

HEALTHY HABITS, TOO



Lesson 10:
Eating Away From
HOME



**TRIPLE
PLAY**
a game plan for the mind, body and soul



FACILITATING THE LESSON

PROGRAM OVERVIEW

This program contains the background information, step-by-step plans and handouts you need to teach sessions and conduct activities on 10 topics. Sessions are designed for four age groups: 6-to-9-year-olds, 10-to-12-year-olds, 13-to-15-year-olds and 16-to-18-year-olds.

Generally, each lesson and activity takes about 30 minutes for 6-to-9-year-olds and about 45 minutes for older youth. You can shorten or lengthen the time frame according to the needs and interests of your group.

LESSON FORMAT

Each lesson includes tools to make it easier for you to teach youth about the topic.

- **Objectives.** Each session is designed to meet specific objectives for each age group.
- **Materials.** Materials needed to conduct the activity are listed at the start of each session.
- **Resources and Handouts.** A listing of resources and handouts details the materials you need to prepare for and facilitate the lesson (all necessary resources and handouts follow immediately after the lesson directions).
- **Advance Preparation.** Steps for preparation are detailed at the start of each lesson.
- **Key Teaching Points.** To guide you in teaching youth about the topic, each lesson summarizes key points, the important lessons youth will take away from the session. Adapt the level of detail you provide to the age and learning level of the group.
- **Leading the Activity.** Step-by-step guidelines are included for leading the activity.
 - *Warm-up Exercise* — To promote physical activity during each session, lead the kids in at least one warm-up exercise and review the benefits of physical activity. Choose an idea from the Get-Moving Exercises list (on [page 16](#) of this Implementation Manual), come up with your own idea or ask kids to think of creative ways to get moving.
 - *Introduction* — Each lesson provides step-by-step instructions to help you prepare for and conduct the lesson. It is a good idea to read the lesson carefully a few days in advance, so you will have time to prepare.
 - *Group Learning Activity* — The group learning activity is the core of each session, the time when youth practice, develop or demonstrate what they have learned. The activities are age-appropriate and designed to be fun while reinforcing key concepts.
 - *Individual Application* — Brief application activities follow the group activity, giving youth a chance to apply learning in their own lives. They also promote small steps toward adopting healthy habits.
 - *Snack Time* — During snack time, youth share new learning and insights.
 - *Take-home Challenges* — At the end of each session, you will find suggested challenges for participants to do at home before the next meeting. These challenges reinforce what members have learned about healthy eating and physical activity.

- **Additional Resources.** Additional websites are listed at the end of each lesson for finding more information on the lesson's topic.

LEADING THE ACTIVITIES

Before an Activity. You will have more success if you do the following before each lesson:

- **Review the Activity.** Review the activities and become familiar with the issues yourself, including key terms used.
- **Prepare Youth.** Before beginning the activities with youth, you may want to spend a few minutes telling them what they will be doing and why, asking questions to see how much they already know and introducing key terms in language they understand.
- **Gather Materials.** Be sure all materials are available before beginning each activity.

During an Activity. While conducting the activities/lessons, be sure to:

- **Establish Ground Rules.** Make it clear which behaviors will be acceptable and which behaviors will not be acceptable by setting ground rules and reinforcing them as necessary.
- **Be Patient.** Keep in mind that some activities will be difficult for some youth and easy for others. Encourage, challenge and support youth, but do not push them.
- **Take Advantage of Learning Opportunities.** Be ready for the “teachable moment” and use it to further understanding of the concepts.

After an Activity. At the end of each activity or session, it is a good idea to do the following:

- **Provide Closure.** Give youth a chance to reflect on what they have learned after each activity and discussion.
- **Evaluate the Activity.** Consider whether the objective of the activity was accomplished and try to understand why it was or was not.

RESPONDING TO DIFFERENT AGE GROUPS

Activities in this Resource Guide are geared specifically to youth in the targeted age group. You may, however, want to divide the group of 6- to 9-year-olds, for example, into two smaller age groups. Because there is such a difference in interest, reading level and maturity between a 6-year-old and a 9-year-old, having two groups may be more effective. With the youngest children (6-year-olds), you will have to assist with reading, simplify the language you use and eliminate terms they may not understand.

