



## Winter 2001 (8W): Goal Getting Meals

### Nutritionist Note:

The overall goal of this session is to help participants develop quick and easy menu ideas that will help them meet their WHI nutrition goals. The session introduces a new tool – the W-H-I Meal Planning Guide. This guide will help participants create menus for a whole day, instead of meal-by-meal.

Special thanks to nutritionists and participants in a sub-group of the Self-Monitoring Working Group for initiating and pilot-testing this tool.

## Nutritionist Guidelines

**Time:** ~ 120 minutes

**WHILMA:** Enter session in WHILMA as: **8W**

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

**(Key Points)**

- Explore the difficulties and benefits of meal planning.
- Use the WHI Meal Planning Guide to develop tasty and easy menu ideas that meet WHI goals for a whole day.
- Sample new food products and/or identify new and different ways to use familiar foods.

**Materials:**

- Session reminder (sample provided on pg. 17).
- Self-monitoring tools
- Overhead projector
- Optional overheads: W-H-I Meal Planning Guide Overhead (pg. 14) and Sample Menu (pg. 15).
- WHI Fat Counter and/or similar resource books that provide total fat gram information (e.g., *The Complete Book of Food Counts* by Corinne T. Netzer, *Bowes & Church*, by J. Pennington, etc.).
- Sample W-H-I menus: *On the Go*, *Quick & Easy*, and *Special Meals with Family/Friends* (in Participant Winter 2001 session materials).

**Nutritionist Note:** Optional ideas for group-sharing of menu ideas:

- Provide copies of blank overheads of **Worksheet Winter-2: WH-I Meal Planning Guide** (pg. 16) for small groups to record their menu ideas and use when sharing to the larger group.
- Provide index cards (4x6 or 5x8 - inches) for groups to write down *Wee*, *Hearty*, and *In-Between* meal ideas. Cards could be photocopied and provided to group members at the end of the session (or at the next group meeting).

**Optional: Other Potential Resources:**

- Commercial food labels
- *WHI Recipe Directory* (list of all WHI recipes with fat, F/V and Grain information – Memphis CC)
- List of *Wee, Hearty and In-Between* meal ideas compiled from all CCs (reference copy will be sent to all LNs).
- Updated 2001 - List of Healthy Frozen Meals (provided to LNs electronically with W8 session reminder).
- Updated 2000 - Lower-Fat Fast Food Choices (provided to LNs electronically with W8 session reminder).
- List of nutrition information website sources for fast-food and restaurant chains (pg. 18).
- Restaurant information (e.g., *The Restaurant Companion*, HS Warshaw; *Dining Lean* by JV Lichten; *Am. Diabetes Assoc. Guide to Healthy Restaurant Eating* by HS Warshaw, or similar resources)
- Book: *Fat Free Mix and Match Meals: More Than 100,000 Combinations*, Thunder Bay Press, July 1998 (paperback). ISBN: 1571450912

**Other WHI Resources Related to Session:**

- Maintenance Participant Session Materials:
  - Year 2 Summer – Easy Cooking for One or Two:  
*Resource 2 – Easy Cooking for One or Two*
  - Year 3 Winter – Easy One Dish Winter Meals:  
*Resource Winter 3-1 – Low-Fat and Fat-Free Commercial Soups*  
*Resource Winter 3-2 – Lower-Fat Crackers and Breads*

**Peer Group Ideas:**

Here are a few suggestions for peer group activities/topics for Winter 2001 session follow-up.

- Celebrating Goals: Get together and use the W-H-I Guide to plan special holiday menus that provide holiday enjoyment and meet WHI nutrition goals.
- New Year's Head Start: Get together and use the W-H-I Guide to develop a set of menus for the upcoming 'new' year. Consider making a copy to share with other group members (i.e., like a cookie exchange – only this would be a menu exchange).
- Share Meal Favorites: Get together and share a few personal favorites (snacks, mini meals, recipes for meat/fish/poultry, side dishes or light desserts) for every-day dining. Use the W-H-I Guide to see how your 'favorites' fit into a day that meets WHI goals.

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Below is a list of the maintenance session planned for 2002. This information will help Nutritionists plan ahead when responding to participant requests for 'additional information'.

