

Supplemental Guide for Clinicians

This workbook has been designed to provide psychoeducation and exercises for teens to help them restore and heal their relationship with food and develop a positive self-image. They will gain a psychological understanding not only of why diets don't work but also why they are physically and mentally harmful. They will begin to understand the power food deprivation holds, as well as the normalcy of their need for autonomy in their eating experience.

The workbook will help them find the motivation to let go of dieting and enter into the world of intuitive eating by being offered the tools to find pleasure and satisfaction in their eating. They will explore the origin of the diet rules they may be holding and learn how to challenge them and speak up for their right to make their own decisions about what and how much they eat. They will also be offered tools for coping with their emotions for the purpose of letting go of the use of food as a coping mechanism. In addition, they will learn to show respect to their bodies and appreciate the benefits of movement. They will learn the basics of nutrition, as well as the understanding that all foods can be seen as emotionally equivalent.

Criteria for Clinical Use of the Workbook

Clinical use of the workbook is recommended in these circumstances:

- The client is aged twelve to eighteen. For some mature children, it may be used at a younger age. It might also be a benefit for adults who would like to further their understanding of intuitive eating.
- The client is cognitively capable of understanding the material.
- The client is emotionally stable and able to handle the feelings that may be generated by doing some of the exercises in the workbook.
- The client has either been on a formal diet or has experienced the negative impact of restricting types or amounts of food and is looking for a motivation to change his or her relationship with food. It can also be a benefit for teens who have family members or friends who have dealt with the same issues.
- The client has had difficulties in accepting the genetically determined size and shape of his or her body and is in need of a new perspective on body acceptance.
- The clinician has a healthy relationship with food and body and will not inadvertently promote a diet mentality or culturally thin or muscular ideal.

It is preferable for the clinician to have an understanding of the principles of Intuitive Eating, <http://www.intuitiveeating.org>, and be a proponent of the Health at Every Size philosophy <https://haescommunity.com>.

It is also preferable for the clinician to have some experience with cognitive behavioral therapy, as well as inner child work.

The Content

This workbook is divided into ten chapters, each of which explores one of the principles presented by Evelyn Tribole and Elyse Resch in *Intuitive Eating* (3rd edition, St. Martin's Press, 2012). Rather than following the sequence in *Intuitive Eating* and *The Intuitive Eating Workbook* by Evelyn Tribole and Elyse Resch (New Harbinger Publications, 2017), the principles have been presented in an order that is more suitable for motivating teens to make this significant change in their eating life.

Each chapter begins with a quote from a typical teenager, stating an issue the teen has had in respect to the principle presented in the chapter. Throughout each chapter, there are examples of how that particular teen, as well as other teens, have used the exercises included in the chapter.

Within each chapter, the activities present psychoeducation under the heading of For You to Know, followed by exercises in For You to Do that reinforce the teaching of each principle and help teens explore their prior experiences, reflect upon them, and learn new skills. Some activities also have More to Do exercises to provide additional practice of the information presented in the preceding For You to Know section.

In addition, there are charts and questionnaires to fill out within each chapter, with some placed online, so that teens can make copies and practice the material over and over. Teens are also encouraged to use a loose-leaf notebook to gather journal pages, charts, lists, and assignments. In this way, each will have a central place for reference back to the activities in each chapter and be able to reread pertinent journal entries.

The following presents the title of each chapter with its correlated Intuitive Eating principle:

Chapter 1 — What's Wrong with Dieting?

Principle: *Reject the Diet Mentality*

This chapter lays the groundwork for an understanding of the psychology behind why diets don't work, explores the reader's diet history, and helps teens understand how intuitive eating is an autonomous process that will lead to a trust in their inner wisdom about eating.

Chapter 2—Savor and Be Satisfied!

Principle: *Discover the Satisfaction Factor*

Everyone needs some form of motivation to make any significant change in life. This chapter presents the concept of achieving satisfaction as the motivator to drop dieting and pursue intuitive eating. It takes teens through a step-by-step process of finding satisfaction through exploring the sensory aspects of food and the environmental factors affecting satisfaction.

Chapter 3—Your License to Eat What You Like

Principle: *Make Peace with Food*

This chapter leads the reader toward the goal of making all foods emotionally equivalent, regardless of their nutritional value. It explores the concept of *habituation*, which means that the greater the stimulus (more of a particular food), the lesser the response (less need to eat this food in excess.) Experiencing this phenomenon can be the foundation for trusting that giving full license to eat whatever one wants will not lead to out-of-control eating. The chapter also leads teens through evaluating their food rules, where they came from, and how to let them go.