Youth in the 10- to 12-year-old group present a challenge, especially when it comes to working in groups. This is a time when youth in this age group are developing identity, so peer influences are particularly strong. They may be reluctant to share personal experiences, attitudes or feelings. Give them time to get comfortable and encourage them to speak, but do not force them if they are reluctant.

Youth in the 13-to-15 and 16-to-18-year-old group respond well to performance-based activities such as drama, dance, video, music and anything that involves use of computers.

LESSON FOR YOUTH AGES 6 TO 9 YEARS

LESSON OVERVIEW

Children play a game in which they match up energy intake (calorie values of various foods available outside the home) with energy output (activities they can do to burn approximately the same number of calories).

ESTIMATED TIME: 30 minutes

OBJECTIVES

1. Become familiar with calories and other basic nutrition terms.
2. Explore nutritious foods from each food group in a fast-food chain or restaurant menu.
3. Become familiar with the concept of energy balance as it relates to food and beverage choices when eating away from home.
4. Identify one change to make in food and beverage choices when eating away from home.

MATERIALS

- Flip chart and markers
- Heavy card stock
- Scissors
- Masking tape
- Paper
- Pens or pencils

RESOURCES AND HANDOUTS

- Calorie Combo Cards — Foods and Beverages (page 375)
- Calorie Combo Cards — Activities (page 381)

ADVANCE PREPARATION

1. Copy both types of **Calorie Combo Cards** onto heavy card stock and cut apart (make one set of “Food and Beverages” cards and one set of “Activities” cards for each team). If possible, copy each type of card on a different color of card stock.
2. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- Food we eat when we are away from home often comes in larger portions and sometimes is high in calories, fat and added sugar.
- It is possible to make nutritious choices by being aware of portion sizes and choosing higher-calorie options less often.
- Some food choices are good to eat less often than others; it is okay to have them sometimes, but we need to balance them with more nutritious choices.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about eating healthy away from home? What do you want to know about eating healthy away from home?”
2. Ask youth how often they eat food when they are away from their homes. Point out that many people eat foods from convenience stores, vending machines and restaurants — especially fast-food restaurants — at least once in a while.
3. Explain that the meals and snacks we eat when we are away from home:
 - often are served in larger portions than we need;
 - may be higher in calories, fat, salt and sugar than food we eat at home; and
 - may contain fewer of the nutrient-rich foods we need, like whole grains, milks, fruits and vegetables.
4. Point out that there are many healthy choices when eating away from home. Here are some simple guidelines for choosing foods and beverages:
 - *Watch portion sizes.* Choose the smaller sizes and do not “super-size” anything. Order a single-patty burger instead of a double. Take home or share a serving with a friend.
 - *Be aware of high-fat items.* Anything that is deep-fried, pan-fried, baked, batter-dipped, breaded or crispy, can be high in calories. Choose grilled, broiled or steamed, items and order a baked potato in place of French fries.
 - *“Undress” your food.* Ask for sauces, spreads and salad dressings on the side, and use only a small amount.
 - Pay attention to beverages. Choose low-fat or non-fat milk, 100-percent fruit juice or water, are nutritious choices. If drinking soda, buy smaller portion sizes to reduce calories or choose a zero-calorie soda.
 - *Go for balance.* If you want to eat out once in a while, balance it with choices that include more fruits and vegetables, low-fat/non-fat dairy and whole grains — just as you would at home.

5. Write the following on a flip chart page and discuss with the group:
 - Regular hamburger, small order of fries, 16-ounce soda 640 calories, 20 grams fat
 - Quarter-pound cheeseburger, large order of fries, 42-ounce soda 1480 calories, 56 grams fat
6. Give examples of some healthier choices fast-food chains are offering:
 - Chili (8-ounce serving) — 270 calories, 5 grams fat
 - Grilled Chicken Caesar Salad — 200 calories, 6 grams fat
 - Grilled Chicken Baguette — 350 calories, 5 grams fat
 - Sub Sandwiches — 310 to 370 calories, 5 to 6 grams fat
 - Fruit and Yogurt Parfait — 160 calories, 2 grams fat
 - No-calorie diet soda — 0 calories, 0 grams fat¹
7. Discuss the reasons it may not always be easy to make the most nutritious choices when eating out. Ask youth what reasons they can think of.
8. Point out that, even though they may have favorites and are concerned they will not like more nutritious foods as much, it is a good idea to try something new.