**Upcoming Maintenance Session Topics:**

- Spring 2002 – Evaluating Health Information – Nutritional Supplements
- Summer 2002 –PEFI-Q (self-assessment questionnaire) – Explanation & Completion
- Fall 2002 – PEFI-F (computer-generated feedback) - Review & Discuss Ways to Move Ahead
- Winter 2002 – Taking Charge of Your Life (increasing feelings of self-confidence and self-esteem)

## Winter 2001: Goal Getting Meals (Facilitation Outline)

	<b>GROUP SHARING/NEXT STEPS FOLLOW-UP (~25 minutes)</b>
(~25 minutes)	<p><b>Objective:</b> Participants share thoughts and feelings with other group members regarding their thoughts and feelings about the Fall session (Women Helping Women: A Celebration).</p> <p><b>Purpose:</b> Build group cohesion and participant self-efficacy.</p> <p><b>Nutritionist Suggestion:</b> Before the Winter 2001 session, identify participants who attended the Fall session and brought a ‘guest’. This will help identify participants who might be willing to share their guests’ comments/impressions, as well as their own thoughts/experiences with the Fall session.</p> <p><b>A. Option 1: Group Sharing/Next Steps Follow-up</b></p> <ul style="list-style-type: none"> <li>Ask participants to share their thoughts and/or experiences about the Fall session. They had an opportunity to hear others acknowledge their WHI involvement as a purposeful and meaningful activity. They also had a chance to build and reinforce relationships that support their WHI participation.</li> </ul> <p><b>Q/A</b> (Potential questions):</p> <ul style="list-style-type: none"> <li>☛ What was the most important thing that you learned about yourself and WHI during the Fall session?</li> <li>☛ How did the sharing at the Fall session (Women Helping Women) reinforce supportive relationships or influence your commitment to WHI?</li> <li>☛ What types of supportive relationships did you identify as important?</li> <li>☛ What types of help/support might group members be willing and able to provide?</li> </ul> <p><b>Group Facilitation Suggestion:</b> Here are some examples of potential ways to encourage group cohesion and connection.</p> <ul style="list-style-type: none"> <li>Point out common threads within the group. For example: Point out if a number of participants identified similar types of help/support as important for their continued WHI commitment.</li> <li>Use the ‘who else’ question: <i>Who else is willing to share an example of a supportive relationship that helped them maintain their commitment to WHI?</i></li> <li>Use a directive question: <i>What about you _____ (name), what type of supportive relationships do you find helps your continued participation in WHI?</i></li> <li>Summarize and reflect group comments.</li> </ul>



**Peer Group Sharing** (If peer groups):

Purpose: Provide support and recognition of peer group activities and to promote interest:

- During the past 3 months, what types of activities have you done with other members of WHI?
- What do you like about getting together?

NOTE: Consider reintroducing the peer group idea if a particular group has not been participating (e.g., *What would you like to do together outside of your usual DM group meeting?*) Reinforce the idea that a beneficial (or worthwhile) peer meeting may only have 3-4 people.



Notes

**Option 2: Group Sharing/TMC Follow-up****Nutritionist Suggestion:**

- Depending on group interest – share an overview of your CC's TMC themes (use *TMC004 – TMC Activity Summary: Part 2 –Contact Results* report).
- Idea: Consider providing participants with nametags color-coded for theme that they identified as important to them. You might also consider forming small groups according to theme.

**Group Sharing/TMC Follow-up**

- Present group with a list of the TMC themes – what participants identified as important when making dietary changes (e.g., feeling healthy and/or good about what I am doing, being easy to do; tasting good; being aware of my choices; benefiting my family, having the support of my family and/or friends; etc.).
- Ask participants if there are any other important areas that are not on the list. Add any additional suggestions from participants.
- Then ask the participants to come up and place a check mark next to their top one (or two) choices.
- Use the questions below (or similar questions you develop) to provide a chance for participants to share their thoughts about what is important when making dietary changes in WHI with other group members.
- Help participants make a connection between what is important to them and how this may help build or increase their motivation.