Chapter 4—Banishing the Food Police

Principle: *Challenge the Food Police*

In this chapter, teens learn about how external judgments about their food and bodies (the external Food Police) can turn into their own judgmental thoughts (the internal Food Police). They are taught that these thoughts can affect their feelings and their actions and how to challenge them and speak up to both the internal and external Food Police.

Chapter 5—Do You Hear Your Stomach Growling?

Principle: *Honor Your Hunger*

This chapter presents the many kinds of hunger that lead people to eat, as well as focusing on staying present in order to get in touch with physical hunger. A hunger scale is introduced, leading teens to explore their optimal level of hunger, as well as how to avoid falling into the trap of being overhungry or of eating when not hungry.

Chapter 6—Full and Comfortable

Principle: *Feel Your Fullness*

Teens determine their fullness level through use of a fullness scale. They learn the best ways to detect appropriate fullness and how to plan their meals to give themselves the best chance of reaching a comfortable level of fullness.

Chapter 7—Is Food Your Frenemy?

Principle: *Cope with Your Emotions Without Using Food*

This chapter focuses on the reasons and emotions that can lead people to eat for purposes other than physical hunger. Teens learn to apply the principles of compassion and gratitude to themselves and are taught how to cope with their emotions without using food. They learn how to practice self-care, nurture themselves, build their emotional muscle, and, when necessary, use helpful distraction techniques until they are in a safe environment to deal with these feelings.

Chapter 8—Your Body: Temple, Fortress, or Foe?

Principle: *Respect Your Body*

Teens explore whether their bodies serve as a way to protect them from the world, and/or cause them pain and lowered self-esteem. They learn techniques to respect their bodies by treating them as temples, including body acceptance, appreciation for what their bodies can do, how to take care of their bodies, and the dangers of comparison. They also explore their personal attributes, with the goal of concluding that they are more than their bodies.

Chapter 9—Joyful Movement

Principle: *Exercise—Feel the Difference*

This chapter proposes that teens begin to view moving their bodies through normal activity as optimal, rather than simply exercising in traditional ways, such as going to a gym or running. They learn about the value of non-exercise activity thermogenesis (NEAT) and how movement will be a benefit to them both physically and emotionally. They also explore exercise resistance, as well as the dangers of overexercising.

Chapter 10—From Nutrition to Play Food—Room for It All

Principle: *Honor Your Health with Gentle Nutrition*

The last chapter is to be read after the teens have rejected the diet mentality, learned to find maximum satisfaction in eating, and made peace with all foods, and are ready and eager to learn about nutrition. They learn how to incorporate nutrition in their lives, while providing room for less nutritious foods (play foods). Finally, they are guided to evaluate how far they have come in their journey to intuitive eating.

Using the Workbook in a Clinical Setting

There are several options for using this workbook with a teen client. It is up to each clinician to decide the best option for each client.

- The first is to present the topic of each chapter chronologically in a general psychoeducational way. The client will then take the book home and read the chapter that has been discussed, without doing the exercises. After the discussion and reading of a chapter, the client then works on the exercises with the clinician in the clinical setting.

- The second is to present the topic of each chapter chronologically in a general psychoeducational way. The client will then take the book home and read the chapter that has been discussed, while doing the exercises as they are presented in the chapter. The client then brings the book with its completed exercises into the session for discussion.
- The third option is to pick out which chapter appears most pertinent to the client's needs for discussion and help the client with the most applicable activities. Other chapters can then be explored in the order that is appropriate for each client.

Teen Buy-In

These approaches will help get teens willing and eager to explore this workbook:

- Spend time establishing an atmosphere of trust and rapport with clients. Allow them to discuss their goals, experiences, and needs.
- Use pro and con charts so clients can evaluate the benefits and downsides to their current eating style and behavior.
- Look for motivation for teens to make changes in their relationship to food, based on the results of the pro and con charts, and present the concept of finding satisfaction in eating. This may be a new idea for clients, as they explore their lack of eating satisfaction due to dieting or maintaining a belief in "good" and "bad" foods.
- Help teens understand that once full freedom and license to eat is established, it is easier to separate true emotional eating from overeating due to feeling bad about how one is currently eating.

