



## Fall '99: You Are the Answer!

**Nutritionist Note:** The session contains two parts. The first part of the session acknowledges participants' efforts made to date, points out the need to improve and engages their help in finding a solution. The second part of the session provides an opportunity to emphasize the importance of all WHI participants and show appreciation for their continued participation. Consider inviting your PI or other Co-investigator to present data and provide recognition to participants.

### Nutritionist Guidelines

**Time:** 105-120 minutes

**WHILMA:** Enter session in WHILMA as: **6F**

**Objectives:** In this session, the participant will:

(Key Points)

- Review study progress and identify areas needing improvement.
- Identify strategies to improve performance in meeting the dietary goals of the study.
- Receive recognition for continued efforts maintaining dietary goals.

**Session**

**Messages:**

- WHI is a landmark study. It is the largest and most complex study of the century.
- The success of the study depends on participants consistently maintaining their dietary changes over time.
- It is important for all Dietary Change participants to stay committed to WHI goals.

**Materials:**

- Overhead projector, blackboard or whiteboard
- Handouts and overheads
- The CCC will provide one copy of CC specific slides for each clinic by August 15, 1999
- Award certificates
- Self-monitoring tools – Food Diaries, Fat Scans, Quick Scans, Keeping Track and Picture Tracker

**Other WHI Resources Related to Session:**

- WHI Manual – Vol.1, Protocol, Section 2.3 - Dietary Modification
- WHI Manual – Vol.1, Protocol, Section 1 - A3, Statistical Power for Women's Health Initiative Clinical Trial and Observational Study, pages 1-5

**Optional Journal References – Articles on Dietary Change Research**


- 1) Tinker L, Burrows E., Henry H., Patterson R. Rupp J. and Van Horne L., The Women's Health Initiative: Overview of the Nutrition Components in: Krummel, D.A. and Kris Etherton, D.M., eds. Nutrition in Women's Health, Aspen Publication, 1996: 510-542.
- 2) Henderson, MM, Kushi LH, Thompson DJ, Gorbach SL. Feasibility of a randomized trial of a low-fat diet for the prevention of breast cancer: dietary compliance in the Women's Health Trial vanguard study. Prev. Med. 1990;19:115-133.
- 3) Gorbach SL, Morrill-Labrode A, Woods MN, Dwyer JT. Changes in food patterns during a low fat dietary intervention in women. JADA 1990;90:802-808.
- 4) Boyd NF, Cousins M, Kriukov V. A randomized controlled trial of dietary fat reduction: the retention of subjects and characteristics of drop-outs. J. Clin. Epidemiology. 1992;45:31-38.
- 5) Boyd NF, Cousins M, Beaton M, Kriukov V, Lockwood G, Trichler D. Quantitative changes in dietary fat intake and serum cholesterol in women: results from a randomized, controlled trial. Am. J. Clin. Nutr. 1990; 52: 470-476.
- 6) Gorder DD, Dolecek TA, Coleman GC, Tillotson JL, Brown HB, Lenz-Litzow K, Bartsch GE and Grandits G. Dietary intake in the Multiple Risk Factor Intervention Trial (MRFIT): Nutrient and food group changes over 6 years. JADA 1986; 86:744-751.
- 7) Dietary and nutritional methods and findings: the Multiple Risk Factor Intervention Trial (MRFIT), Am. J. Clin. Nutr. 1997; 65 Supplement – Note this whole supplement is devoted to MRFIT.

**Upcoming Maintenance Session Topics:**

Below is a list of the maintenance sessions planned for 1999/2000. This information will help Nutritionists plan ahead when responding to participant requests for 'additional information'.

