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**SESSION****6****Guidelines for Eating Away From Home**

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**DMCN-EA  
Guidelines for Eating  
Away From Home**

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**STATEMENT OF PURPOSE**

This session provides information for choosing healthy food when eating away from home.

**PREREQUISITES**

It is recommended that participants have knowledge of the basics of healthy eating. Participants need to complete *BYLD*, Session #4: *Healthy Eating*, Sections 1 and 2, prior to this session.

**LEARNING OBJECTIVES**

- DMCN-EA-1 Identify two or more things that may affect a person's food choices when eating away from home.
- DMCN-EA-2 Identify two or more ways to plan ahead for healthy food choices when eating away from home.
- DMCN-EA-3 Identify two or more ways to make healthy food choices when eating away from home.
- DMCN-EA-GS State or write a personal plan for eating away from home.



## CONTENT

Healthy food choices when eating away from home for nutritional management of diabetes

## MATERIALS NEEDED

### Visuals Provided

- #1 *Eating Away From Home: What Affects Your Food Choices?*
- #2 *Eating Away From Home: Planning Ahead*
- #3 *Eating Away From Home: Making Healthy Food Choices*
- #4 *Fast Food Choices*
- #5 *Eating Out in Restaurants*
- #6 *Celebrating With Food—“Passing the Dish” in a Healthy Way*
- #7 *Potluck Strategies*
- #8 *How to Survive the Miles and the Temptation*
- #9 *Eating Away From Home: Things I Would Try*
- #10 *Changes I Can Make*

### Additional Resources

Food models, including “fast food”  
 Samples of local restaurant menus  
 Samples of menus for common feasts, celebrations, potlucks, etc.  
 Restaurant “Nutrition Composition” booklets  
*Plate Method (Lunch/Dinner)*  
*Potlucks*  
*Diabetes Prevention Program—Lifestyle Change Program*  
*BEST Program*

## METHOD OF PRESENTATION

This session builds on information and skills provided in *BYLD*, Session #4: *Healthy Eating* and the instructor needs to be familiar with its content before teaching this session. The instructor may need to provide content in more than one session depending on participants’ knowledge and learning needs. **This session is an introduction only, and individuals need to be referred to a registered dietitian for an individualized meal plan. Eating away from home is one of the greatest challenges to healthy eating.**

In order to use teaching materials effectively, instructors need to become familiar with the variety of materials available for this session. It is important for instructors to point out specific content in the materials and explain it. **Instructors need to avoid giving these materials to participants without explanation.**

Use a creative icebreaker. (See *BYLD*, Introduction on p. XIII for examples.) You may want to ask participants to introduce and share something about themselves and how they live with diabetes. Explain that the purpose of this session is to discuss how to choose healthy foods when eating away from home.



Use facilitated group discussion to present material. Encourage participants to share stories and ask questions to facilitate the discussion. Have a variety of teaching tools available based on participants’ learning needs. Be creative and encourage interaction. **Because eating away from home is one of the greatest challenges to eating healthy, allow participants opportunities, such as role playing, to apply content learned.**

**CONTENT OUTLINE**

Objective	Content	Instructor’s Notes
<p>DMCN-EA-1. Identify 2 or more things that may affect a person’s food choices when eating away from home.</p>	<p>These are some of the things that may affect a person’s food choices when eating away from home:</p> <ul style="list-style-type: none"> <li>• sight and smell of food</li> <li>• people around us</li> <li>• thoughts and feelings</li> <li>• time</li> <li>• convenience</li> <li>• hunger</li> <li>• cost</li> </ul>	<p>Ask, “What affects your food choices when you eat away from home?” List/discuss responses.</p> <p>Visual #1: <i>Eating Away From Home: What Affects Your Food Choices?</i></p> <p>The sight and smell of food may make people think about food. People may then eat, even if not hungry.</p> <p>Friends, family, co-workers, etc. may affect our food choices.</p> <p>Some people eat for comfort.</p> <p>When people are busy, they may choose foods that are convenient.</p> <p>Convenience foods are more likely to be high in sugar and fat.</p> <p>People may also eat more food when it is readily available in their day-to-day surroundings. Ask, “In the past few days, where have you gone where prepared food has been readily available?” List/discuss responses.</p> <p>When people are hungry, they may eat a lot of food and eat it fast.</p> <p>Low cost may lead people to choose “super-size” or “all-you-can-eat” portions.</p>



