cup  <b>Apple</b>, 1</p>	<p><b>Cooked spaghetti</b>, 1 cup  <b>Bottled pasta sauce</b>, any type with no more than 150 calories and 10 grams fat per cup, ½ cup  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Peach or pear</b>, 1, sliced (or ½ cup canned in water or juice)</p>	<p><b>Bean Burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with ½ cup vegetarian fat-free refried beans and 2 Tablespoons salsa. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.)  <b>Rice</b>, ⅓ cup cooked  <b>Fresh or frozen green beans</b>, cooked, ½ cup  <b>Margarine</b>, 1 teaspoon  <b>Peach or pear</b>, 1, sliced (or ½ cup canned in water or juice)</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple</b>, 1</p>	<p><b>Frozen yogurt</b>, ½ cup  <b>Pretzels</b>, hard type, 1 ounce  <b>Seedless grapes</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana</b>, ½</p>	<p><b>Frozen yogurt</b>, ½ cup  <b>Pretzels</b>, hard type, 1 ounce  <b>Orange</b>, 1</p>

**DPP Start Now Eating Plan, 1500 Calories, Week 1**

	<b>Friday</b> (1530 calories, 25 g. fat)	<b>Saturday</b> (1417 calories, 26 g. fat)	<b>Sunday</b> (1446 calories, 27 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>
L	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)  <b>Cottage cheese</b>, any type, ½ cup  <b>Pears or peaches</b>, fresh, 2 (or 1 cup canned in juice or water)</p>	<p><b>Chicken or turkey sandwich</b>: (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>
D	<p><b>Fish in Tomato Sauce</b> (Place a 4-ounce (raw wt.) flounder, sole, haddock, cod, or perch fillet in a microwave-safe dish. Pour ¼ cup bottled pasta sauce (any type with no more than 150 calories and 10 grams fat per cup) over fish. Top with 1 Tablespoon finely chopped celery, 3 thin slices red onion, and 3 thin slices of unpeeled lemon. Cover and microwave on high 2-3 minutes or until fish flakes when tested with a fork.)  <b>Noodles</b>, 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley  <b>Steamed broccoli</b>, ½ cup  <b>Margarine</b>, 1 teaspoon  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Maple Chicken</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Press freshly ground black pepper into chicken. Place chicken on a broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn and brush with 1 Tablespoon maple syrup. Broil about 5 minutes or until chicken is no longer pink in center (cooking times will vary), basting with another Tablespoon maple syrup and turning often to prevent burning. Season to taste with salt and pepper.)  <b>Dinner roll</b>, 1  <b>Margarine</b>, 1 teaspoon  <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Ham Steak</b> (Coat a nonstick skillet with cooking spray. Place over medium-high heat until hot. Add a 3-ounce slice of lean, boned ham. Cook 2-3 minutes per side or until browned. Mix together 1 Tablespoon water, 2 teaspoons brown sugar, and 2 teaspoons prepared mustard until smooth. Drizzle over ham. Cook 1 minute.)  <b>Baked potato</b>, 1 medium, with 2 Tablespoons fat-free sour cream  <b>Margarine</b>, 1 teaspoon  <b>Fresh or frozen green beans</b>, cooked, 1 cup  <b>Frozen mixed vegetables</b>, cooked, 1 cup  <b>Apple</b>, 1</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple</b>, 1</p>	<p><b>Frozen yogurt</b>, ½ cup  <b>Pretzels</b>, hard type, 1 ounce  <b>Seedless grapes</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana</b>, ½</p>