- |               |   |
|---------------|---|
| • Winter 1999 | Life Transitions and Maintaining WHI (aging issues) |
| • Spring 2000 | Phytochemicals (Fruits/Vegetables focus)            |
| • Summer 2000 | Evaluating Mixed Dishes When Eating Out             |
| • Fall 2000   | Progress in WHI and Preparing for the Holidays      |
| • Winter 2000 | Wholesome Grains and Pasta                          |

## Fall '99: You Are the Answer! (Facilitation Outline)

	<b>GROUP SHARING/GOAL FOLLOW-UP (20-30 minutes)</b>
(20-30 minutes)	<p><b>Objective:</b> Participants share experiences and strategies with other group members about what they did to increase their intake of soy foods or meatless entrees.</p> <p><b>Purpose:</b> Build group cohesion and participant self-efficacy.</p> <p><b>Suggestions to reinforce skills:</b> (Use the ideas below or develop your own).</p> <p>A. <b>Group Sharing:</b> Relax participants by asking them to share experiences they had over the summer. New recipes they tried, new food products they found, how they maintained their eating habits while on vacation.</p> <p>B. <b>Goal Follow-up:</b> Ask participants to share examples of their success and challenges using soy foods or meatless dishes.</p> <p><b>Q/A</b> (Potential questions):</p> <ul style="list-style-type: none"> <li>☛ What soy foods or meatless alternatives did you try?</li> <li>☛ How did you incorporate them into your meals?</li> <li>☛ Which of your changes worked the best for you, and why?</li> </ul> <p>-----</p> <p><b>Peer Group Sharing:</b></p> <p>Purpose: Provide support and recognition of peer group activities and to promote interest:</p> <ul style="list-style-type: none"> <li>☛ What peer group activities did your group have during the last 3 months?</li> <li>☛ How did these activities help you stay interested and motivated in WHI?</li> <li>☛ What peer group activities will you have between this session and the next?</li> </ul> <p><b>Note:</b> Reintroduce peer group idea if a particular group has not been participating.</p>
 <i>Notes</i>	

	<b>NEW MATERIAL (50-60 minutes)</b>
(5 minutes)	<p><b>1. Overview/Introduction</b></p> <p>A. Let the participants know that this session will provide information on the overall progress of the study. They will see studywide and CC progress. They will see that the study has made great progress in meeting its goals, but there is still a need for improvement.</p> <p>B. Point out that during the second half of the session, participants will have an opportunity to receive recognition of their importance to the success of WHI. Celebrate by using one of the optional activities or creating your own.</p>
(20 minutes)	<p><b>2. Assessment/Information - Studywide Progress:</b></p> <p><u>Objective:</u> Participants review study progress and identify areas needing improvement.</p> <p><u>Purpose:</u> Provide information to help participants assess study progress.</p> <p>A. Update Studywide Progress/Participation:</p> <ol style="list-style-type: none"> <li>1. Review basic studywide and CC-specific information to provide a reminder to participants about the size and scope of the WHI and the important role of their clinical center.</li> <li>2. Use Overheads 1-3 to update participants about WHI in regards to: <ul style="list-style-type: none"> <li>• Numbers of participants recruited into each of the studies</li> <li>• Age and ethnicity of WHI participants</li> <li>• Compare your CC numbers to studywide numbers</li> </ul> </li> </ol> <p>B. Studywide participation in WHI</p> <ol style="list-style-type: none"> <li>1. Participation at Annual Follow-up visits <ul style="list-style-type: none"> <li>• Use Overhead 4: Percent Annual Visits to let participants know that participation at annual visits has been very good. However, completion of Annual Visits does tend to drop off after the first year.</li> </ul> </li> <li>2. Ask participants to look at the overhead and provide their thoughts using the following question or a similar question.</li> </ol> <p><b><u>Q/A</u></b> (Potential questions):</p> <p>☛ Why is it so important to the study that all participants complete their clinic visits and forms?</p> <ul style="list-style-type: none"> <li>• Remind participants that it is important for them to continue to come in for their annual clinic visits and complete their annual visit forms. The information gathered at these visits help scientists track the study's progress.</li> </ul>

Overheads  
5-8

## 3. DM Participation

- Use Overhead 5 and your CC-specific overhead to show that attendance, completion and self-monitoring have decreased over time. Ask participants to discuss what they see by using the following questions, or similar questions.

Q/A (Potential questions):

- What does this graph show about attendance, make-ups and percent scores collected? How does our CC compare to the studywide graph?
  - Point out that all of the activities associated with DM: attendance at group meetings, completion of make-up and self-monitoring have decreased over time. Mention that this decrease in DM participation may decrease our ability to answer the study questions.
  - Acknowledge that people joined the WHI Dietary Study for many different reasons and that their attendance at group meetings may be influenced by their own preferences.
  - Ask participants to share some of their thoughts regarding the benefits of attending group sessions (their own or as a guest at another group).