Objective	Content	Instructor’s Notes
DMCN-EA-1. (continued)	<ul style="list-style-type: none"> <li>• advertising</li> <li>• special occasions/gatherings</li> </ul>	<p>Advertisements may make us want to eat or drink even if we are not hungry.</p> <p>Food is usually part of special occasions or gatherings, such as celebrations, potlucks, meetings, etc.</p>
DMCN-EA-2. Identify 2 or more ways to plan ahead for healthy food choices when eating away from home.	<p>Planning ahead for eating away from home can help a person with diabetes make healthy food choices.</p> <p>Planning ahead includes taking time to:</p> <ul style="list-style-type: none"> <li>• think about what is important about eating away from home</li> <li>• think about personal health goals</li> <li>• choose an eating place with healthy food choices</li> <li>• avoid skipping meals</li> <li>• eat with people who support healthy food choices</li> <li>• think about the meal plan</li> <li>• think about food portions</li> </ul>	<p>Ask, “Think about a time when you needed to eat away from home. What did you do, or what could you have done, to plan ahead for healthy food choices?” List/discuss responses.</p> <p><i>Visual #2: Eating Away From Home: Planning Ahead</i></p> <p>People often need to eat away from home during work, school, travel, etc.</p> <p>It is helpful to choose an eating place that uses symbols to mark the healthy food choices on the menu.</p> <p>Eat at least 3 meals a day. Avoid going more than 5 hours without eating something. This helps prevent hunger that may lead to overeating and unhealthy food choices.</p> <p>It may be helpful to eat with a friend who is willing to share a meal.</p> <p>Think about menu items that would fit best in the personal meal plan.</p> <p>Food portions are often too large in restaurants. Using the <i>Plate Method</i> and</p>



Objective	Content	Instructor’s Notes
<p>DMCN-EA-2. (continued)</p>	<ul style="list-style-type: none"> <li>• eat a healthy snack</li>   <li>• limit alcohol</li>   <li>• bring seasonings and sugar substitutes</li>   <li>• bring healthy food to potlucks</li> </ul>	<p>food models, have participants practice visualizing how much food they want on their plates. Make plans for taking extra food home.</p> <p>See <i>BYLD</i>, Session #4: Section 2, <i>Basics of Healthy Eating</i> for more information on the <i>Plate Method</i>.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• eat a small snack before leaving home</li> <li>• take a low-calorie snack with you, such as vegetable juice or fresh fruit.</li> </ul> <p>This prevents being overly hungry and assures that some healthy food is eaten.</p> <p>Alcohol increases hunger and may lead to unhealthy food choices.</p> <p>See <i>BYFC</i>, Session #5: <i>Introduction to Healthy Cooking</i> for more information on seasonings and sugar substitutes.</p> <p>For example, bring a vegetable plate, tossed green salad or fruit.</p> <p>See <i>BYLD</i>, Session #4: <i>Healthy Eating: Diabetes and Real Life Activity—Potlucks</i> for more information and a problem-solving activity related to potlucks.</p>
<p>DMCN-EA-3. Identify 2 or more ways to make healthy food choices when eating away from home.</p>	<p>These are some ways to make healthy food choices when eating away from home:</p>	<p>Ask, “What things have you tried when eating away from home to help you make healthy food choices? What worked? What did not work?” List/discuss responses.</p> <p>Visual #3: <i>Eating Away From Home: Making Healthy Food Choices</i></p>









Objective	Content	Instructor's Notes
DMCN-EA-3. (continued)		<p>Drinks may fill a person up so he/she eats less.</p> <p>Distribute and discuss Visual #5: <i>Eating Out in Restaurants</i>, Visual #6: <i>Celebrating With Food: "Passing the Dish" in a Healthy Way</i>, Visual #7: <i>Potluck Strategies</i> and/or Visual # 8: <i>How to Survive the Miles and the Temptation</i>.</p>
DMCN-EA-GS. State or write a personal plan for eating away from home.	<p>Making changes in habits, such as choosing healthy foods when eating away from home, is easier when plans are broken down into small, easy-to-do steps.</p>	<p>Visual #9: <i>Eating Away From Home—Things I Would Try</i></p> <p>Assist participants in completing Visual #9 before they make their personal plan.</p> <p>Note: <i>The Diabetes Prevention Program—Lifestyle Change Program</i> and <i>BEST Program</i> (see <i>Sources for Additional Materials</i>, p. 123) are helpful resources for ideas and activities to support behavior change related to planning, social cues and problem-solving when eating away from home.</p> <p>Visual #10: <i>Changes I Can Make</i></p> <p>Assist participants in making a personal plan for eating away from home.</p> <p>See <i>BYLD</i>, Session #3: <i>Making Healthy Changes</i>.</p>





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## SKILLS CHECKLIST

Participants will be able to choose healthy food when eating away from home.

## EVALUATION PLAN

Knowledge will be evaluated by achievement of learning objectives and by responses to questions during the session. The ability to apply knowledge will be evaluated by identifying personal meal planning goals and healthy food choices when eating away from home to achieve these goals. Application of knowledge can also be evaluated through *Diabetes and Real Life Activities*. Evaluation will also include program outcome measures.

## DOCUMENTATION PLAN

Record class attendance and achieved objectives as appropriate. Document patient response on PCC record using current *IHS Patient Education Protocols and Codes (PEPC)*.