**DPP Start Now Eating Plan, 1500 Calories, Week 2**

	<b>Monday</b> (1505 calories, 31 g. fat)	<b>Tuesday</b> (1464 calories, 26 g. fat)	<b>Wednesday</b> (1465 calories, 25 g. fat)	<b>Thursday</b> (1411 calories, 24 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk, 1 cup</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Orange juice, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>, sprinkled with  <b>Wheat germ, toasted, 2 Tablespoons</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Banana, ½</b> (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk, 1 cup</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Orange juice, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>, sprinkled with  <b>Wheat germ, toasted, 2 Tablespoons</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Banana, ½</b> (or 1 medium apple)</p>
L	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup, 1 cup</b></p>	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Dill pickle, 1</b>  <b>Carrot sticks, 1 cup</b></p>	<p><b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)</p>
D	<p><b>Teriyaki Steak</b> (In a shallow pan, combine 1 Tablespoon soy sauce, 1 teaspoon cooking sherry, dash each of garlic powder and ground ginger, and 1 teaspoon sugar. Stir to mix well. Add a 4-ounce (raw wt.) piece of boneless sirloin steak and turn to coat with marinade. Refrigerate 2-8 hours, turning twice. Preheat broiler. Place steak on broiler pan coated with cooking spray (reserve marinade). Broil to desired degree of doneness, about 4-5 minutes per side, basting with marinade several times. If serving as a sauce, bring extra marinade to a boil beforehand.)  <b>Baked potato, 1 medium</b>, with 2 Tablespoons fat-free sour cream  <b>Margarine, 1 teaspoon</b>  <b>Steamed broccoli, 1 cup</b>  <b>Seedless grapes, 1 cup</b></p>	<p><b>Cayenne Chicken and Black Beans</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Sprinkle with ½ teaspoon ground cumin, ⅛ teaspoon salt, and ⅛ teaspoon ground red pepper or to taste. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. Serve with ½ cup salsa and ¼ cup drained canned black beans.)  <b>Rice, ⅔ cup</b> cooked  <b>Margarine, 1 teaspoon</b>  <b>Frozen mixed vegetables, cooked, 1 cup</b>  <b>Apple, 1</b></p>	<p><b>Cooked spaghetti, 1 cup</b>  <b>Bottled pasta sauce, any type</b> with no more than 150 calories and 10 grams fat per cup, ½ cup  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Peach or pear, 1</b>, sliced (or ½ cup canned in water or juice)</p>	<p><b>Black Bean-and-Rice Burrito</b> (Combine ⅓ cup hot cooked rice, ½ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Roll and serve with 2 Tablespoons fat-free sour cream.)  <b>Fresh or frozen green beans, cooked, ½ cup</b>  <b>Margarine, 1 teaspoon</b>  <b>Peach or pear, 1</b>, sliced (or ½ cup canned in water or juice)</p>
S	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple, 1</b></p>	<p><b>Pudding, made from mix, with skim milk, ½ cup</b>  <b>Popcorn, microwave, light, 3 cups</b> popped  <b>Seedless grapes, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana, ½</b></p>	<p><b>Pudding, made from mix, with skim milk, ½ cup</b>  <b>Popcorn, microwave, light, 3 cups</b> popped  <b>Orange, 1</b></p>

**DPP Start Now Eating Plan, 1500 Calories, Week 2**

	<b>Friday</b> (1569 calories, 28 g. fat)	<b>Saturday</b> (1429 calories, 27 g. fat)	<b>Sunday</b> (1555 calories, 37 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <i>or hot, ½ cup</i> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Banana, ½</b> (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <i>or hot, ½ cup</i> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice, ½ cup</b></p>
L	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)  <b>Cottage cheese</b>, any type, ½ cup  <b>Pears or peaches</b>, fresh, 2 (or 1 cup canned in juice or water)</p>	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>
D	<p><b>Broiled salmon steak</b> (Preheat broiler. In a small bowl, combine 1 tablespoon lemon juice, 1½ teaspoons soy sauce, 1 teaspoon Worcestershire sauce, dash of hot pepper sauce, and 1 garlic clove, minced. Brush a 4-ounce (raw wt.) salmon steak, rinsed and patted dry, with half the lemon juice mixture. Place skin side down on broiler pan rack sprayed with cooking spray. Broil 4-6 inches from source of heat for 5 minutes. Baste with remaining lemon juice mixture and rotate the pan. Broil 3-5 minutes more. Watch it carefully so it doesn't overcook. Salmon will turn opaque, whitish pink and flake easily with a fork when done. Serve with lemon wedges.)  <b>Noodles</b>, 1 cup cooked, tossed with 2 Tablespoons chopped fresh parsley  <b>Margarine</b>, 1 teaspoon  <b>Frozen whole-kernel corn</b>, cooked, ½ cup  <b>Steamed broccoli</b>, ½ cup  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Mediterranean chicken pita</b> (Preheat broiler. Spray both sides of a 4-ounce (raw wt.) boned, skinned chicken breast half with cooking spray. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Brush with 1 Tablespoon fat-free Italian dressing. Broil about 5 minutes or until chicken is no longer pink in center, basting with another Tablespoon dressing and turning often to prevent burning. Cut into ¼" wide strips. Fill a 7" diameter pita bread with chicken strips, 1 lettuce leaf, and 2 tomato slices, chopped.)  <b>Carrot sticks</b>, 1 cup  <b>Orange</b>, 1</p>	<p><b>Soy-lemon pork chop</b> (Preheat broiler. In a small bowl, mix ⅓ cup soy sauce, juice of ½ lemon, and ¼ teaspoon dried oregano. Brush a 4-ounce (raw wt.) 1"-thick center-cut boneless pork chop. Place on a broiler pan rack coated with cooking spray. Broil 3 inches from source of heat for 5-6 minutes on each side or until no longer pink in center, turning once and brushing with more juice mixture.)  <b>Baked sweet potato</b>, 1 medium  <b>Margarine</b>, 1 teaspoon  <b>Steamed broccoli</b>, ½ cup  <b>Apple</b>, 1</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple</b>, 1</p>	<p><b>Pudding, made from mix, with skim milk</b>, ½ cup  <b>Popcorn, microwave, light</b>, 3 cups popped  <b>Seedless grapes</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana</b>, ½</p>