III. GROUP LEARNING ACTIVITY — CALORIE COMBO CONCENTRATION

1. Ask participants to form teams of three to four players each.
2. Give each group a set of “Foods and Beverages” cards and “Activities” cards. Show teams how to place the cards face up, with the “Foods and Beverages” cards all together on the left and, beside them on the right, the “Activities” cards. Youth should be able to see all the cards easily when standing in one spot.
3. Remind youth about the concept of energy balance — that the calories we take in from food and beverages is *energy intake*, and the calories we burn off through physical activity is energy output. Explain that the cards on the left side represent food and beverage choices when eating away from home — and the number of calories in each (*energy intake*) — and those on the right represent activity choices for burning off the calories from the food and beverages (*energy output*).
4. Explain to team members that they will take turns selecting one “Foods and Beverages” card, noting the food item pictured and the calorie number indicated. The player then matches an “Activities” card from that set that has the same number of calories indicated. Each player then tells the other group members the match-up they have made.
5. End by asking, “What did you learn about food and beverage choices when eating away from home?”

IV. INDIVIDUAL APPLICATION

1. Give each youth a piece of paper and a pen or pencil.
2. Have them draw a line down the center of the page.
3. On the left, have them write what they normally would order when eating out, and on the right, ask them to write what they could order the next time.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Select one lower-fat, lower-calorie, lower-salt food item when eating away from home.
2. Talk to family members and friends about their eating-away-from-home choices.

ADDITIONAL RESOURCES

- Visit the ChooseMyPlate.gov website to find [Tips for Eating Healthy When Eating Out](#).

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

LESSON FOR YOUTH AGES 10 TO 12 YEARS

LESSON OVERVIEW

Participants play a game similar to *Let's Make a Deal*, with the goal of finishing the game with food items that have the fewest calories.

ESTIMATED TIME: 30 minutes

OBJECTIVES

1. Understand calories and other basic nutrition terms.
2. Recognize nutritious food and beverage choices when choosing from vending machines, convenience stores or fast-food restaurants.
3. Identify one change to make in food and beverage choices when eating away from home.

MATERIALS

- Heavy card stock
- Scissors
- Paper
- Pens or pencils

RESOURCES AND HANDOUTS

- Fast-food Menu Cards ([page 387](#))
- Fast-food Menu Items (Calories) ([page 392](#))

ADVANCE PREPARATION

1. Copy **Fast-food Menu Cards** onto heavy card stock (two sets) and cut apart.
2. Refer to the **Fast-food Menu Items** resource and write the number of calories for the food item on the back of each card. Arrange the cards for the game:
 - Count out 15 cards from one deck to give to teams at the start of the game (there are five teams and each will get three cards).
 - Place the remainder of that deck in a stack face down.
 - Divide the other deck into three stacks with 15 cards each (in random order) face up.
3. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- Food we eat when we are away from home often comes in larger portions and sometimes is high in calories, fat and added sugar.
- It is possible to make nutritious choices by being aware of portion sizes and choosing higher-calorie options less often.
- Some food choices are good to eat less often than others; it is okay to have them sometimes, but we need to balance them with more nutritious choices.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about eating healthy away from home? What do you want to know about eating healthy away from home?”
2. Ask youth how often they eat food when they are away from their homes. Point out that many people eat foods from convenience stores, vending machines and restaurants — especially fast-food restaurants — at least once in a while.
3. Explain that the meals and snacks we eat when we are away from home:
 - often are served in larger portions than we need;
 - may be higher in calories, fat, salt and sugar than food we eat at home; and
 - may contain fewer of the nutrient-rich foods we need, like whole grains, milks, fruits and vegetables.
4. Point out that there are many healthy choices when eating away from home. Here are some simple guidelines for choosing foods and beverages:
 - *Watch portion sizes.* Choose the smaller sizes and do not “super-size” anything. Order a single-patty burger instead of a double. Take home or share a serving with a friend.
 - *Be aware of high-fat items.* Anything that is deep-fried, pan-fried, basted, batter-dipped, breaded or crispy can be high in calories. Choose grilled, broiled or steamed items and order a baked potato in place of French fries.
 - *“Undress” your food.* Ask for sauces, spreads and salad dressings on the side and use only a small amount.
 - *Pay attention to beverages.* Choose low-fat or non-fat milk, 100-percent fruit juice or water. If drinking soda, buy smaller portion sizes to reduce calories or choose a zero-calorie soda.
 - *Go for balance.* If you want to eat out once in a while, balance it with choices that include more fruits and vegetables, low-fat/non-fat dairy and whole grains — just as you would at home.