Participation in the Activities

These tips will provide each teen an opportunity for the most successful journey toward becoming an intuitive eater:

- Help the client plan when each activity will be completed. Be reasonable about other demands in the teen's life, so that doing the activities does not become overwhelming. Planning how to fit assignments into the teen's schedule will ensure that the process of learning through the activities progresses.
- Consistent follow-up to any assignment is imperative. Review each in the following session and discuss the answers.
- If a teen does not do the assignment, explore the reasons. If noncompliance is due to an absence of readiness, it's important to review the concepts of the particular principle that is currently being discussed.
- Regularly review the teen's progress toward becoming an intuitive eater, and evaluate the potential necessity to review previous concepts and redo some of the activities.

Downloadable Exercises and Charts

These materials are available online at <http://www.newharbinger.com/41443>:

Satisfaction Exercise 1—Taste

Satisfaction Exercise 2—Texture

Satisfaction Exercise 3—Temperature

Satisfaction Exercise 4—Aroma

Satisfaction Exercise 5—Appearance

Satisfaction Exercise 6—Body Feel

Satisfaction Exercise 7—Staying Power

Satisfaction Exercise 8—Planning a Truly Satisfying Meal

Satisfaction Exercise 9—The Big Picture

License to Eat Exercise—Food Record

Hunger Exercise—Testing Out Taste Hunger

Fullness Exercise 1—Figuring Out the Right Fullness Level for You

Fullness Exercise 2—Noticing Fullness Throughout the Day

Fullness Exercise 3—Why Am I About to Eat?

Fullness Exercise 4—Are You Trapped by the “Clean the Plate” Rule?

Is Food Your Frenemy?—Gratitude List

Nutrition Exercise 1—What You Eat Can Affect How You Feel

Nutrition Exercise 2—Which Nutrients Are in the Foods You’ve Eaten Today?

Nutrition Exercise 3—Nutrient Chart

Final Exercise—Putting It All Together

Satisfaction Exercise 1

Taste

It's your turn to explore the *tastes* that appeal to you when you're mildly hungry.

What sense am I exploring?	Taste
Which flavor did I pick?	
Which food did I sample?	
Was the taste pleasant?	
Did it have the right amount of _____? (Insert the flavor you picked.)	
Did it satisfy me?	

Satisfaction Exercise 2

Texture

When thinking about mouthfeel, there are two main considerations: texture and temperature. Here are some textures you might want to experience, with some examples of each:

soft, gushy—risotto, cottage cheese, guacamole, chocolate pudding

(Some people have a real problem with the texture of soft, gushy foods—you know, the texture of the food you might give your cat. Now, cats love this—at least, some of them do—but do you?)

crunchy—pretzels, potato chips, carrots

lumpy—rice pudding, oatmeal

smooth—yogurt, crème brulee, tofu

chewy—dried fruit, beef jerky

sticky—caramels, cotton candy

crispy—fried chicken, bacon

Any others? _____

Here’s Haley’s sample of a chart to explore the texture of crunch:

What sense am I exploring?	Texture
Which <i>texture</i> did I pick?	Crunchy
Which food did I sample?	Pretzels
Was the food pleasant?	Yes
Did it have the right amount of <i>crunchiness</i> ?	Yes
Did it satisfy me?	Yes

Ask yourself, *What does my mouth want to feel?* Now, make copies of the chart below to explore all the mouth sensations of texture. You can use it as many times as there are textures you'd like to explore.

What sense am I exploring?	<i>Texture</i>
Which <i>texture</i> did I pick?	
Which food did I sample?	
Was the food pleasant?	
Did it have the right amount of _____ (insert the <i>texture</i> you picked)?	
Did it satisfy me?	

Satisfaction Exercise 3

Temperature

Sometimes you want something hot. Maybe it's cold outside, and a bowl of soup or a cup of tea is the first thing that comes to your mind, because it will warm you up. Other times your mouth wants to feel something cold, like on a hot day, when some ice cream would be perfect. Sometimes, room temperature seems just right.

Here's Haley's chart for exploring a hot temperature:

What sense am I exploring?	Temperature
Which <i>temperature</i> did I pick?	Hot
Which food did I sample?	Chicken soup
Was the food pleasant?	Yes
Did it have the right amount of <i>heat</i> ?	No, it could have been a bit hotter.
Did it satisfy me?	Mostly, yes.

Ask yourself, *What temperature do I want to feel in my mouth?* Now, pick the mouth temperature you'd like to explore and fill in the blanks.

What sense am I exploring?	<i>Temperature</i>
Which <i>temperature</i> did I pick?	
Which food did I sample?	
Was the food pleasant?	
Did it have the right amount of <i>hot or cold</i> ?	
Did it satisfy me?	