### DPP Start Now Eating Plan, 1500 Calories, Week 3

	Monday (1567 calories, 36 g. fat)	Tuesday (1471 calories, 25 g. fat)	Wednesday (1465 calories, 25 g. fat)	Thursday (1442 calories, 22 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk, 1 cup</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Orange juice, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>, sprinkled with  <b>Wheat germ, toasted, 2 Tablespoons</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Banana, ½</b> (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk, 1 cup</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Orange juice, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>, sprinkled with  <b>Wheat germ, toasted, 2 Tablespoons</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Banana, ½</b> (or 1 medium apple)</p>
L	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup, 1 cup</b></p>	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Dill pickle, 1</b>  <b>Carrot sticks, 1 cup</b></p>	<p><b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Crackers, 8</b> reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)</p>
D	<p><b>Hamburger skillet</b> (Over medium heat, cook 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat) and ½ small onion, chopped, in a nonstick skillet, stirring to break up beef, until beef is browned, about 5 minutes. Drain off fat. Add 2 small tomatoes, chopped, and ½ cup frozen mixed vegetables. Bring to simmer and cook for 6 minutes or until heated through. Season to taste with salt, pepper, and your favorite herbs.)  <b>Rice, ⅔ cup</b> cooked  <b>Margarine, 1 teaspoon</b>  <b>Seedless grapes, 1 cup</b></p>	<p><b>Baked-in-foil chicken and vegetables</b> (Preheat oven to 450°. Cut a 12" square sheet of heavy duty aluminum foil. Place a 4-ounce (raw wt.) boned, skinned chicken breast half on foil; add 1 cup sliced carrots, 1 small green pepper, sliced, and 2 small red potatoes, thinly sliced. Wrap in foil securely using double fold seals. Bake 40-45 minutes until fork tender and chicken is no longer pink in center; cooking time may vary. Season to taste with salt, pepper, Italian seasoning, and top with 1 teaspoon margarine. Note: Sliced onions are also good in this recipe.)  <b>Apple, 1</b></p>	<p><b>Cooked spaghetti, 1 cup</b>  <b>Bottled pasta sauce, any type</b> with no more than 150 calories and 10 grams fat per cup, ½ cup  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Peach or pear, 1</b>, sliced (or ½ cup canned in water or juice)</p>	<p><b>Bean burrito</b> (Spread 1 fat-free flour tortilla (8" diameter, soft taco size) with ½ cup vegetarian fat-free refried beans and 2 Tablespoons salsa. Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.)  <b>Rice, ⅓ cup</b> cooked  <b>Margarine, 1 teaspoon</b>  <b>Fresh or frozen green beans, cooked, ½ cup</b>  <b>Peach or pear, 1</b>, sliced (or ½ cup canned in water or juice)</p>
S	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple, 1</b></p>	<p><b>Frozen yogurt, ½ cup</b>  <b>Pretzels, hard type, 1 ounce</b>  <b>Seedless grapes, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana, ½</b></p>	<p><b>Frozen yogurt, ½ cup</b>  <b>Pretzels, hard type, 1 ounce</b>  <b>Orange, 1</b></p>