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


- What does (selected theme) - e.g., feeling good, etc.) mean to you?
- How does (theme) currently motivate you?
- How may (theme) help you become motivated?
- How may the (theme) help you stay motivated?
- How do the themes that you identified today, compare to some of the original reasons/benefits that you identified when you first joined WHI? (similar or different?) If different, how have they changed?



**Group Facilitation Suggestion:** Here are some examples of potential ways to encourage group cohesion and connection.

- Point out common threads within the group. For example: Point out if a number of participants selected similar themes on the list.
- Use the 'who else' question: *Who else is willing to share their top theme and what it means to them?*
- Use a directive question: *What about you \_\_\_\_\_ (name), how do the things that are important to you today compare to the reasons that you joined WHI?*
- Summarize and reflect group comments.

	SETTING THE STAGE (~ 5 minutes)
  (~5 minutes)	<p><b>Group Facilitation Suggestion:</b> Before presenting new information, take a few minutes to assess the groups' areas of interest around the session topic.</p> <ul style="list-style-type: none"> <li>• Set the stage by letting participants know what you are prepared to discuss.</li> <li>• Assess their interest and ask them where they would like to spend their time.</li> <li>• Emphasize individual choice and preference.</li> </ul> <p>Refer to ME Corner in May 2001 CCC Update for additional details about 'setting the stage.'</p> <p><b>A. Set the Stage &amp; Assess Interest</b></p> <ul style="list-style-type: none"> <li>• Begin by acknowledging that as lives change, planning and preparing meals sometimes becomes less important and more challenging. Mention that across the country, WHI participants have been telling us that they are not cooking as much as they use to. Ask if this is also true for them.</li> <li>• Point out that today, you'd like to introduce the group to a new tool called the W-H-I Meal Planning Guide. This tool could help simplify meal planning, and provide a collection of meal ideas that would be a wonderful resource to help them maintain (or reach) their WHI nutrition goals.</li> <li>• Let the group know that a small number of Dietary Change participants had a chance to use the Guide in a pilot project and they found it useful for many of the following reasons:             <ul style="list-style-type: none"> <li>- It gave them a mental break from planning meals and looking up fat grams.</li> <li>- It helped them organize their shopping.</li> <li>- It made it easier for them to reach their WHI goals.</li> <li>- It gave them new ideas of different foods to try.</li> </ul> </li> <li>• Mention that if the group is interested, you are also prepared to give them time to explore and taste some of the foods and food products (new and old) that could add variety, flavor, and speed to low-fat meal preparation.</li> </ul> <p><b>QA:</b></p> <p>➡ Where would you like our group to spend most of our time?</p> <p><b>B. Emphasize Personal Choice</b></p> <ul style="list-style-type: none"> <li>• Point out that because everyone has slightly different priorities and needs in their lives, each person will identify different things that are important from the session.</li> <li>• Mention that each person has to decide what is important for them and how they might use the information that is discussed in the session.</li> </ul>

	<b>SKILL BUILDING (~ 60 minutes)</b>
(~10 minutes)	<p><b>1. Self-Assessment – Meal Planning: The Good and the Not-So-Good?</b></p> <p><u>Objective:</u> Participants explore the difficulties and benefits of meal planning.</p> <p><u>Purpose:</u> Help participants to identify ‘why or how’ they might personally benefit from learning more about meal planning.</p> <p><b>A. Complete Worksheet - Identify Potential Benefits for Meal Planning</b></p> <ul style="list-style-type: none"> <li>• Participants complete <b>Worksheet Winter-1: Planning My Day the WHI Way</b>.</li> <li>• Ask participants to share their responses from the worksheet. Have them identify meal planning challenges where they might personally benefit by having some new ideas/resources and/or group support.</li> </ul> <p><b>QA:</b> (Potential questions):</p> <ul style="list-style-type: none"> <li>☛ What questions did you check ‘yes’ to on the worksheet?</li> <li>☛ What questions did you check ‘no’?</li> <li>☛ Has planning meals changed for you during the past year (or since joining WHI)?</li> <li>☛ If yes, how has it changed?</li> <li>☛ What did you identify as potential benefits for planning meals?</li> </ul>
	<p><b>Group Facilitation Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Summarize and reflect.</li> <li>• Point out common ‘threads’ within the group (i.e., ‘semi-retired’ from meal planning, shopping and cooking – or want to be; looking for easy ways to meet WHI goals; wanting new meal/menu ideas, etc.).</li> <li>• Use the participants’ comments to briefly point out how the W-H-I Meal Planning Guide and the group-sharing opportunity at the Winter session may help them address some of their specific meal planning requests/needs.</li> </ul>
	<p><b>Nutritionist Group Facilitation Option:</b> <u>Instead of using Worksheet Winter-1</u> to identify meal planning pros/cons, consider the following activity:</p> <ul style="list-style-type: none"> <li>• Assess how participants feel about planning WHI meals by asking them open-ended questions, such as: <ul style="list-style-type: none"> <li>• What do you think is good about planning meals?</li> <li>• What do you think is not-so-good?</li> </ul> </li> <li>• Summarize and reflect groups’ comments.</li> <li>• Briefly point out how the W-H-I Meal Planning Guide could help them address those areas of meal planning where they feel less positive.</li> </ul>