Satisfaction Exercise 4

Aroma

Some *aromas* can make certain foods very inviting and others might turn you off. These foods and beverages have distinct aromas:

smelly—Roquefort or any smelly cheese

fragrant—bread baking

strong—onions or garlic

rich—freshly brewed coffee

soothing—chicken soup

sweet—cinnamon rolls being heated

Here's Haley's chart for a strong aroma:

What sense am I exploring?	<i>Aroma</i>
Which <i>aroma</i> did I pick?	<i>Strong</i>
Which food did I sample?	<i>Fresh garlic</i>
Was the food pleasant?	<i>Not really</i>
Did it have the right amount of <i>strong aroma</i> ?	<i>It was way too strong and icky.</i>
Did it satisfy me?	<i>No!</i>

Ask yourself, *What does my nose want to smell?* Now, pick an aroma you'd like to explore and fill in the blanks.

What sense am I exploring?	<i>Aroma</i>
Which <i>aroma</i> did I pick?	
Which food did I sample?	
Was the food pleasant?	
Did it have the right amount of the <i>aroma</i> I'm looking for?	
Did it satisfy me?	

Satisfaction Exercise 5

Appearance

You might want to consider the following aspects of food *appearance*. Some examples are

color—all the same color, like chicken breast, white rice, and cauliflower or a variety of colors, like spinach pasta, carrots, and steak

size—huge steak or small peas

height—a tower of seafood or a flat pancake

arrangement on plate—only one food per plate, everything spread out on the plate, or everything glopped together in a pile

Ask yourself, *What does the food look like?* Now, pick the food appearance you'd like to explore, and fill in the blanks.

What sense am I exploring?	<i>Appearance</i>
Which <i>appearance</i> did I pick?	
Which food did I sample?	
Was the food pleasant?	
Did it have the right amount of the <i>appearance</i> I'm looking for?	
Did it satisfy me?	

Satisfaction Exercise 6

Body Feel

This isn't about how your stomach will feel if you've overeaten—instead, it's about how certain foods make you feel.

Here are some examples:

- A bowl of soup might make you feel warm and comfortable.
- A large salad might make your stomach feel distended when you're finished, even if it wasn't too much food to take care of your hunger.
- A greasy, fried meal might be delicious while you're eating it but make you feel queasy afterward.

This chart helped Haley experiment with body feel:

What sense am I exploring?	Body feel
Which <i>body feel</i> did I pick?	Filled and satisfied
Which food did I sample?	Pizza
Was the body feel pleasant?	Yes
Did it feel comfortable in my body when I finished?	Yes, it was satisfying and filling, and I didn't feel too full.
Did it satisfy me?	Completely!

Ask yourself, *How do I want my stomach to feel when I'm finished eating?*

Now, pick a type of food that you'd like to explore, and notice how it makes your body feel.

What sense am I exploring?	<i>Body Feel</i>
Which <i>body feel</i> did I pick?	
Which food did I sample?	
Was the <i>feel</i> of the food pleasant?	
Did I feel comfortable in my body when I finished?	
Did it satisfy me?	

Satisfaction Exercise 7

Staying Power

The second consideration involving body feel is about staying power, and it has to do with blood sugar. Think about it in this way—food gives us energy, and some foods or combinations of foods give us more energy, which keeps us going longer. Other foods give less energy, and our blood sugar drops more quickly, so we get hungry sooner. When making your choice of what to eat, think about how long your body will feel satisfied after eating your meal; for example:

- You could get hungry soon after eating a bowl of cereal for breakfast.
- Eggs and toast might hold you longer.
- Eating only a salad for lunch could make you very hungry for dinner.

By staying present to how long you feel satisfied and how long it takes to get hungry again after eating a meal, you can start to consider this factor in making your food choices.

Here's an exercise to use before you fill out the chart. You'll want to do it when you're hungry for a full meal.

Notice the time when you begin eating. What time is it? _____

Which meal is this: breakfast, lunch, or dinner? _____

What foods are you about to eat? _____

Now, pay attention to when you start feeling hungry again. What time is it now? _____

How many hours did it take you to get hungry again? _____

Do this exercise at other times, keeping notes of the answers to the questions above.