**DPP Start Now Eating Plan, 1500 Calories, Week 3**

	<b>Friday</b> (1512 calories, 23 g. fat)	<b>Saturday</b> (1486 calories, 26 g. fat)	<b>Sunday</b> (1475 calories, 32 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk, 1 cup</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Orange juice, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>, sprinkled with  <b>Wheat germ, toasted, 2 Tablespoons</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Banana, ½</b> (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk, 1 cup</b>  <b>Toast, 2 slices</b> (or 1 English muffin)  <b>Margarine, 1 teaspoon</b>  <b>Orange juice, ½ cup</b></p>
L	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Crackers, 8 reduced-fat Triscuits</b> (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)  <b>Cottage cheese, any type, ½ cup</b>  <b>Pears or peaches, fresh, 2</b> (or 1 cup canned in juice or water)</p>	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup, 1 cup</b></p>
D	<p><b>Broiled Fish Fillet with Lemon</b> (Preheat broiler. Thaw frozen fish before baking. Place a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch on a broiler pan coated with cooking spray. Measure fillet at thickest part. Broil in preheated oven 4-5 inches from heat source, about 6-12 minutes per inch, just until fish flakes with a fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, and lemon juice. Serve with lemon wedges.)  <b>Noodles, 1 cup</b> cooked, tossed with 2 Tablespoons chopped fresh parsley  <b>Margarine, 1 teaspoon</b>  <b>Frozen whole-kernel corn, cooked, ½ cup</b>  <b>Steamed broccoli, ½ cup</b>  <b>Seedless grapes, 1 cup</b></p>	<p><b>Chicken Fajita</b> (Cut a 4-ounce (raw wt.) boned, skinned chicken breast half into 1" cubes. In large nonstick skillet, bring 2 Tablespoons fat-free Italian dressing, 2 Tablespoons lime juice, and 1 teaspoon margarine to a boil. Add chicken and cook, stirring constantly, about 4 minutes or until no longer pink in center. Remove from pan with slotted spoon; cover chicken to keep warm. Add to skillet 1 small onion, chopped, and 1 small green pepper, diced. Cook, stirring constantly, for 3 minutes, until heated through. Place the chicken and some of the vegetable mixture down the center of a warmed fat-free flour tortilla (8" diameter, soft taco size). Fold over to enclose filling. Serve with remaining vegetable mixture, ¼ cup salsa and 2 Tablespoons fat-free sour cream.)  <b>Orange, 1</b></p>	<p><b>Ham with Maple and Mustard Glaze</b> (Preheat broiler. Mix 1 Tablespoon maple syrup, 1 teaspoon prepared mustard, and 1 teaspoon cider vinegar until smooth. Brush one side of 3-ounce slice of lean boned ham with glaze. Place on broiler pan coated with cooking spray. Broil 3-4 inches from heat for 2 minutes. Brush with more glaze and broil 1 minute more. Turn to other side and repeat. Note: If you like mustard, you may want to use more or use a hot mustard.)  <b>Baked sweet potato, 1 medium</b>, with 2 Tablespoons fat-free sour cream  <b>Margarine, 1 teaspoon</b>  <b>Fresh or frozen green beans, cooked, 1 cup</b>  <b>Apple, 1</b></p>
S	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple, 1</b></p>	<p><b>Frozen yogurt, ½ cup</b>  <b>Pretzels, hard type, 1 ounce</b>  <b>Seedless grapes, ½ cup</b></p>	<p><b>Fat-free aspartame-sweetened yogurt, 8 ounces</b>  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana, ½</b></p>