(~50  
minutes)

## 2. Skill Practice – Planning My Day the WHI Way

**Objective:** Participants use the WHI Meal Planning Guide to develop tasty and easy meal ideas that meet WHI goals for a whole day.

**Purpose:** Provide opportunity for participants to use W-H-I Guide to plan menus that meet WHI goals and share menu ideas with other group members.

**Nutritionist Note:** If you normally collect self-monitoring tools at the start of a group meeting, suggest that participants keep their food diaries or fat scans if they can use these tools to identify ‘usual or typical meals’ and fat grams.

### A. Explain the W-H-I Meal Planning Guide (~10 minutes)

- In the large group, explain and demonstrate how to use the W-H-I Guide. (Overheads optional – pages 14-15).
  - Point out that the W-H-I Meal Planning Guide is a tool that helps women meet their WHI nutrition goals with pre-set meals in 3 fat-gram meal ranges.
    - Briefly define the 3 meal categories: *Wee*, *Hearty* and *In-Between* Meals (Overhead 1, pg. 14).
    - Point out that when participants pick one meal from each meal category, they will easily achieve their F/V and Grain goals AND consume menus that range between 17 and 28 grams of fat for the day.
- Walk participants through a sample menu that uses the W-H-I Meal planning Guide (Overhead 2 – pg. 15).
  - Point out that snacks need to be woven in as part of a meal category. For example, if someone normally snacks in the early afternoon, she might want to consider having her *Hearty* or *In-Between* meal at this time of the day.
  - Point out that if you have a fat gram goal that is less than 28 grams per day you need to consider selecting lower-fat meals within each meal category.
    - For example, you could choose a *Wee* meal with 6 grams of fat, a *Hearty* meal with 10 grams and an *In-Between* meal with 7 grams of fat. This would give you a total of 23 grams of fat for the day.
    - Or, you could consider choosing more *Wee* or *In-Between* meals to create your day. For example, you could choose 2 *Wee* and 1 *Hearty* meal, or 2 *In-Between* and 1 *Wee* meal to create a lower-fat day. It’s your choice.
- Let the group know that they will be using the W-H-I Meal Planning Guide (**Worksheet Winter-2**) to plan some of their own sample menus. Ask them what questions they have about using the tool; address as needed.

**Nutritionist Note:** The following is a suggested skill building activity. Modify this activity (or develop your own), as necessary, to help your participants meet the objective and purpose stated above.



**B. Participants Plan A Menu for A Day (~25 minutes)**

- Suggestion: Divide the large group into small groups or pairs based on eating style preferences or lifestyle needs (e.g., quick & easy meals, eating alone, meals away from home, no cook meals, vegetarian or meat/potato meals, etc.).
- Provide the following resources to each group:
  - A WHI Fat Counter (or a resource that provides fat, F/V and Grain information).
  - Blank copies of the W-H-I Meal Planning Guide **Worksheet Winter-2** (pg. 16), blank index cards, or a large piece of poster paper to record the groups' menu idea(s).