Here's the chart Haley used to check in on the staying power of salad:

What sense am I exploring?	<i>Staying power</i>
Which amount of <i>staying power</i> did I pick?	<i>Lasting until dinner</i>
Which food did I sample?	<i>Salad</i>
Was the staying power good?	<i>Maybe</i>
Did it have the right amount of staying power for me?	<i>It felt filling when I finished, but I was hungry again in two hours.</i>
Did it satisfy me?	<i>Yes, at first, but not long enough.</i>

Now, pick a *staying power* you'd like to explore and fill in the blanks.

What sense am I exploring?	<i>Staying Power</i>
Which <i>staying power</i> did I pick?	
Which food did I sample?	
Was the <i>staying power</i> good?	
Did it have the right amount of <i>staying power</i> for me?	
Did it satisfy me?	

Satisfaction Exercise 8

Planning a Satisfying Meal

Use this chart as often as you need to help you find pleasure and satisfaction in your meals:

What taste does my tongue want to experience?	
What texture do I want to feel in my mouth?	
Which temperature would feel right?	
What aroma will be appealing to me?	
How do I want my food to look?	
How will my stomach feel after eating this meal?	
How long will my meal keep me satisfied before I get hungry again?	

Satisfaction Exercise 9

The Big Picture

Use the following worksheet to rate the factors that can either give you the most satisfaction while eating or take it away. The next time you sit down to eat a meal, evaluate any of the environmental factors listed below that apply. Then circle the word that mostly describes your experience. Finally, rate your satisfaction on a scale of 1–5, with 1 being a very unsatisfying meal, and 5 meaning that your meal has put a happy smile on your face! Circle the number that fits. Use the final column to add any comments.

Satisfaction factors	Your experience	Satisfaction rating (Scale of 1–5)	Comments
Speed of eating	Fast Medium Slow		
Staying present	Yes or No		
Eating when distracted	Yes or No		
Eating when ravenous	Yes or No		
Eating when not hungry	Yes or No		
Eating when moderately hungry	Yes or No		
Eating with tension in the room	Yes or No		

Eating in peace	Yes or No		
Eating in a chaotic space	Yes or No		
Eating in a pleasant space	Yes or No		
Standing while eating	Yes or No		
Sitting while eating	Yes or No		
Eating with negative emotions	Yes or No		
Eating when feeling good	Yes or No		

Which factors gave you the highest satisfaction ratings?

Which had the lowest ratings?

License to Eat

Daily Food Record

For a week, collect data on what you eat. Write down everything that you eat and drink each day. Note the time you eat, and use general amounts (don't measure) and as many food categories per meal as needed.

Here are some examples of foods within various categories:

- Proteins—meat, poultry, fish, shellfish, beans, nuts, eggs, dairy
- Carbohydrates—bread, cereal, pasta, popcorn, potatoes, cookies, rice, sweet potatoes
- Fats—butter, oil, salad dressing, avocado, mayonnaise, cream
- Fruits and vegetables—apple, orange, banana, grapes, fruit juice, salad, carrots, broccoli
- Dairy—milk, yogurt, cheese, ice cream, frozen yogurt
- Play foods—chips, fries, cookies, candy, cake, donuts, soda
- Beverages—water, coffee, milk, tea

Hunger Exercise

Testing Out Taste Hunger

In the chart below, note what you've eaten just for the taste, even though you're not hungry. You can put in multiple foods on any day.

Day	Taste hunger foods

How many times did you eat something just for the taste? _____

If you're eating for taste hunger rather than true hunger multiple times a day, what do you think might be the cause? Possible reasons include not having made full peace with food or eating for emotions.

Fullness Exercise 1

Figuring Out the Right Fullness Level for You

In order to figure out the right fullness level for you, fill out the chart below for at least three days. What and how much you eat will determine how long your fullness lasts and when you start to feel hungry again.

Time you ate	What you ate and about how much	Fullness number when you stopped (0–10)	How many hours before you got hungry again

Fullness Exercise 2

Noticing Fullness Throughout the Day

The chart below will help you notice how full you feel during a day of eating.

Choosing foods you typically select, track your eating for one day, including the times of eating and how many hours since you last ate, the foods eaten, your hunger level at the beginning of eating, and your fullness level when you're done.

Time of meal	Hours since last meal	Foods eaten	Hunger level at start	Fullness level at end

Fullness Exercise 3

Why Am I About to Eat?

Understanding what's behind your decision to start eating will help you figure out whether that reason will bring you the end result you want. To help you practice, ask yourself why you're about to eat, each time you begin. Is it for hunger (comfortable or primal)? Mainly taste? Emotions? Experience sharing? Energy seeking?

Meal	Why are you about to eat?	Were you able to notice comfortable fullness?