5. Write the following on a flip chart page and discuss with the group:
 - Regular hamburger, small order of fries, 16-ounce soda — 640 calories, 20 grams fat
 - Quarter-pound cheeseburger, large order of fries, 42-ounce soda — 1480 calories, 56 grams fat
6. Give examples of some healthier choices fast-food chains are offering:
 - Chili (8-ounce serving) — 270 calories, 5 grams fat
 - Grilled chicken caesar salad — 200 calories, 6 grams fat
 - Grilled chicken baguette — 350 calories, 5 grams fat
 - Sub sandwiches — 310 to 370 calories, 5 to 6 grams fat
 - Fruit and yogurt parfait — 160 calories, 2 grams fat
 - No-calorie diet soda — 0 calories, 0 grams fat²
7. Discuss the reasons it may not always be easy to make the most nutritious choices when eating out. Ask youth what reasons they can think of.
8. Point out that even though they may have favorites and are concerned they will not like more nutritious foods as much, it is a good idea to try something new.

III. GROUP LEARNING ACTIVITY — LET'S MAKE A DEAL

1. Divide the large group into five small teams.
2. Tell youth that they are going to play a game (similar to *Let's Make a Deal*). The goal of the game is to end up with food items with the least amount of calories.
3. Explain the rules:
 - Each team will be given three **Fast-food Menu Cards** at the start of the game. They can look at the back of the card to see how many calories each of their food items has.
 - Teams will take turns bargaining to trade the menu items they have for foods they think have fewer calories.
 - The first team has the choice to keep one or more of its cards, replace them with the top card from one of the three decks facing up, or take a chance by drawing a card from the deck facing down.
 - Teams will play several rounds, taking turns trading their cards for others or keeping what they have.
 - When you call time (after several rounds of trading), teams will tally the calories for their food items, and the team with the lowest number is the winning team.
4. End by asking, “What did you learn about eating healthy away from home?”

IV. INDIVIDUAL APPLICATION

1. Give each youth a piece of paper and a pen or pencil.
2. Have them draw a line down the center of the page.
3. On the left, have them write what they normally would order when eating out, and on the right, ask them to write what they could order the next time.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Select one lower-fat, lower-calorie, lower-salt food item when eating away from home.
2. Talk to family members and friends about their eating-away-from-home choices.

ADDITIONAL RESOURCES

- Visit the ChooseMyPlate.gov website to find [Tips for Eating Healthy When Eating Out](#).

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

LESSON FOR YOUTH AGES 13 TO 15 YEARS

LESSON OVERVIEW

Teens play a simulation game in which they use poker chips to buy snack items from a vending machine — with the goal of selecting snacks with fewer calories and/or higher levels of nutrients.

ESTIMATED TIME: 45 minutes

OBJECTIVES

1. Distinguish different food groups represented in popular “eating-out” choices.
2. Compare calories in popular “eating-out” choices.
3. Explore guidelines to follow in eating away from home.
4. Identify one change to make in food and beverage choices when eating away from home.

MATERIALS

- Poker chips (different colors)
- Paper
- Pens or pencils

RESOURCES AND HANDOUTS

- Tips for Eating Away from Home (page 394)
- Power Snacking Challenge (page 396)
- Power Snacking Challenge (Answer Key) (page 397)