## 4. DM Progress

- Use Overheads 6-8 to point out that participants were able to make significant changes in their eating habits – decrease fat and increase fruit/vegetable and grains. Fat intake is creeping up, while fruit/vegetable and grain intakes are more stable.
- Show Overhead 6 and ask participants to discuss what they see using the following questions or similar questions.

Q/A (Potential questions):

- What does this graph show about people's ability to reach and maintain their fat gram goals during year 1?
- What does this graph show about people's ability to maintain their fat gram goals after the first year?
- How does our CC's graph compare to the studywide graph?
  - Point out that throughout the study fat scores dropped during the first year of intervention and participants were able to meet their fat gram goals. However, the fat scores have been drifting up during maintenance. This shows that people were able to reduce their intake of high-fat food, but over time there has been some slippage.
  - Use Overheads 7-8 to provide information about F/V and Grain goals. Ask participants to discuss what they see using the following questions (or similar questions).

Overhead  
5

**Q/A** (Potential questions):

- ☛ What does this graph show about people's ability to meet and maintain their F/V goals?
- ☛ How does our CC compare to the studywide graph?
- ☛ What does this graph show about people's ability to meet and maintain their Grain goals?
- ☛ How does our CC compare to the studywide graph?
  - Point out that in contrast to Fat scores, participants' F/V and Grain scores increased during the first year and remained higher. This shows that participants were able to increase their use of fruits, vegetables and grains during the first year and have been able to maintain these changes over time.
  - Go back and use Overhead 5 to point out how the percent of women self-monitoring has decreased from about 70% at the end of Year 1 to about 60% by two years into maintenance (Year 3).
  - Ask participants to think about the information provided in the overheads and share their thoughts using the following questions (or similar questions).

**Q/A** (Potential questions):

- ☛ How do you think participation in DM activities (sessions, self-monitoring) influences a person's ability to reach and maintain their goals?
- ☛ Tell me how you think self-monitoring helps people reach their goals.
  - Point out that self-monitoring is important because it: 1) helps participants assess their own progress, and 2) helps the study identify potential challenges and strategies to maintaining dietary change.
  - Point out that when participants don't self-monitor, or self-monitor infrequently, they create an incomplete picture of their own eating patterns.
  - Mention that the fat, fruit, vegetable and grain score information shown in Overheads 6-8 only represent the 60% of participants who are self-monitoring. The remaining 40% not self-monitoring may be farther away from their goals. Therefore, the graphs we've seen today may not represent an accurate picture of study progress.

C. Review goals and purpose of the study.

1. Point out that the WHI dietary goals are: 20% energy from fat, increase F/V servings to 5 or more a day and Grain servings to 6 or more a day. If participant's reduce their calories too much, they may not be meeting their 20% goal, even if they are meeting their fat gram goal.

2. Remind the women that maintaining their dietary changes is just as important as reaching the goals. For WHI to be successful, it is important for participants to maintain their dietary changes for 9 years.
  3. Acknowledge that the study realizes the goals are ambitious, but necessary in order to accomplish the purpose: to determine whether these dietary changes will reduce the risk of getting breast cancer, colon cancer and heart disease in postmenopausal women.
- D. Briefly review previous dietary studies to point out the importance of meeting and maintaining study goals.

Study	# subject s	Age	Time	Goal	1 Yr. % Fat	Reference
MRFIT	12,842	35-57	1974-82	25-35%	34%	6,7
WHT	303	45-69	1985-86	20%	21.6%	2,3
BDIT	295	36-52	1983-85	15%	21%	4,5
WHI	48,837	50-79	1993- 2005	20%	25%	1

#### 1. MRFIT

- In the 70's , MRFIT recruited 12,842 men to test whether low-fat diet and other lifestyle changes could reduce the risk of heart disease. Reduction of fat in Dietary Change group was small, 34% energy from fat at Year 1 and the C-I difference was only 4.
- At the end of the study there were 7% fewer deaths in the intervention group than in the comparison group, which was not statistically significant. The results of the study were inconclusive because participants did not make a big enough change to answer the study questions.
- Point out that, if WHI participants cannot meet and maintain their dietary fat gram goals, there may not be enough difference in fat intake between the Comparison women and the Dietary Change women to show whether there is a significant difference in the rates of breast cancer, colon cancer, and heart disease.