Fullness Exercise 4

Are You Trapped by the “Clean the Plate” Rule?

Answer true or false to these questions. You can check your answers at the end.

	T	F
Cleaning my plate has nothing to do with knowing when I'm full.		
I like it when someone else tells me when to stop eating.		
Having to clean my plate makes me feel angry and rebellious.		
Cleaning my plate leads me to feeling hungry a few hours later.		
Cleaning my plate is a basic Intuitive Eating principle.		
I want to stop eating when I'm comfortably full, not because I've eaten everything on my plate.		

- 6. T
- 5. F
- 4. F
- 3. T
- 2. F
- 1. T

Answers:

If you got at least five answers correct, you're free of the “clean your plate” food rule!

Is Food Your Frenemy?

Gratitude List

In the table below, you'll find some things to put on a gratitude list. Mark the ones that fit for you and then add any others. Print this list and use it every day for two weeks. Every time you're feeling down, look at your list. Notice how you're feeling at the end of the two weeks. You can continue to use this list on a regular basis to help boost your mood and increase your appreciation for life.

I am grateful for:	Yes or No
My family	
My friends	
My pets	
My significant other	
My health	
My education	
My artistic or musical talent	
My athletic ability	
The way I can dance	
My spirituality	

Nutrition Exercise 1

What You Eat Can Affect How You Feel

In the chart below, note the time you eat, what foods you've eaten, and how you felt physically after eating.

Here are some of the body feelings to consider:

- felt too full
- stayed full too long
- didn't hold me very long—got hungry too soon
- felt satisfied
- stomach hurt
- headache
- indigestion (gas, bloating)

Nutrition Exercise 2

Which Nutrients Are in the Foods You've Eaten Today?

Nutrients are substances in food that are necessary for life. The left column lists the macro- and micronutrients that make up your food. On the right are some examples of foods where you can find these nutrients.

Nutrients	Foods where you can find them
Macronutrients	
<i>Carbohydrates</i>	Grains, bread, cereal, oatmeal, pasta, pancakes, popcorn, pastries/cookies, potatoes, winter squash, corn, beans
<i>Fiber</i>	Nuts, seeds, fruits, vegetables, beans and lentils, popcorn, whole grains, dried fruit, oatmeal
<i>Protein</i>	Meat, chicken, fish, shellfish, eggs, cheese, yogurt, milk, beans, nuts, quinoa, tofu
<i>Fat</i>	Olive oil, butter, mayonnaise, avocado, nuts, seeds, coconut, olives, cheese
Micronutrients	
<i>Vitamins:</i> A (Retinoids), B1 (Thiamine), B2 (Riboflavin), B3 (Niacin), B5 (Panthothenic acid), B6 (Pyridoxine), B9 (Folic Acid), B12 (Cobalamin), C (Ascorbic acid), D (Calciferol), E (Tocopherol), H (Biotin), K	Mainly in fruits and vegetables, but also in grains, meats, fish, nuts, eggs, beans, and dairy
<i>Minerals:</i> Calcium, Phosphorus, Potassium, Magnesium, Sodium, Iron, Zinc, Copper, Chromium, Fluoride, Iodine, Selenium, Manganese, Molybdenum	Same as vitamins (calcium is best absorbed from dairy products)

Final Exercise

Putting It All Together

On the left, you'll find all of the Intuitive Eating principles. Next to each, write some of the activities you've practiced. On a scale of 1–10, rate how well you believe you understand and are practicing the principle, and add a simple statement about where you are with it. Finally, figure out your approximate average score.

Intuitive Eating principle	Chapter title	Activities practiced	How you rate (1–10)
Reject the Diet Mentality	Chapter 1: What's Wrong with Dieting?		
Discover the Satisfaction Factor	Chapter 2: Savor and Be Satisfied!		
Make Peace with Food	Chapter 3: Your License to Eat What You Like		
Challenge the Food Police	Chapter 4: Banishing the Food Police		
Honor Your Hunger	Chapter 5: Do You Hear Your Stomach Growling?		

Feel Your Fullness	Chapter 6: Full and Comfortable		
Cope with Your Emotions Without Using Food	Chapter 7: Is Food Your Frenemy?		
Respect Your Body	Chapter 8: Your Body—Temple, Fortress, or Foe?		
Exercise—Feel the Difference	Chapter 9: Joyful Movement		
Honor Your Health with Gentle Nutrition	Chapter 10: From Nutrition to Play Food—Room for It All		
Average score for all principles			