ADVANCE PREPARATION

1. Copy **Power Snacking Challenge** and **Tips for Eating Away from Home** (one per team).
2. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- Food we eat when we are away from home often comes in larger portions and sometimes is high in calories, fat and added sugar.
- It is possible to make nutritious choices by being aware of portion sizes and choosing higher-calorie options less often.
- Some food choices are good to eat less often than others; it is okay to have them sometimes, but we need to balance them with more nutritious choices.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about eating healthy away from home? What do you want to know about eating healthy away from home?”
2. Ask youth how often they eat food when they are away from their homes. Point out that many people eat foods from convenience stores, vending machines and restaurants — especially fast-food restaurants — at least once in a while.
3. Explain that the meals and snacks we eat when we are away from home:
 - often are served in larger portions than we need;
 - may be higher in calories, fat, salt and sugar than food we eat at home; and
 - may contain fewer of the nutrient-rich foods we need, like whole grains, milks, fruits and vegetables.
4. Point out that there are many healthy choices when eating away from home. Here are some simple guidelines for choosing foods and beverages:
 - *Watch portion sizes.* Choose the smaller sizes and do not “super-size” anything. Order a single-patty burger instead of a double. Take home or share a serving with a friend.
 - *Be aware of high-fat items.* Anything that is deep-fried, pan-fried, basted, batter-dipped, breaded or crispy, can be high in calories. Choose grilled, broiled or steamed items and order a baked potato in place of French fries.
 - *“Undress” your food.* Ask for sauces, spreads and salad dressings on the side and use only a small amount.
 - *Pay attention to beverages.* Choose low-fat or non-fat milk, 100-percent fruit juice or water, are nutritious choices. If drinking soda, buy smaller portion sizes to reduce calories or choose a zero-calorie soda.
 - *Go for balance.* If you want to eat out once in a while, balance it with choices that include more fruits and vegetables, low-fat/non-fat dairy and whole grains — just as you would at home.
5. Write the following on a flip chart page and discuss with the group:
 - Regular hamburger, small order of fries, 16-ounce soda 640 calories, 20 grams fat
 - Quarter-pound cheeseburger, large order of fries, 42-ounce soda 1480 calories, 56 grams fat
6. Give examples of some healthier choices fast-food chains are offering:
 - Chili (8-ounce serving) — 270 calories, 5 grams fat
 - Grilled Chicken Caesar Salad — 200 calories, 6 grams fat
 - Grilled Chicken Baguette — 350 calories, 5 grams fat
 - Sub Sandwiches — 310 to 370 calories, 5 to 6 grams fat
 - Fruit and Yogurt Parfait — 160 calories, 2 grams fat
 - No-calorie diet soda — 0 calories, 0 grams fat³
7. Discuss the reasons it may not always be easy to make the most nutritious choices when eating out. Ask youth what reasons they can think of.
8. Point out that, even though they may have favorites and are concerned they will not like more nutritious foods as much, it is a good idea to try something new.

III. GROUP LEARNING ACTIVITY — POWER SNACKING

1. Divide the large group into small teams of three members each.
2. Tell team members to imagine that they are working together after school on a project, and they decide to get snacks from the vending machine. Let them know that this vending machine has nutritious snacks as well as not-so-nutritious snacks.
3. Distribute copies of **Tips for Eating Away from Home** and suggest teams use it as a resource for the activity.
4. Explain the rules:
 - Each team of three players will receive six poker chips at the start of the game.
 - Teams will use the chips to buy snacks, one for each member of the team.
 - Explain that the goal is to buy the most nutritious snacks. Give each team a copy of **Power Snacking Challenge** and tell them to choose snacks from the list.
 - Snacks cost one, two or three chips, depending on how nutritious they are. The most nutritious snacks cost one poker chip, and the least nutritious cost three poker chips. Players will not know the cost until *after* they select a snack.
 - The first team selects its first snack, which you then cross off of your copy of **Power Snacking Challenge (Answer Key)**. You tell the first team how many chips to pay, and they give you that number of poker chips.
 - You also tell team members the number of calories, fat grams and protein grams in the chosen snack, and they record it on their **Power Snacking Challenge** sheet.
 - The second and third teams then do the same, selecting their first snack, paying you the appropriate number of poker chips and recording the calories, fat grams and protein grams. As each snack is selected, you cross it off the list.
 - Teams continue until they have chosen three snacks or run out of chips. Some teams, if they choose well, may have poker chips left over.
5. End by asking, “What did you learn about eating healthy away from home?”

IV. INDIVIDUAL APPLICATION

1. Give each youth a piece of paper and a pen or pencil.
2. Have them draw a line down the center of the page.
3. On the left, have them write what they normally would order when eating out, and on the right, ask them to write what they could order the next time.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Select one lower-fat, lower-calorie, lower-salt food item when eating away from home.
2. Talk to family members and friends about their eating-away-from-home choices.