**Suggestions to Help Participants Get Started:**

- To help participants begin the planning process, suggest that they think about their current meal pattern. (Note: They may be able to use their food diary, fat scan, or other self-monitoring tool to identify meal patterns. For example, the meals which contain the least or the most amount of fat.)
- Ask participants to think about their own eating preferences and lifestyle needs by using the following questions:
  - When do you usually eat your lowest fat meal (*Wee* meal)?
  - What about your highest fat meal (*Hearty* meal)?
  - Are some of your meals usually eaten away from home? For example, do you routinely eat one of your meals at a cafeteria or fast-food location?
  - What foods would you like to eat at your meals (*Wee*, *Hearty* and *In-Between*)?
  - Do you usually eat a snack? If yes, what time of the day would you normally snack (morning, afternoon or evening)?
- Point out that snacks are a great way to pick up extra F/V and Grain servings during the day. However, snacks also can add fat to a meal, so the fat grams in snacks need to be considered when planning your meals. For example, if you normally snack in the afternoon, consider having your *Hearty* or *In-Between* meals at that time of day.
  - If participants want an example of a menu that includes a snack, refer them to the sample menu on page 12 in their participant session materials.

**Planning Your Own WHI Meals**

- Ask participants to use the W-H-I Meal Planning Guide (**Worksheet Winter-2**) to plan and create at least one meal in each of the three meal categories (*Wee*, *Hearty*, and *In-Between*).
- Have participants work together to plan at least one day that:
  - Fits their eating style preferences or lifestyle needs and provides the following:
    - 17-28 grams or less of fat (depending on their fat gram goals)
    - 5+ F/V servings and 6+ G servings

- Have participants work together to plan at least one day that:
  - Fits their eating style preferences or lifestyle needs and provides the following:
    - 17-28 grams or less of fat (depending on their fat gram goals)
    - 5+ F/V servings and 6+ G servings
- Ask each group to write their menu idea(s) on index cards, poster paper, or a blank overhead of a W-H-I Meal Planning Guide (**Worksheet Winter-2**) and be prepared to present their menu idea to the larger group.
- If a group needs some ideas to get started, suggest that they look at the sample menus for 3 different eating situations: *On the Go Meals*, *Quick & Easy Meals*, and *Special Meals for Family & Friends* in the resource section of their Participant session materials – pages 10-18.

### C. Participants Share Menu Ideas (~15 minutes)

- Have each group/pair:
  - Share their experiences planning their menu and,
  - Share their final menu idea(s), fat grams, F/V and G servings.
- This is also a good time to ask participants who included snacks in their menu plans to share how they fit the snacks into the W-H-I Guide (template).
  - If no group incorporated snacks into their menu plans – ask the group if they typically snack. If the answer is ‘yes’, facilitate a discussion around how participants could fit snacks into their menu plans.

### QA: (Potential questions):

- ☛ What did you learn from this activity?
- ☛ How did working with other people who had similar eating preferences or lifestyle needs make the planning easier or more fun?
- ☛ What new or different ideas did you hear from other group members?
- ☛ What additional questions do you have about using this guide?
- Point out that participants can create their own meal ‘resource file’ or ‘idea bank’ by mixing and matching their own meal ideas, ideas from other group members, and ideas from the sample menus in their participant materials. This lets them create a variety of different menus that could fit their lifestyle needs and help them meet their WHI goals.