**DPP Start Now Eating Plan, 1500 Calories, Week 4**

	<b>Monday</b> (1558 calories, 42 g. fat)	<b>Tuesday</b> (1491 calories, 31 g. fat)	<b>Wednesday</b> (1466 calories, 25 g. fat)	<b>Thursday</b> (1411 calories, 24 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Banana</b>, ½ (or 1 medium apple)</p>
L	<p><b>Chicken or turkey sandwich</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories, 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Tuna sandwich</b> (Combine ½ cup canned tuna in water, drained; 1 Tablespoon reduced-fat mayonnaise; and a dash of ground black pepper. Spread on 1 slice bread, top with 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Dill pickle</b>, 1  <b>Carrot sticks</b>, 1 cup</p>	<p><b>Chef Salad</b> (Combine 2 cups torn lettuce; 2 ounces sliced chicken or turkey breast, chopped; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams of fat per serving)</p>
D	<p><b>Sesame burger</b> (In small saucepan, cook 2 teaspoons sesame seeds over medium-low heat just until golden, stirring constantly to avoid burning. In bowl combine seeds with 4 ounces (raw wt.) lean ground beef (90% lean, 10% fat), 2 Tablespoons finely chopped green onions, and 1 Tablespoon soy sauce. Shape into patty. Place on broiler pan rack coated with cooking spray. Broil 4 inches from source of heat for 5-7 minutes each side or to desired doneness. Serve in <b>hamburger bun</b> with 1 lettuce leaf, 2 slices tomato, and desired condiments.)  <b>Frozen mixed vegetables</b>, cooked, ½ cup  <b>Margarine</b>, 1 teaspoon  <b>Apple</b>, 1</p>	<p><b>Broiled oriental chicken</b> ( In a shallow baking dish combine ¼ cup soy sauce, ¼ cup chicken broth, 1 teaspoon sesame seeds, 1 teaspoon sugar, ½ teaspoon ground ginger, and ½ teaspoon ground black pepper. Stir until well blended. Add a 4-ounce (raw wt.) boned, skinned chicken breast half and turn to coat. Refrigerate covered for 1-2 hours. Preheat broiler. Remove chicken from marinade (reserve marinade). Place chicken on a broiler pan coated with cooking spray. Broil 4 inches from source of heat 5 minutes. Turn. Broil about 5 minutes or until chicken is no longer pink in center. If serving as a sauce, bring extra marinade to a boil beforehand.)  <b>Rice</b>, ⅔ cup cooked  <b>Margarine</b>, 1 teaspoon  <b>Steamed carrots</b>, 1 cup  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Cooked spaghetti</b>, 1 cup  <b>Bottled pasta sauce</b>, any type with no more than 150 calories and 10 grams fat per cup, ½ cup  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)  <b>Peach or pear</b>, 1, sliced (or ½ cup canned in water or juice)</p>	<p><b>Black Bean-and-Rice Burrito</b> (Combine ⅓ cup hot cooked rice, ½ cup drained canned black beans, and 2 Tablespoons salsa. Stir well. Spoon down center of 1 fat-free flour tortilla (8" diameter, soft taco size). Heat in oven or microwave until warm. Top with shredded lettuce, 2 slices tomato, chopped, and chopped red onion to taste. Roll and serve with 2 Tablespoons fat-free sour cream.)  <b>Fresh or frozen green beans</b>, cooked, ½ cup  <b>Margarine</b>, 1 teaspoon  <b>Peach or pear</b>, 1, sliced (or ½ cup canned in water or juice)</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple</b>, 1</p>	<p><b>Pudding, made from mix, with skim milk</b>, ½ cup  <b>Popcorn, microwave, light</b>, 3 cups popped  <b>Seedless grapes</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana</b>, ½</p>	<p><b>Pudding, made from mix, with skim milk</b>, ½ cup  <b>Popcorn, microwave, light</b>, 3 cups popped  <b>Orange</b>, 1</p>

