



## Lesson 6 — Leader's Guide

# Taking it to the Streets

Whether you are at a restaurant or on vacation, there are a few ways to keep yourself motivated to make the right choices.

### Educational goals

*After this program, participants will be able to:*

- understand that salads are not always a healthy alternative,
- identify healthy dining techniques to apply outside of the home,
- implement a healthy change in a typical restaurant order,
- define nutritional content of a meal, and
- identify techniques to incorporate exercise into daily activities, at the office and on the road.

### Suggested program preparation

- Review this leader's guide and fact sheet (MF2968), which includes the menu makeover activity.
- For each participant, have a copy of the fact sheet and sample menus from various dining establishments.

### Materials needed

- Copies of the fact sheet for self and participants.
- Evaluation for distribution at end of session. Contact Tanda Kidd ([martan@k-state.edu](mailto:martan@k-state.edu)) for the evaluation form.
- Pens or pencils for participants to borrow.
- Menus of popular fast food and casual dining restaurants for each participant to use during menu makeover activity.
- If available, bring in a chart comparing price and nutritional value of fast food to food prepared in the home or pictures of distorted portion sizes. Consider demonstrating some activities that can be done during TV commercial breaks.

### Suggested program presentation guide

- Give each participant a pen or pencil, copy of fact sheet, and a sample menu.
- Allow at least 30 minutes to teach the lesson. If possible, answer relevant audience questions as they arise rather than holding all questions for the end of the program.
- Discuss the previous lesson. Did participants prepare or select any of the healthy snack options since the last lesson? Did they incorporate stretching at least once?
- Begin by initiating a group discussion on why dining away from home may be difficult. Include family gatherings and other social



## References

"Dining out," [http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/DiningOut/Dining-Out\\_UCM\\_304183\\_SubHomePage.jsp](http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/DiningOut/Dining-Out_UCM_304183_SubHomePage.jsp)

"Want to watch calories when dining out?" <http://www.restaurant.org/foodhealthyliving/foodenthusiasts/eatingsmart/>

Mayo Clinic, <http://www.mayoclinic.com>

events as well as restaurants. Is it hard to make nutritious choices? Why or why not?

- Discuss the myth that salads are the only healthy choice when dining out. Provide examples of other options.
- Review the suggested tips for dining out. Encourage them to envision themselves putting these tips into action.
- Emphasize that healthy choices can still taste good.
- Encourage participants to make their own choices rather than relying on what they may see others doing.
- Begin the dining out activity by encouraging participants to choose a favorite/typical meal from the menu items. This should include a drink, main course, and any sides or desserts ordered. Record in the space provided.
- Allow participants to identify the calories, fat, and sodium content of each menu item chosen. Record the total in the space provided.
- Encourage them to define one simple strategy to improve the nutritional quality of the meal chosen. The strategy does not have to come from those suggested in the lesson. Record in the space provided.
- Allow participants to identify the calories, fat, and sodium content of the healthier meal choice. If the strategy chosen does not allow these numbers to be calculated directly from the menu, encourage participants to estimate. Provide assistance if necessary.
- Encourage participants to apply chosen strategy next time they visit the restaurant.
- Begin the physical activity section by pointing out that exercise can be done in smaller increments. Many participants may be under the impression that they must devote at least 30 minutes at a time to being physically active.
- Discuss the techniques listed. Allow the participants to brainstorm and share their own ideas with the group.
- Ask the participants to reflect on last week's action plan. How successful were they? Have them create another one for this week, encouraging them to build on previous action plans. They should try to incorporate all preceding behaviors in the upcoming week.
- Ask participants to fill out an evaluation for the program.
- Thank the audience for their participation.



Brand names appearing in this publication are for product identification purposes only. No endorsement is intended, nor is criticism implied of similar products not mentioned.

Publications from Kansas State University are available at: [www.ksre.ksu.edu](http://www.ksre.ksu.edu)

Publications are reviewed or revised annually by appropriate faculty to reflect current research and practice. Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Tandalayo Kidd, Ph.D., RD, LPN, Associate Professor/Nutrition Specialist, Department of Human Nutrition, and Katie Hamm, former senior in Dietetics, *Move Into Health: Taking it to the Streets, Leader's Guide*, Kansas State University, February 2012.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

MF2969

February 2012

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, Gary Pierzynski, Interim Director.