

# Session 10 Leader Guide:

## Four Keys to Healthy Eating Out

### Objectives:

In this session, the participants will:

- Learn four basic principles for healthy eating out: **plan ahead, ask for what you want, take charge of what's around you, and choose foods carefully.**
- Identify specific examples of how to apply these principles when eating away from home.
- Learn the importance of having a plan when eating away from home.
- Identify barriers to healthy eating when eating out and problem-solve ways to overcome them.
- Learn how to gradually and safely increase steps using the pedometer.

### To Do Before the Session:

- If providing Food and Activity books; one per participant.
- Review Food and Activity records from last session; add comments.
- Prepare Session 10 handout for participant notebook.
- Optional: Bring menus from local restaurants. Or print menus from restaurant websites. Choose restaurants that your participants frequent.
- Optional: Decide if you want participants to invite family members to attend the next meeting on social cues. Limit the number of guests each participant may invite.

### Available in the GLB Providers Portal:

<https://www.diabetesprevention.pitt.edu/my/login.aspx>

- **Guidelines for Reviewing Food and Activity Records**

### Group Sharing Time (allow at least 5 minutes)

In the last session, you learned about the slippery slope of lifestyle change and how to respond to a slip. We also talked about self-defeating thoughts and how these can impact your lifestyle change efforts.

- Did anyone have a slip and change how they responded to the slip? If so, please share your experience with us.
- Were you more aware of your thoughts this past week? Did anyone catch themselves having a self-defeating thought, visualize the “stop” sign and say “stop!”, and turn it into a positive thought? If so, please share your experience.

Let's take a few minutes to talk about your experiences this past week. *[Choose only a few of the following prompts to guide discussion.]*

- Overall, how did it go last week? What went well? What problems did you have? What could you do differently?
- What change did you make in your eating pattern this past week that you are most proud of?
- Were you able to reach your goal for minutes of planned activity during the week? How did it go? What did you learn?
- Did you wear your pedometer? How did it go? Did it help you to move more in your daily life? Did it help you reach your activity goal? What are some things you did this past week to add steps?
- Were you able to use the RPE scale to estimate how hard you were working during exercise? Please share your experience.

*[Problem solve with the participants to address any barriers.]*

*[Praise all efforts to self-monitor and to change eating and activity behaviors. Be positive and nonjudgmental. Encourage group discussion.]*

## **Session 10: Four Keys to Healthy Eating Out (pages 1-3)**

Raise your hand if you have eaten every meal at home since you started this program.

*[Use this question to begin the conversation about making healthy choices when eating out. Generally, few participants will respond that they have never eaten out at some point during the program. Point out that it is unrealistic to imagine that they will never eat out: eating out is fun part of life, and can fit into a healthy lifestyle.]*

Name some of the places where you eat out.

Do you find it easier to stay within your calorie and fat gram budget when eating at home or away from home? Why?

Today we're going to talk about eating away from home.

*[Review the four keys and include the following information:]*

**There are four basic keys to healthy eating out.** *[First, indicate each of the major headings on pages 1 and 3. Then come back and review the specific points under each heading.]*

### **1. Plan ahead**

- The more planning ahead that occurs, the easier it is to make healthy food choices and to stay close to your calorie and fat gram goals.

- Having a plan will help you to anticipate any problems and handle them more easily. You won't run into so many surprises.
- The next three keys will help you carry out your plan.
- Have you used restaurant websites to find nutrition information? A calorie and fat counter? How did this work for you?
- Sometimes people wait until they get home and then look up the calories and fat in what they ate and are frustrated and disappointed when they see the totals. They often say that they would have made different food choices if they had looked at the calorie information ahead of time. Has this ever happened to you?
- Do you think it would be a good idea to skip breakfast and lunch in order to spend all your calories when going out to dinner? Why or why not? *[Answer: This is not a good idea. You would probably be so overly hungry that it would be difficult to stay within your calorie goal.]*
- Have you noticed the nutrition information listed on menus, menu boards, or displays in restaurants and places that sell prepared foods? Have you used this information to help you make healthy food and beverage choices?
- If you have tried any of these strategies, please share your experience.