#### 2. WHI -Women's Health Trial/ BDIT- Breast Dysplasia Intervention Trial

- WHT- Goal of study to test whether a low-fat diet reduces breast cancer. Pilot study, 303 women recruited. Dietary goal 20% energy from fat, participants decreased to 22% energy from fat at Year 1.
- BDIT – Goal of study to reduce breast density. Pilot study, 295 women recruited. Dietary goal 15% energy from fat, participants decreased to 21% at Year 1.
- Point out that these studies show that women can make significant fat reductions.

Overhead  
9

3. Use Overhead 9 to make the following points:

- Women can make significant reductions in their fat intake. In the 1980's, there have been at least two other dietary studies where women have shown that a significant reduction in fat is possible.
- Even though participants in WHI have made major dietary changes, on average the study is not meeting its dietary goals.
- Point out that, like MRFIT, if participants in WHI cannot meet and maintain their dietary fat gram goals, there may not be enough difference in fat intake between the Comparison women and the Dietary Change women to show whether there is a significant difference in the rates of breast cancer, colon cancer, and heart disease.
- To help meet the WHI study goals, it is important for all WHI participants to eat less fat than they are currently eating.

E. Encourage participants to think about and discuss the information they just received. Help participants see the discrepancy between where we are now and where we need to be. Use the following questions (or similar questions) to promote sharing.

Q/A (Potential questions):

- What positive things did you learn about the study?
- What questions or concerns did this review of progress create?
- What did you think about this information?
- How does it make you feel?



Notes



### 3. Skills Practice/Strategies to Improve Performance

Objective: Identify strategies to improve performance in meeting the dietary goals of the study.

Purpose: Promote self-management and self-efficacy.

- A. Point out that the study leaders have identified improving DM performance as a top priority. New activities will be added to the program, such as, individual counseling for participants not meeting goals.
- B. Point out that money and resources are limited in WHI, just like they are in most of our households. But the most important resource WHI has is THEM--our study participants. So, this would be a great time to get their creative ideas about how WHI participants and staff might be able to help WHI come closer to meeting its goals or even meet its goals.
  1. Provide some ground rules to the group(s) before they begin to 'brainstorm'. For example:
    - Limits on money, resources, other CC restrictions, etc.
    - Encourage creative idea sharing by not judging the ideas as they are mentioned.
    - Write down suggestions without any editing.
  2. Allow participants to choose the format for their 'creative sharing.' For example:
    - People could stay in a large group or divide into smaller groups and focus their creativity on a specific area (e.g., attendance at group sessions, self-monitoring, etc.)
    - Participants could use the Mind Mapping technique described in Year 3 Fall session, or another technique.
  3. Use the questions listed below (or similar questions) to focus the creative sharing.

#### QA (Potential questions):

- What can participants (like yourselves) who are attending sessions do to:
  - keep each other attending?
  - help bring back those who have stopped attending?
- What can participants who ARE meeting goals do to help others who are not meeting goals?
- What can participants who ARE NOT meeting goals do to help others who are not meeting goals?
- What can participants who ARE self-monitoring do to help others who are not self-monitoring?
- What can participants who ARE NOT self-monitoring do to help others who are not self-monitoring?

4. Spend 5-10 minutes collecting ideas. After collecting ideas, discuss the pros and cons of these ideas for about 5 minutes.
5. At the end of your discussion, prioritize the suggestions. Assess the participants priorities by having them vote for their favorites. (For example, you could give them each 3 colored dots to put beside the ideas they like the best, or you could use the “Tennis Match” elimination method described in the Year 3 Winter sessions to chose the top three choices.)