Notes

	NEXT STEPS (~15 minutes)
(~15 minutes)	<p><b>Objective:</b> Participants reflect on information and skills that may help them meet their WHI goals with less effort.</p> <p><b>Purpose:</b> Increase likelihood that participants will consider using the W-H-I Meal Planning Guide to plan menus that will support WHI goals.</p> <p><b>A. Next Steps Discussion</b></p> <p><u>Suggestions:</u></p> <p><b>Option 1:</b> Ask participants open-ended questions to help them assess:</p> <ul style="list-style-type: none"> <li>• Their levels of interest in the information presented</li> <li>• Their confidence level in using the W-H-I Meal Planning Guide to help them plan meals, and</li> <li>• Their readiness to try out some of the meals they planned.</li> </ul> <p><b>Q/A:</b> (Potential questions):</p> <ul style="list-style-type: none"> <li>☛ What about this session was of interest to you?</li> <li>☛ How confident do you feel that you will be able to use the WHI Meal Planning Guide to plan meals?</li> <li>☛ For participants who feel confident, what helps you be confident?</li> <li>☛ For participants who feel less confident, what would need to be different for you to feel more confident?</li> <li>☛ During the next 3 months, what meals might you try?</li> </ul> <p><b>Option 2:</b> Ask participants some ‘scaling’ questions, to help them assess their confidence and readiness levels.</p> <ul style="list-style-type: none"> <li>• Consider asking participants to ‘line up’ in numerical order (1-10) or have numbers on floor or wall. Ask participants to stand next to the number that best represents their response. (0 = not at all likely, 10 = very likely).</li> </ul> <p><b>Q/A:</b> (Potential questions):</p> <ul style="list-style-type: none"> <li>☛ On a scale of 0-10, how confident do you feel that you will be able to use the WHI Meal Planning Guide to plan your meals?</li> <li>☛ How ready are you to use the tool (or the sample menus) at home?</li> </ul> <ul style="list-style-type: none"> <li>• Debrief the group in the following order: participants in the middle (e.g., 4-7), participants at the low end (e.g., 0-3), and finally participants on the high end (e.g., 8-10).</li> </ul> <p><b>Q/A:</b> (Potential question):</p> <ul style="list-style-type: none"> <li>☛ What would need to happen to help you move up one number?</li> </ul> <ul style="list-style-type: none"> <li>• Summarize the participants’ comments in the same order: middle, low and then high. Close with a FRAMES statement (definition and example on page 12).</li> </ul>

**Group Facilitation Suggestions:**

- Summarize and reflect.
- Point out common ‘threads’ within the group (e.g., *found it helpful to hear new ideas from other group members and to share meal planning solutions*, etc).

Close with a FRAMES statement. (refer to definition and example below).

**F:** Provide feedback

**R:** Emphasize participant responsibility

**A:** Provide clear and accurate advice

**M:** Provide a menu of options

**E:** Express empathy

**S:** Reinforce self-efficacy

Example:

**F:** *Some of you may not be sure of what you’ll do with this information once you leave, while others may feel like they have a new bag of tricks.*

**R:** *It is completely up to you whether or how you use this tool.*

**M:** *And, of course, there are many different ways to plan meals.*

**A:** *In our experience, a number of participants have found this meal planning tool very helpful in deciding what to eat while meeting their fat gram goals.*

**S:** *I am confident that if, or when you decide to try the tool, you’ll find a way to use it that works for you.*

**E:** *If you need additional help with this tool, remember that you have the support of your group as well as myself.*



Notes

	<b>FOOD TASTING (~15 minutes)</b>
(~15 minutes)	<p><b>Objective:</b> Sample new food products and identify new and different ways to use familiar foods.</p> <p><b>Purpose:</b> Increase likelihood that participants will use foods and recipes that support WHI goals.</p> <p><b>Nutritionist Note:</b> When using ‘brand name’ food samples during food tasting, be sure to let the participants know that the WHI does not endorse any specific commercial brands. Use of commercial foods is optional and not required for participants to meet WHI goals. Samples of commercial foods are provided only to increase participants’ awareness of new products in the market place and give them an opportunity to taste and evaluate new foods.</p> <p><b>Clinic Choice:</b> Food Product/Food Tasting Suggestions:</p> <ul style="list-style-type: none"> <li>• <u>Potential foods or products to sample:</u> <ul style="list-style-type: none"> <li>- Recipes provided in Participant session materials and used in sample menus (<i>On the Go, Quick &amp; Easy, and Special Meals for Family &amp; Friends</i>).</li> <li>- Frozen meals – what’s new in the market that can fit into WHI meals (e.g., Healthy Choice, Amy’s Organic, Weight Watcher’s Smart Ones, Michelina’s, Uncle Ben’s Rice Bowls, Lean Cuisine, Budget Gourmet, etc.).</li> <li>- Quick meals/snacks options (e.g., Just Veggies or Fruit Munchies, Nature’s Choice Cereal Bars, Pillsbury Toaster Bagel Shoppe varieties, etc.).</li> </ul> </li> <li>• <u>Suggestions for new uses for familiar foods:</u> <ul style="list-style-type: none"> <li>- <b>Sweet Potatoes:</b> Use sweet potatoes to make one or two things that participants would normally make with white or russet potatoes. For example: <ul style="list-style-type: none"> <li>▪ Baked sweet potato with salsa, beans, fat-free sour cream and chives or topped with low-fat chili.</li> <li>▪ Baked sweet potato chips.</li> </ul> </li> <li>- <b>Low-Fat Wrap Demo:</b> <ul style="list-style-type: none"> <li>▪ Use fat-free or low-fat tortillas (whole wheat, if possible).</li> </ul> </li> </ul> </li> </ul> <p><u>Option 1</u> - Fill with a variety of fillings and serve.</p> <p><u>Option 2</u> - Consider having an assortment of fillings available and ask participants to make their own combinations. Filling Ideas:</p> <ul style="list-style-type: none"> <li>- Low-fat lunchmeat and low-fat cheese (regular cheese or soy type). Roll up with light or fat-free cream cheese and raw vegetables, such as grated carrots, chopped tomatoes, sliced cucumber, etc.</li> <li>- Low-fat hummus, red bell pepper, leaf lettuce and a few olive slices.</li> <li>- Thai wrap: marinated chicken strips, julienne steamed carrots, cilantro, mango chutney and non-fat plain yogurt (mixed with tomato sauce and cumin).</li> </ul>