**DPP Start Now Eating Plan, 1500 Calories, Week 4**

	<b>Friday</b> (1484 calories, 28 g. fat)	<b>Saturday</b> (1428 calories, 25 g. fat)	<b>Sunday</b> (1519 calories, 38 g. fat)
B	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces, sprinkled with  <b>Wheat germ, toasted</b>, 2 Tablespoons  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Banana</b>, ½ (or 1 medium apple)</p>	<p><b>Cereal, cold, 1 cup</b> (any type that is <math>\leq</math> 110 calories per cup) <b>or hot, ½ cup</b> (oatmeal, cream of wheat, grits)  <b>Fat-free milk</b>, 1 cup  <b>Toast</b>, 2 slices (or 1 English muffin)  <b>Margarine</b>, 1 teaspoon  <b>Orange juice</b>, ½ cup</p>
L	<p><b>Low-calorie frozen entree</b> (any kind with no more than 300 calories and 10 grams of fat)  <b>Tossed salad</b> (Combine 2 cups torn lettuce; 2 slices tomato, chopped; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Crackers</b>, 8 reduced-fat Triscuits (or 1 serving of any type with no more than 160 calories and 5 grams fat per serving)  <b>Cottage cheese</b>, any type, ½ cup  <b>Pears or peaches</b>, fresh, 2 (or 1 cup canned in juice or water)</p>	<p><b>Chicken or turkey sandwich:</b> (Spread 1 Tablespoon reduced-fat mayonnaise on 1 slice bread. Top with 2 ounces chicken or turkey breast, 1 lettuce leaf, 2 slices tomato, and another slice of bread.)  <b>Vegetable soup</b>, 1 cup</p>
D	<p><b>Fish baked in foil</b> (Preheat oven to 450°. Cut a 14" square sheet of heavy duty aluminum foil. Spray both sides of a 4-ounce (raw wt.) fillet of flounder, sole, haddock, cod, or perch with cooking spray. Place fish on foil, add 1 cup sliced carrots and 1 small green pepper, sliced. Wrap securely in foil using double fold seals. Bake 6-12 minutes per inch at thickest part of fillet, just until fish flakes with fork. Watch it carefully so it doesn't overcook. Season to taste with salt, pepper, your favorite herbs, and 1 teaspoon margarine.)  <b>Red potatoes</b>, 2 small, cooked  <b>Seedless grapes</b>, 1 cup</p>	<p><b>Orange-onion chicken</b> (Coat a nonstick skillet with cooking spray. Add 1 small onion, thinly sliced, and cook over medium heat, stirring constantly, 2 minutes. Remove onion from skillet and set aside. Coat skillet with cooking spray again. Add a 4-ounce(raw wt.) boned, skinned chicken breast half. Cook for 10-15 minutes, turning once, or until fork tender and no longer pink in center (cooking time may vary). Remove chicken; set aside. Add 3 Tablespoons orange juice and 1 Tablespoon orange marmalade to skillet. Bring to boil, reduce heat to medium-high, and cook, stirring, 2 minutes. Return chicken and onion to skillet. Heat through, about 1 minute. )  <b>Rice</b>, ⅔ cup cooked  <b>Margarine</b>, 1 teaspoon  <b>Tossed salad with orange slices</b> (Combine 2 cups torn lettuce; 1 orange, peeled and sliced; sliced red onion to taste; and 2 Tablespoons fat-free dressing. Toss.)</p>	<p><b>Braised pork chop</b> (Coat a nonstick skillet with cooking spray and heat over medium-high heat. Add a 4-ounce (raw wt.) pork chop, loin or sirloin, trimmed of all fat, and cook about 2 minutes on each side or until browned. Add ½ cup water. Reduce heat to low. Cover and simmer 10-15 minutes or until meat is fork tender. Season to taste with salt, pepper, and your favorite herbs.)  <b>Baked sweet potato</b>, 1 medium, with 2 Tablespoons fat-free sour cream  <b>Margarine</b>, 1 teaspoon  <b>Fresh or frozen green beans</b>, cooked, 1 cup  <b>Apple</b>, 1 (or use ½ cup unsweetened applesauce as topping for pork chop)</p>
S	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Apple</b>, 1</p>	<p><b>Pudding, made from mix, with skim milk</b>, ½ cup  <b>Popcorn, microwave, light</b>, 3 cups popped  <b>Seedless grapes</b>, ½ cup</p>	<p><b>Fat-free aspartame-sweetened yogurt</b>, 8 ounces  <b>4 gingersnaps</b>, or 6 vanilla wafers or 2 full graham cracker sheets  <b>Banana</b>, ½</p>

## **Free Foods**

### **Salad greens, raw vegetables**

Cabbage  
Celery  
Chinese cabbage  
Cucumber  
Endive  
Escarole  
Lettuce  
Mushrooms  
Onion  
Peppers  
Radishes  
Romaine  
Spinach  
Sprouts  
Summer Squash  
Tomato  
Zucchini

### **Drinks**

Bouillon or broth without fat  
Bouillon, low-sodium  
Carbonated drinks, sugar-free  
Carbonated water, seltzer  
Club soda  
Coffee/tea (Use only fat-free cream or skim milk in coffee or tea. Adjust milk/yogurt servings accordingly.)  
Drink mixes, sugar-free  
Tonic water, sugar-free

### **Condiments**

Artificial butter flavors (e.g., Butter Buds®)  
Catsup (1 Tablespoon)  
Horseradish  
Hot sauce  
Mustard  
Salsa  
Pickles, dill, unsweetened  
Taco sauce  
Vinegar, any type