*Notes*

(15 minutes)	<b>GOAL SETTING/IMPLEMENTATION OF PLAN (15 minutes)</b>
	<p><u>Objective:</u> Participants identify specific action plan to maintain or improve their commitment and participation in WHI.</p> <p><u>Purpose:</u> Goal setting, verbal contracting</p> <p>A. During the brainstorming session, participants identified suggestions that participants could do to help WHI meet its goals. Have each participant identify what they plan to do to contribute to the strategies identified by the group.</p> <p><u>Q/A:</u> Ask for participants to share information about:</p> <p>☛ What do you plan to do to help WHI meet its dietary goals?</p>
(10 minutes)  Invite guest to present awards	<p><b>4. Award Presentations</b></p> <p><u>Objective:</u> Provide recognition to participants for their continued efforts in reaching and maintaining their WHI nutrition goals.</p> <p><u>Purpose:</u> Reward and motivate participants.</p> <p>A. Suggestions:</p> <ul style="list-style-type: none"> <li>• Provide each woman some type of recognition for participating in WHI. It is important that each woman feels like she is being acknowledged for the efforts she has made.</li> <li>• Acknowledge women who have made outstanding contributions, such as best attendance or lowest fat score, most improved or best effort under trying circumstances.</li> <li>• Recognize contributions of peer group leaders.</li> <li>• Consider a way to recognize the contributions made by supportive family members and friends.</li> <li>• If you have a system to give rewards to participants for their participation this would be a good time to give out these awards.</li> </ul> <p>B. A template for certificates was supplied for sessions 9 and 18, you can modify the template as needed for this session.</p>

(15-30minutes)	<b>FOOD TASTING/POTLUCK/OPTIONAL ACTIVITIES (15-30 minutes)</b>
	<p><b>Objective:</b> Provide opportunity for participants to interact and bond with each other. Add excitement and interest to the session.</p> <p><b>Purpose:</b> Celebrate by sharing food or a fun activity.</p> <p><b>Suggested Activities</b></p> <p>A. Potluck</p> <ol style="list-style-type: none"> <li>1. Participants share foods. To make the potluck more interesting there could be a theme for the potluck, such as foods from different countries, meatless dishes or different decades.</li> </ol> <p>B. Games based on the theme of foods of the past century. A sample list of foods introduced by decade is included at the end of the module.</p> <ol style="list-style-type: none"> <li>1. Instructions for playing “Family Feud” and “Celebrity” are included at the end of the module.</li> <li>2. Create a quiz on foods by decade. Give out prizes for women who get the most correct answers.</li> <li>3. Play the Meal of Fortune Game. Make up phrases related to foods by decade.</li> </ol> <p>C. Modify recipes from previous decades.</p> <p>D. Vintage Fashion Show or Appliance Show</p> <ol style="list-style-type: none"> <li>1. Have participants come dressed in clothes from different decades.</li> <li>2. Create a display of different appliances that have been popular over the years. Have participants bring in unusual appliances and have them guess what decade they were popular or what they were used for.</li> </ol> <p>E. Low-Fat Gadget Show 'n' Tell</p> <ol style="list-style-type: none"> <li>1. Create a display of different gadgets that have been popular in helping people reduce the fat in food preparation (i.e., fat mops, non-stick pans, etc.)</li> <li>2. Ask participants to bring their favorite 'gadget', tip or 'gimmick' that helps them prepare lower-fat meals and dishes.</li> </ol> <p>F. White Elephant Gift Exchange</p> <ol style="list-style-type: none"> <li>1. Let women spend their "bonus bucks" they've earned for attendance and self-monitoring to purchase the gift of their choice.</li> </ol>



*Notes*

## Historical Food Trivia – Foods Introduced by Decade

In 1906, the average speed of the horse-drawn traffic in New York City was 11.5 miles an hour. In 1972, automobile traffic in the city moved at an average of 8 miles an hour. So much for progress.