## Overhead 1

## W-H-I Meal Planning Guide

	<b>Fat (gm)</b>	<b>F/V (svgs)</b>	<b>Grain (svgs)</b>
<b>W= Wee Bit O' Fat Meals</b>	<b>0-6</b>	<b>2 +</b>	<b>2 +</b>
<b>H= Hearty Fat Meals</b>	<b>10-13</b>	<b>2 +</b>	<b>2 +</b>
<b>I= In-Between Fat Meals</b>	<b>7-9</b>	<b>2 +</b>	<b>2 +</b>
<b>Total for Day</b>	<b>17-28</b>	<b>6 +</b>	<b>6 +</b>

## Overhead 2

**Sample Menu**

	Fat (g)	F/V	G
<u>Wee Bit O' Fat Meal:</u>			
8 oz Fruit-flavored yogurt, low-fat	4.0		
2 oz Mini pretzel twists	2.0		2.0
2 Tangerines (2½" d)		2.0	
Total:	6.0	2.0	2.0
<u>Hearty Fat Meal:</u>			
Greek Salad Pita:			
1 Whole wheat pita (9" d)	1.5		1.5
½ c Romaine lettuce		0.5	
½ c Tomato & cucumber, chopped		1.0	
¼ c Hummus	7.0		0.5
1 Tb Feta cheese	3.0		
1 c Skim milk			
½ c Frozen berries		1.0	
Total:	11.5	2.5	2.0
<u>In-Between Fat Meal:</u>			
1½ c Lentil soup, canned (Progresso)	3.0		1.5
10 Crackers (saltines/soda)	4.0		1
½ c Baby carrots, raw		1.0	
½ c Grapes		1.0	
1 c Pudding, any flavor (made with skim milk)			
Total:	7.0	2.0	2.5
<b>DAY TOTAL:</b>	<b>24.5</b>	<b>6.5</b>	<b>6.5</b>

## Worksheet Winter-2

**W-H-I Meal Planning Guide**

Invest a small amount of time now to create a few days worth of WHI-compatible menus that you can use anytime you want or need a mental break from meal planning. Use your own ideas, ideas from other group members, and/or ideas from the sample menus.

Amount	Wee Bit O' Fat Meal	0-6 Fat Grams	2 <sup>+</sup> F/V Svgs	2 <sup>+</sup> Grain Svgs
<b>Meal Total</b>				
Amount	Hearty Fat Meal	10-13 Fat Grams	2 <sup>+</sup> F/V Svgs	2 <sup>+</sup> Grain Svgs
<b>Meal Total</b>				
Amount	In-Between Fat Meal	7-9 Fat Grams	2 <sup>+</sup> F/V Svgs	2 <sup>+</sup> Grain Svgs
<b>Meal Total</b>				
<b>Total for Day</b>				



**Winter 2001 Session Reminder**

## Goal Getting Meals

Across the country, participants have been telling us that they are not cooking as much as they used to. How about you? Are you bored with your mealtime routines; looking for easy ways to stay within your WHI fat goal; or even wanting a bit more mealtime structure? Well, then come and join us for the Winter 2001/2002 session. It's for you!