### **Sweet substitutes**

Candy, hard, sugar-free  
Gelatin, sugar-free  
Gum, sugar-free  
Sugar substitutes (saccharine, aspartame)

### **Miscellaneous**

Herbs  
Lemon juice  
Nonstick pan spray  
Soy sauce  
Spices  
Worcestershire sauce

**Week 1 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 1. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 1 cup
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Celery, enough for 1 Tablespoon chopped
- 9 Red onion, 1
- 9 Baking potatoes, 2 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Barbecue sauce
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Salt
- 9 Dry mustard

- 9 Brown sugar
- 9 Cooking sherry
- 9 Maple syrup
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Vegetarian fat-free refried beans, ½ cup
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Bottled pasta sauce, ¾ cup (any type with no more than 150 calories and 10 grams fat per cup)

**Breads and Starches**

- 9 Bread, 20 slices
- 9 Dinner roll, 1
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)
- 9 Pretzels, hard type, 3 ounces
- 9 Gingersnaps, 16 (or 20 vanilla wafers or 8 full graham cracker sheets)

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grape-nut Flakes, Wheaties), 4 cups  
or Oatmeal, cream of wheat,

or grits, 2 cups

- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, 2 cups

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Sirloin steak, 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Margarine, 13 teaspoons
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Week 2 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 2. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 head
- 9 Carrots, 2 cups
- 9 Green beans, ½ cup (if not using frozen)
- 9 Baking potato, 1 medium
- 9 Garlic clove, 1
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, Italian, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa, ¾ cup
- 9 Worcestershire sauce
- 9 Ground black pepper
- 9 Sugar
- 9 Salt
- 9 Cooking sherry
- 9 Oregano
- 9 Soy sauce (½ cup)
- 9 Garlic powder

- 9 Ground ginger
- 9 Ground cumin
- 9 Ground red pepper
- 9 Hot pepper sauce
- 9 Nonstick cooking spray
- 9 Other free foods:

**Canned foods, etc.**

- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Canned black beans, ¾ cup
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)
- 9 Pudding mix, enough to make 1½ cups prepared

**Breads and Starches**

- 9 Bread, 20 slices
- 9 Pita bread, 1 (7" diameter)
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)
- 9 Gingersnaps, 16 (or 20 vanilla wafers or 8 full graham cracker sheets)
- 9 Popcorn, microwave light, enough to make 9 cups popped

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grape-nut Flakes, Wheaties),

- 4 cups  
or Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans, ½ cup (if not using fresh)
- 9 Frozen mixed vegetables, 1 cup
- 9 Frozen corn, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, 1" thick center cut, boneless, 4 ounces raw
- 9 Sirloin steak, 4 ounces raw
- 9 Salmon steak, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Margarine, 12 teaspoons
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1

**Week 3 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 3. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lemon, 1
- 9 Lime, 1
- 9 Lettuce, 2 large heads (enough for 8 cups in salads and to top 3 sandwiches and 1 burrito)
- 9 Tomatoes, 6 (enough for 2 tomatoes plus 16 slices)
- 9 Parsley, 1 bunch
- 9 Broccoli, 1 small head
- 9 Carrots, 2 cups
- 9 Green peppers, 2 small
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Onion, small, 2
- 9 Red onion, 1
- 9 Red potatoes, 2 small
- 9 Sweet potato, 1 medium
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, *Italian*, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Mustard, prepared
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Italian seasoning
- 9 Salt
- 9 Cider vinegar
- 9 Maple syrup

- 9 Nonstick cooking spray

- 9 Other free foods:

**Canned foods, etc.**

- 9 Vegetarian fat-free refried beans, ½ cup
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)

**Breads and Starches**

- 9 Bread, 20 slices
- 9 Rice, enough to make 1 cup cooked
- 9 Spaghetti, 1 cup
- 9 Noodles, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)
- 9 Gingersnaps, 16 (or 20 vanilla wafers or 8 full graham cracker sheets)
- 9 Pretzels, hard type, 3 ounces

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grape-nut Flakes, Wheaties), 4 cups  
*or* Oatmeal, cream of wheat, or grits, 2 cups
- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen yogurt, 1½ cups
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup
- 9 Frozen corn, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Lean boned ham slice, 3 ounces cooked
- 9 Lean ground beef (90% lean, 10% fat), 3 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 1 quart
- 9 Orange juice, 2 cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Margarine, 13 teaspoons
- 9 Fat-free sour cream, 6 Tablespoons
- 9 Flour tortillas, fat-free, 8" diameter, soft taco size, white or whole wheat, 2

**Week 4 Shopping List, 1500 Calorie Plan** (These are the only foods you will need for Week 4. Before you go shopping, check off what you already have at home. Add any foods from the Free Foods list you'd like to buy.)