### 1900's

Wesson Oil  
Pablum infant cereal  
Presto brand self-rising cake flour  
Devil Dogs, Yankee Doodles, Ring Dings and Yodels – packaged sweet goods  
Campbell's Pork and Beans  
Heinz's Baked Beans  
French's Cream Salad Mustard  
Libby's canned sauerkraut, pickles and ketchup  
A-1 Sauce  
Barnums Animal Crackers  
Post Toasties  
Ice cream cones  
Banana Split  
Peanut butter  
Instant coffee  
Homogenized milk was invented  
Campbell Kid's cartoon characters  
The Way to a Man's Heart – The Settlement Cook Book

### 1910's

Aunt Jemima pancake flour  
Crisco  
Mazola Corn Oil  
Ocean Spray Cranberry Sauce  
Hellman's Mayonnaise  
Kraft Processed Cheese  
Quaker Puffed Rice and Puffed Wheat, Kellogg's 40% Bran  
MSG  
Oreos, Lorna Doone Cookies  
Fortune cookies  
French dip sandwiches  
Whitman Sampler – first candy box wrapped in cellophane  
Morton's table salt – "When it rains it pours" and trademark little girl holding umbrella  
Piggly Wiggley – first self-serve grocery store

### 1920's

Wonder Bread  
Lender's Bagel Bakery  
Kool Aid  
Broccoli introduced from Italy

Canned tomato juice  
Potato chips  
Popsicles  
Sanka coffee  
Caesar salad  
Lifesavers, Baby Ruth, Oh Henry, Milky Way, Butterfingers, Reese's Peanut butter Cups  
First pop-up toaster- Toastmaster Model 1A1  
Popeye the Sailor – "I'm strong to the finish, 'cause I eats me spinach" Increased consumption of spinach by 33%.

**1930's**

Sliced bread  
Hostess Twinkies  
Bisquick, Jiffy brand biscuit mix,  
French's Worcestershire sauce  
Wyler's bouillon cubes  
Frito Corn Chips, Ritz Crackers  
Kraft Miracle Whip Salad Dressing  
Adolph's Meat Tenderizer  
Kraft Macaroni and Cheese Dinner  
Spam  
3-Musketeers, Kit Kat, Rolo, Good n Plenty candy bars  
Better Homes and Gardens Cookbook, Betty Crocker and Joy of Cooking  
Comic strip "Blondie" introduces the "Dagwood Sandwich"  
Elsie the Cow

**1940's**

Cheerios introduced by General Mills  
Raisin Bran introduced by Kellogg  
Chiquita Banana introduced by the United Fruit Company  
Frenchy's Instant Potato  
Reddi-Whip – First major US aerosol product  
Chiffon cake introduced by General Mills  
V-8 Cocktail Vegetable Juice  
Frozen orange juice  
Frozen french fries  
Chun King chicken chow mein  
Gourmet magazine  
Tupperware

**1950's**

Minute Rice  
TV Dinners introduced by Swanson  
Carnation company introduced instant non-fat dry milk  
Trix, Frosted Flakes, Sugar Pops, Sugar Smacks, Special K breakfast cereals  
Cake mixes  
Cheese Whiz

Butterball turkeys  
Pream powdered nondairy creamer  
Sweet 'n Low  
Rice-A-Roni  
Margarine consumption overtakes butter consumption for the first time  
Wheat germ sales boom based on book Look Younger, Live Longer by Gayelord Hauser

### **1960's**

Wundra instantized flour  
Cool Whip  
Maxim, freeze-dried instant coffee  
Shake n' Bake, the first "complete seasoned coating mix"  
Total, Lucky Charms, Apple Jacks, Product 19  
Gatorade  
Pop-Tarts toaster pastries  
Franco-American Spaghetti O's  
Bac O's  
Lawry's Taco Seasoning Mix  
Pringles  
Tang  
Tab-opening aluminum cans for soft drinks and beer are introduced  
The first compact microwave oven for US home use by Amanda  
Mastering the Art of French Cooking by Julia Child  
New York Times Cookbook by Craig Claiborne  
The James Beard Cookbook by James Beard  
Stalking the Wild Asparagus and Stalking the Blue-eyed Scallop by Euell Gibbons