ADDITIONAL RESOURCES

- Visit the ChooseMyPlate.gov website to find [Tips for Eating Healthy When Eating Out](#).

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

LESSON FOR YOUTH AGES 16 TO 18 YEARS

LESSON OVERVIEW

Youth take a Road Trip to Nutri-town, following a road map that helps them identify nutritious meals and snacks to choose along the way; they then identify specific foods and beverages, noting the serving size and calorie content of each.

ESTIMATED TIME: 45 minutes

OBJECTIVES

1. Understand calories other basic nutrition terms.
2. Compare calories in popular “eating-out” choices.
3. Identify guidelines to follow in eating away from home.
4. Identify one change to make in food and beverage choices when eating away from home.

MATERIALS

- Flip chart and markers
- Paper
- Pens or pencils

RESOURCES AND HANDOUTS

- Road Trip to Nutri-Town–Road Map ([page 398](#))
- Road Trip to Nutri-Town–Trip Menu ([page 399](#))

ADVANCE PREPARATION

1. Make copies of **Road Trip to Nutri-Town–Road Map** and **Road Trip to Nutri-Town–Trip Menu** (one for each team).
2. Select a snack to serve during the session wrap-up.

KEY TEACHING POINTS

- Food we eat when we are away from home often comes in larger portions and sometimes is high in calories, fat and added sugar.
- It is possible to make nutritious choices by being aware of portion sizes and choosing higher-calorie options less often.
- Some food choices are good to eat less often than others; it is okay to have them sometimes, but we need to balance them with more nutritious choices.

LEADING THE ACTIVITY

I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

II. INTRODUCTION

1. Begin by asking, “What do you know about eating healthy away from home? What do you want to know about eating healthy away from home?”
2. Ask youth how often they eat food when they are away from their homes. Point out that many people eat foods from convenience stores, vending machines and restaurants — especially fast-food restaurants — at least once in a while.
3. Explain that the meals and snacks we eat when we are away from home:
 - often are served in larger portions than we need;
 - may be higher in calories, fat, salt and sugar than food we eat at home; and
 - may contain fewer of the nutrient-rich foods we need, like whole grains, milks, fruits and vegetables.
4. Point out that there are many healthy choices when eating away from home. Here are some simple guidelines for choosing foods and beverages:
 - *Watch portion sizes.* Choose the smaller sizes and do not “super-size” anything. Order a single-patty burger instead of a double. Take home or share a serving with a friend.
 - *Be aware of high-fat items.* Anything that is deep-fried, pan-fried, baked, batter-dipped, breaded or crispy, can be high in calories. Choose grilled, broiled or steamed items and order a baked potato in place of French fries.
 - *“Undress” your food.* Ask for sauces, spreads and salad dressings on the side and use only a small amount.
 - *Pay attention to beverages.* Choose low-fat or non-fat milk, 100-percent fruit juice or water, are nutritious choices. If drinking soda, buy smaller portion sizes to reduce calories or choose a zero-calorie soda.
 - *Go for balance.* If you want to eat out once in a while, balance it with choices that include more fruits and vegetables, low-fat/non-fat dairy and whole grains — just as you would at home.
5. Write the following on a flip chart page and discuss with the group:
 - Regular hamburger, small order of fries, 16-ounce soda 640 calories, 20 grams fat
 - Quarter-pound cheeseburger, large order of fries, 42-ounce soda 1480 calories, 56 grams fat
6. Give examples of some healthier choices fast-food chains are offering:
 - Chili (8-ounce serving) — 270 calories, 5 grams fat
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 - Grilled Chicken Baguette — 350 calories, 5 grams fat
 - Sub Sandwiches — 310 to 370 calories, 5 to 6 grams fat
 - Fruit and Yogurt Parfait — 160 calories, 2 grams fat
 - No-calorie diet soda — 0 calories, 0 grams fat⁴
7. Discuss the reasons it may not always be easy to make the most nutritious choices when eating out. Ask youth to think of some possible reasons.
8. Point out that even though they may have favorites and are concerned they will not like more nutritious foods as much, it is a good idea to try something new.