Federal regulations are pending that will require places that sell prepared foods and have 20 or more locations to post the calorie content of food on their menus, menu boards, and displays. This will apply to restaurants, supermarkets that sell prepared foods, convenience stores, bakeries, coffee shops, and movie theaters.

## **2. Don't be afraid to ask for what you want. Be firm and friendly.**

- Take steps to make what's around you support you and your efforts to make healthy food choices and to stay within your calorie and fat gram goals. Try to get rid of the things that can get in the way, if you can.
- Psychologists call this "assertiveness".
- Ask for both the foods you want and the amounts you want. Remember, you are paying for the meal. There is a lot of competition for your restaurant dollars. Restaurants are used to special requests and usually will do all they can to honor these requests. They want you to be happy and to come back. Has anyone ever made a special request? How did it go?
- Are there any other suggestions? Examples include:
  - Ask for foods that aren't on the menu. For example, if fresh fruit is on the breakfast menu, it may be available as a dessert for dinner.
  - Ask how much is served. Restaurants know how many ounces are in their servings of meat, fish, and poultry. They have this information for portion and cost control.

*[Encourage group discussion about how to ask for the foods you want and the amounts you want.]*

Some people find it hard at first to ask a waiter or waitress for something special. With practice, it gets easier. Page 2 gives a mini assertiveness training session. Here are some tips to help you ask for what you want:

*[Review page 2 and include the following:]*

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

Using "I" statements shows that you take responsibility for your own feelings and desires. "I would like my chicken broiled with lemon juice instead of butter," or "I would like a tossed salad with dressing on the side instead of coleslaw, please."

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

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

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

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

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

*[Encourage group discussion about experiences with "asking for what you want".]*

*[Review page 3 and include the following:]*

**3. Take charge of what's around you.**

- Why do you think it's a good idea to be the first to order when eating out with others? *[Answer: You won't be tempted by what or how much others order, and they may follow your healthy example. You may also set a healthy example for your fellow diners.]*

**4. Choose foods carefully.**

- You can tell a lot from the words on a menu. Sometimes it's easy to tell if something is going to be high or low in calories. For example, you know by now that a vegetable with cream sauce is going to be higher in calories than a steamed vegetable.
- Ask the waiter if you're not sure how something is prepared.

**What's on the Menu (page 4)**

Most restaurants have lower-calorie choices on their menu.

*[Encourage participants to read this page at home.]*

## Fast Food Can be Lower in Calories and Fat (page 5)

If you choose to eat at a fast food restaurant, it is possible to stay within your calorie goals for the day. This page gives some examples from various fast-food restaurants.

You can look at this page more closely at home.

Fast food restaurants typically have nutrition information on their websites. Make a plan of what to order before you go. Have you ever done this? How did it work for you?

Fast food restaurants with 20 or more locations usually post the nutrition information on menu, menu boards, or displays. Have you used this information to help you make healthier food choices?

*[Note: This handout is **not** meant to suggest that GLB recommends eating in fast food restaurants; rather it is meant to be a guide for when participants do choose to eat in this type of establishment.]*

## Practice (pages 6-9)

Now let's see how you can use this information.

### Activity:

- Divide the class into 4 groups
- Assign each a different eating out situation: Fast Food restaurant (page 6), Restaurant that is not fast food (page 7), Banquets and Buffets such as wedding receptions, church dinners, or reunions (page 8), and Homes of family and friends for a party or a meal (page 9).
- Each group should discuss the challenges or barriers. Then discuss how to overcome these problems or challenges. They may include strategies they have tried or might want to try. Ask 1 person in each group to be the “recording secretary”.
- Allow time for the groups to work.
- Come together as a large group.
  - Ask the Fast Food group share their list of barriers to healthy eating.
  - Ask others in the class to add to the list.
  - Acknowledge that eating away from home can present some barriers to healthy eating. But it is possible to overcome these barriers.
  - Ask the Fast Food group to share their list of ways to overcome these barriers to healthy eating.
  - Ask others in the class to add to the list. They can suggest things they have done or could do to make healthy food choices.
  - Repeat this process with the other three small groups.
- Mention that buffets are challenging because of all the food cues. As we discussed in **Session 6, Take Charge of What's Around You**, seeing food is a powerful cue to eat when you're not hungry, overeat, or make unhealthy food choices. This is why

restaurants often have a dessert tray so you can see all the choices. This is also why restaurants often have table tents that feature pictures of desserts and food pictures in the menu.