**Produce, Fresh**

- 9 Apples, 4 (or 7 if don't eat bananas for breakfast)
- 9 Bananas, 3 (if don't eat apples for breakfast)
- 9 Oranges, 2
- 9 Grapes, seedless (3 cups)
- 9 Peaches or pears, a total of 4 (if not using canned)
- 9 Lettuce, 2 large heads (enough for 10 cups in salads and to top 4 sandwiches and 1 burrito)
- 9 Tomatoes, 4 (enough for 14 slices)
- 9 Carrots, 2 cups
- 9 Green beans, 1½ cup (if not using frozen)
- 9 Green pepper, 1 small
- 9 Onion, 1 small
- 9 Red onion, 1
- 9 Green onions, 2 Tablespoons
- 9 Sweet potato, 1 medium
- 9 Red potatoes, 2 small
- 9 Other free vegetables:

**Beverages**

- 9 Coffee or tea
- 9 Diet drinks
- 9 Other free beverages:

**Condiments, etc.**

- 9 Fat-free salad dressing, 10 Tablespoons
- 9 Reduced-fat mayonnaise, 3 Tablespoons
- 9 Dill pickles, 1
- 9 Salsa
- 9 Ground black pepper
- 9 Ground ginger
- 9 Salt
- 9 Sugar
- 9 Sesame seeds, 3 Tablespoons
- 9 Soy sauce (1/3 cup)
- 9 Nonstick cooking spray

9 Other free foods:

**Canned foods, etc.**

- 9 Black beans, canned, ½ cup
- 9 Orange marmalade, 1 Tablespoon
- 9 Canned peaches or pears, packed in juice or water (no syrup), 2 cups (if not buying fresh)
- 9 Tuna, canned in water, ½ cup
- 9 Vegetable soup, 2 cups
- 9 Chicken broth, ¼ cup
- 9 Bottled pasta sauce, ½ cup (any type with no more than 150 calories and 10 grams fat per cup)
- 9 Applesauce, unsweetened, ½ cup (if using as topping for pork chop)
- 9 Pudding mix, enough to make 1½ cups

**Breads and Starches**

- 9 Bread, 20 slices
- 9 Hamburger bun, 1
- 9 Rice, enough to make 1⅔ cups cooked
- 9 Spaghetti, 1 cup
- 9 Triscuits, reduced-fat, 16 (or any type of crackers with no more than 160 calories and 5 grams fat per serving)
- 9 Gingersnaps, 16 (or 20 vanilla wafers or 8 full graham cracker sheets)
- 9 Popcorn, microwave light, enough to make 9 cups

**Cereals**

- 9 Cold cereal (any type with ≤110 calories per cup; examples: Cheerios, Grape Nut Flakes, Wheaties), 4 cups

or Oatmeal, cream of wheat, or grits, 2 cups

- 9 Wheat germ, toasted, 6 Tablespoons

**Frozen Foods**

- 9 2 frozen entrees, any type with no more than 300 calories and 10 grams fat
- 9 Frozen green beans, 1½ cups (if not using fresh)
- 9 Frozen mixed vegetables, ½ cup

**Meats**

- 9 Chicken or turkey breast, oven-roasted, deli, sliced, 6 ounces
- 9 Boneless, skinless chicken breast halves, 4 ounces each raw, 2
- 9 Pork chop, loin or sirloin, 4 ounces raw
- 9 Hamburger, lean (90% lean, 10% fat), 4 ounces raw
- 9 Flounder, sole, haddock, cod, or perch, 4 ounces raw

**Dairy and Refrigerated Foods**

- 9 Fat-free milk, 2 quarts
- 9 Orange juice, 2½ cups
- 9 Yogurt, fat-free aspartame-sweetened, various flavors, 7 (8-ounce) containers
- 9 Cottage cheese, any type, ½ cup
- 9 Fat-free sour cream, 4 Tablespoons
- 9 Margarine, 13 teaspoons
- 9 Flour tortilla, fat-free, 8" diameter, soft taco size, white or whole wheat, 1