### **1970's**

Hamburger Helper  
Orville Redenbacher's Gourmet Popping Corn  
Celestial Seasonings Herbal Tea  
Quaker 100% Natural cereal – first commercial granola  
Top Ramen, Cup of Noodles  
Promise Margarine claims to lower cholesterol  
Stove Top Dressing  
Pop Rocks candy  
Miller Lite Beer  
Perrier Water  
Fresh Horizon Bread introduced with indigestible cellulose designed to provide fiber without calories  
Denny's Restaurants introduce the Grand Slam breakfast



**1980's**

Fruit Roll Ups

Tofutti – a frozen dessert based on soybean curd rather than dairy products

Stouffer's Lean Cuisine frozen dinners

Healthy Choice frozen dinners

Pop Secret microwave popcorn

Chicken and Tuna Helper

Bottled Hidden Valley Ranch Dressing

Prego Spaghetti Sauce

Nutri-Grain Cereal, Just Right

Morning Star Farms line of cholesterol-free, soy-based foods: Breakfast Strips, Breakfast Links

Morning Star Scramblers – egg substitute

Campbell's Special Request Soups

Snapple

**1990's**

In 1989, 9,000 new foods were introduced. In 1995, over 16,000 new foods were introduced.

Promise Ultra - nonfat margarine

Smart Balance Soft Spread

I Can't Believe It's Not Butter! Spray

Ocean Spray Craisens

Just Whites

Lean Cuisine Skillet Sensations

Broccolini – hybrid broccoli and chinese kale

Pita Puffs

Fruitopia

Blue M&Ms, Hershey Hugs

Healthy Choice breakfast foods

Olestra – Wow Potato Chips

Spice Hunter Stuffed Potato Cups

Fantastic Polenta

Boca Burgers

**Reference for Foods by Decade**

Trager, James. The Food Chronology: A Food Lover's Compendium of Events and Anecdotes, from Prehistory to the Present. Holt, 1995.

## Games to Play

### **Family Feud Game**

1. Select 5 foods from each decade as the most familiar foods introduced in that decade.
2. Write them on a flip chart and cover them.
3. Divide participants into two teams.
4. Start with the 1990's, toss a coin to determine who will go first. Each team will have 1 minute to name their five choices. They get points for every food they match. At the end of their minute the other team will have 1 minute to guess.
5. Continue to play alternating participants who respond until you have covered all of the decades. The winning team may receive a prize.

**Celebrity Game** – This is a fun game, that gets everyone involved and active. Play two rounds of this game. One using the time frame of 1900-1950 and one from 1960-1999, or you could choose famous women over 50 or important women of the 20<sup>th</sup> century.

- **Equipment needed** – slips of paper, pencils or pens, stop watch
- **Set up.**
  1. Divide the women into two teams.
  2. Provide each participant with ~10 slips of paper. Ask each participant to write down names of famous people, cartoon characters, cookbooks or popular foods for the time frame identified.
  3. Have participants fold the paper so the names are not visible.
  4. Collect their folded slips of paper and place them in a basket or other container.
- **Playing the game.**
  1. Teams alternate turns, one member of the team has two minutes to describe what is written on their slips of paper. Their team members guess while the other team watches. Then the next team has their turn. Teams and team members alternate until all of the slips of paper have been used. A time keeper keeps track of the time and announces when its time to start and stop.
  2. The participant gives clues to help their team members guess what is written on the paper, but they may not use any of the words written on the paper or numbers. (For example if the name Betty Crocker was written on the slip of paper, the participant could say a woman representative of General Mills products, her name is on a cookbook and her face is shown on food products.) If the participant draws a name that she doesn't know she can pass on it and draw another name. She can only pass two times during her turn.
  3. Members of their team try to guess the name by yelling out options. If they correctly guess the name before the time is up the participant may continue to draw out slips until her time is up. Whenever, the team correctly guesses the name, they keep the slip of paper to show they guessed it. If they don't guess the name before the time is up the slip of paper goes back into the basket.

4. The game continues until all of the names have been guessed. Then each team counts the number of slips of paper they have. The team with the most wins.

**Sample Idea for Fall '99 Session Reminder (flyer):**

Did you know that WHI is the largest and most complex nutrition research study of the century?

Come hear more interesting facts about WHI's progress and how your participation helps WHI's success. The Fall Session celebrates the progress of WHI and your contribution.

We look forward to seeing you!