- Remind participants that alcohol increases appetite and lower self-control. Ask participants to share what they have done to help to limit liquid calories from alcohol.

We have talked about how important it is to make a plan if you know you are going to eat away from home.

But what if it is unexpected? If you keep a running subtotal of calories and fat grams in your Food and Activity record, you will know exactly how many calories you have left to spend if eating out is an unplanned event.

Some people report that they find it helpful to eat out less often when they are starting GLB. This allows time to learn information and practice skills and behaviors at home first. What are your thoughts about this?

GLB is NOT a diet program that you are “on” or “off”. It is a healthy lifestyle. You can use the 4 keys to healthy eating out to develop skills and strategies to make it easier to eat a healthy diet when eating out.

Have you ever eaten away from home and felt that you made healthy food choices and stayed within your calorie and fat gram goals? How did that make you feel? *[Examples: It motivates me to continue making healthy changes in my eating behaviors, I feel proud of my efforts, and it shows me that I can eat away from home and enjoy the food and company and choose healthy food.]*

It is possible to eat out, enjoy the food and the company, and still eat a healthy meal. Eating out doesn’t have to be an excuse for overeating. Eating out is part of life, so it is important to develop strategies and skills to make it easier to choose healthy meals while eating away from home.

**Optional:** If time allows, give participants menus from local restaurants.

- Ask participants to review the menu and choose a healthy dinner that would fit into their calorie goals. Without using nutrition information from the restaurant or a Calorie and Fat Counter, select a meal that is about 400-600 calories.
- Distribute nutrition information from each restaurant. Ask participants to quickly look for high and low calorie/fat items. Participants may identify changes they would make to their original “order” to lower the calorie and fat content.
- Remind participants that nutrition information is available online. Encourage them to plan their menu choices and calculate the calories and fat grams before they go to the restaurant. They can also look on the menu, menu board, or display for nutrition information, if available.

## To Do (page 10)

Turn to page 10 and let's focus on what you can do between now and the next session.

Please continue to keep track of your weight, eating, and activity minutes. Come as close as you can to your calorie, fat gram, and activity goals.

### **New things to practice:**

**Describe a problem you have when you eat out.** *[Give participants time to record the problem on page 10.]*

Choose one of the four keys to healthy eating out that is likely to help you solve the problem and that you can do. Make a positive action plan. *[If time permits, give the participants time to complete the Positive Action Plan.]*

Between now and the next session, **follow your action plan** and answer "Did it work?" You can share your experience/feedback next week.

Continue to wear your pedometer and track your steps. *[Encourage participants to look at their average steps per day from last week and to find ways to add 250 more steps/day.]*

*[Note: This is the standard GLB step progression. Many participants will be able to comply. However, you should make exceptions for individuals with serious health problems that limit their mobility. For them, they should start where they are and gradually increase as much as they can.]*

*[Announce the day, time, and place for the next session.]*

*[If appropriate in your setting, ask the participants to invite family members to the next session, Make Social Cues Work for You. Participants may find this helpful in planning strategies for handling social cues.]*

### **After the session:**

- Weigh participants who did not do so prior to the group meeting.
- Complete data forms and documentation required in your setting.
- Follow your program's protocol for managing absences.
- Review the self-monitoring records from the previous week. Write brief comments. Be positive and nonjudgmental.
  - Praise all efforts to self-monitor and to change eating and activity behaviors.
  - Highlight especially any positive changes made that relate to the session topic of the week before the records were collected: handling slips and self-defeating thoughts, adding steps, coming close to their calorie, fat gram, activity, and step goals.
  - Refer to **Guidelines for Reviewing Food and Activity Records** available in the GLB Providers Portal.