III. GROUP LEARNING ACTIVITY — ROAD TRIP TO NUTRI-TOWN

1. Divide the large group into smaller teams of three members each.
2. Give each team a copy of **Road Trip to Nutri-Town–Road Map** and **Road Trip to Nutri-Town–Trip Menu**. Tell team members that they will follow the directions to identify nutritious meals and snacks while on a road trip.
3. Explain that there are guidelines to follow for each meal, and their goal will be to avoid common pitfalls when eating away from home.
4. Instruct them to identify specific foods to eat and beverages to drink, then do an Internet search to determine the calories for those items.
5. Remind youth that the recommended calorie intake per day varies according to an individual's age, gender, size and level of physical activity. Explain that for the sake of this activity, the goal will be to stay within 2000 calories for the day.
6. After all teams have finished creating their road-trip menus, invite them to share them with the large group.
7. End by asking, "What did you learn about eating away from home?"

IV. INDIVIDUAL APPLICATION

1. Give each youth a piece of paper and a pencil.
2. Have them draw a line down the center of the page.
3. On the left, have them write what they normally would order when eating out, and on the right, ask them to write what they could order the next time.

V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Select one lower-fat, lower-calorie, lower-salt food item when eating away from home.
2. Talk to family members and friends about their eating-away-from-home choices.

ADDITIONAL RESOURCES

- Visit the ChooseMyPlate.gov website to find [Tips for Eating Healthy When Eating Out](#).

CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

RESOURCES AND HANDOUTS

CALORIE COMBO CARDS — FOODS AND BEVERAGES

Vanilla Milkshake**550****calories****Cinnamon Buns****400****calories****Double Cheeseburger****450****calories****Apple Slices****100****calories**

Source: Calorie counts were determined using the FitWatch Free Online Calorie Counter, <http://www.fitwatch.com/caloriecounter.html>

CALORIE COMBO CARDS — FOODS AND BEVERAGES

Low-fat Milk

100

calories

Oatmeal

135

calories

Chili

200

calories

**Single Hamburger
(on a bun)**

250

calories

Source: Calorie counts were determined using the FitWatch Free Online Calorie Counter, <http://www.fitwatch.com/caloriecounter.html>

CALORIE COMBO CARDS — FOODS AND BEVERAGES

Crispy Chicken Strips

400
calories

**Five-piece
Chicken Tenders**

240
calories

Turkey and Ham Sandwich

300
calories

Macaroni and Cheese

160
calories

Source: Calorie counts were determined using the FitWatch Free Online Calorie Counter, <http://www.fitwatch.com/caloriecounter.html>

CALORIE COMBO CARDS — FOODS AND BEVERAGES

Grilled Chicken Wrap

250

calories

**Egg, Cheese and
Pancake Sandwich**

575

calories

Sausage Biscuit

450

calories

Veggie Sandwich

250

calories

Source: Calorie counts were determined using the FitWatch Free Online Calorie Counter, <http://www.fitwatch.com/caloriecounter.html>

CALORIE COMBO CARDS — FOODS AND BEVERAGES

100 Percent Apple juice

100
calories

**Broccoli and Cheese
Baked Potato**

330
calories

Chicken Biscuit

400
calories

Pancakes with Sausage

550
calories

Source: Calorie counts were determined using the FitWatch Free Online Calorie Counter, <http://www.fitwatch.com/caloriecounter.html>

CALORIE COMBO CARDS — FOODS AND BEVERAGES

Chocolate Sundae Pie**300****calories****Fried Fish Sandwich****375****calories****Grilled Chicken Salad****220****calories****Regular French Fries****500****calories**

Source: Calorie counts were determined using the FitWatch Free Online Calorie Counter, <http://www.fitwatch.com/caloriecounter.html>

CALORIE COMBO CARDS — ACTIVITIES

Playing Soccer
(3½ hours)

550
calories

Playing Baseball
(3½ hours)

400
calories

Picking up Litter
(4 hours)

450
calories

Stretching
(1 hour)

100
calories

Source: Calorie counts were determined using the Health Status Calorie Burn Calculator, <http://healthstatus.com/calculate/cbc>

CALORIE COMBO CARDS — ACTIVITIES

Mowing Lawns
(1 hour)
100
calories

Dancing
(1 hour)
135
calories

Walking the Dog
(2 hours)
200
calories

Raking Leaves
(2 hours)
250
calories

Source: Calorie counts were determined using the Health Status Calorie Burn Calculator, <http://healthstatus.com/calculate/cbc>