We will be introducing a new tool, the W-H-I Meal planning Guide. This tool can help you create your own meal plans and meet your WHI study goals, easily and nutritiously.

If you don't regularly self-monitor, please consider writing down what you eat for at least one or two days and bring it with you to this session. This will give you a 'head start' identifying some of your mealtime favorites. We look forward to seeing you!



## Nutrition Information Website Sources for Fast-Food and Restaurant Chains

Fast-Food or Restaurant Chain	Website /Address or Information Resource
Applebee's International, Inc.	Write to: Applebee's International, Inc. 4551 W. 107 <sup>th</sup> St., Suite 100. Overland Park, KS 66207; (913) 967-4000.
Arby's Inc	<a href="http://arbysrestaurants.com">http://arbysrestaurants.com</a>
Boston Market	<a href="http://www.boston-market.com/bmwebsite/bmweb.nef">http://www.boston-market.com/bmwebsite/bmweb.nef</a>
Brueggers Bagels	<a href="http://www.brueggers.com/">http://www.brueggers.com/</a>
Burger King Corporation	<a href="http://burgerking.com/home.htm">http://burgerking.com/home.htm</a>
Carl's Jr. CKE Restaurants Inc	<a href="http://carlsjr.com">http://carlsjr.com</a>
Carrows	Write to: Advantica Restaurant Group, Inc., Quality Assurance Mail Station AB-3, 203 East Main St., Spartanburg, SC 29319; (864) 597-0200.
Coco's	Write to: (same as above)
Dairy Queen	<a href="http://www.dairyqueen.com">http://www.dairyqueen.com</a>
Denny's	<a href="http://dennysrestaurants.com/whats_cookin/index.html">http://dennysrestaurants.com/whats_cookin/index.html</a>
Domino's Pizza	<a href="http://www.dominos.com">http://www.dominos.com</a>
El Pollo Loco	<a href="http://crazychicken.com/consumer/con_index.html">http://crazychicken.com/consumer/con_index.html</a>
Godfather's Pizza	<a href="http://godfathers.com/main1.htm">http://godfathers.com/main1.htm</a>
Hardee's Food Systems, Inc	<a href="http://hardsrestaurants.com/hardee/main.html">http://hardsrestaurants.com/hardee/main.html</a>
Jack-in-the-Box Restaurants	<a href="http://jackinthebox.com">http://jackinthebox.com</a>
KFC (Kentucky Fried Chicken)	<a href="http://kentuckyfriedchicken.com/restaurant.htm">http://kentuckyfriedchicken.com/restaurant.htm</a>
Little Caesar	<a href="http://littlecaesars.com">http://littlecaesars.com</a>
Long John Silver's Restaurant	<a href="http://ljsilvers.com/nutrition/nutritionprint.htm">http://ljsilvers.com/nutrition/nutritionprint.htm</a>
McDonald's	<a href="http://mcdonalds.com/food/nutrition/index.html">http://mcdonalds.com/food/nutrition/index.html</a>
The Olive Garden	<a href="http://olivegarden.com/gardenfare.html">http://olivegarden.com/gardenfare.html</a>
Pizza Hut	<a href="http://pizzahut.com">http://pizzahut.com</a>
Subway Sandwich & Salads	<a href="http://subway.com">http://subway.com</a>
Sweet Tomatoes/Souplantation	Brochures available at restaurants
Taco Bell	<a href="http://tacobell.com">http://tacobell.com</a>
Taco John's	<a href="http://tacojohns.com">http://tacojohns.com</a>
Wendy's	<a href="http://wendys.com/the_menu/nut_frame.html">http://wendys.com/the_menu/nut_frame.html</a>
White Castle	<a href="http://whitecastle.com/feed/feed_nutrition.html">http://whitecastle.com/feed/feed_nutrition.html</a>