CALORIE COMBO CARDS — ACTIVITIES

Ballet Dancing
(3 hours)

400
calories

Practicing Yoga
(2 hours)

240
calories

Lifting Weights
(2 hours)

300
calories

Playing Volleyball
(2 hours)

160
calories

Source: Calorie counts were determined using the Health Status Calorie Burn Calculator, <http://healthstatus.com/calculate/cbc>

CALORIE COMBO CARDS — ACTIVITIES

Aerobic Dancing
(1½ hours)

250
calories

Bicycling
(4 hours)

575
calories

Running
(2 hours)

450
calories

Working Out at the Gym
(2 hours)

250
calories

Source: Calorie counts were determined using the Health Status Calorie Burn Calculator, <http://healthstatus.com/calculate/cbc>

CALORIE COMBO CARDS — ACTIVITIES

Playing Frisbee
(1½ hours)

100
calories

Walking
(2½ hours)

330
calories

Playing Basketball
(3 hours)

400
calories

Playing Touch Football
(3 hours)

550
calories

Source: Calorie counts were determined using the Health Status Calorie Burn Calculator, <http://healthstatus.com/calculate/cbc>

CALORIE COMBO CARDS — ACTIVITIES

Swimming
(1½ hours)

300
calories

Running
(1½ hours)

375
calories

Jumping Rope
(1 hours)

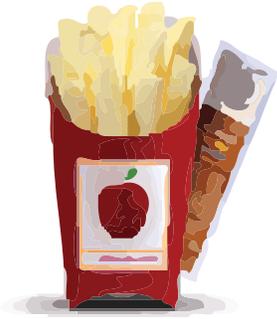
220
calories

Skating
(3 hours)

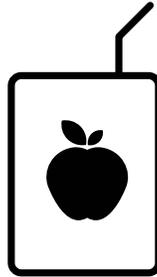
500
calories

Source: Calorie counts were determined using the Health Status Calorie Burn Calculator, <http://healthstatus.com/calculate/cbc>

FAST-FOOD MENU CARDS



Apple fries



Apple juice



Apple slices



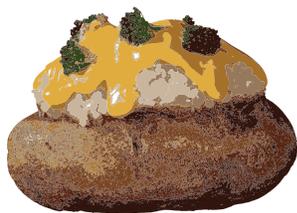
Apple pecan chicken salad



Apple pie



Breakfast with pancakes,
eggs and sausage



Broccoli and cheese
baked potato



Chicken biscuit



Chili

FAST-FOOD MENU CARDS



Chocolate sundae pie



Cinnamon buns



Crispy chicken sandwich



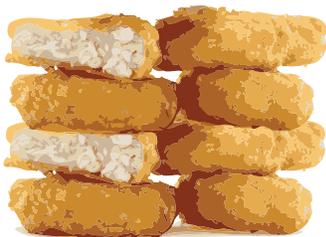
Crispy chicken strips



Double cheeseburger



Egg, cheese, pancake sandwich

Eight-piece
chicken tenders

Five-piece chicken tenders



Four-burger hamburger

FAST-FOOD MENU CARDS



Four-piece chicken tenders



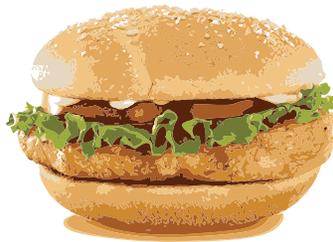
Fried fish sandwich



Fruit/walnut salad



Grilled BBQ wrap



Grilled chicken sandwich



Grilled ranch wrap



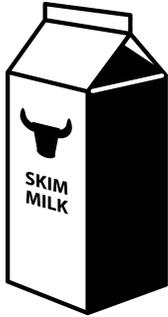
Hamburger



Hot fudge sundae

Low-fat
chocolate milk

FAST-FOOD MENU CARDS



Low-fat milk



Macaroni and cheese



Mandarin oranges



Oatmeal



Oatmeal raisin cookies



Orange juice



Pancakes with sausage



Salad with crispy chicken



Salad with grilled chicken

FAST-FOOD MENU CARDS



Sausage biscuit



Sausage burrito

Sour cream and chives
baked potato

Southwest taco salad

Turkey and
ham sandwich

Vanilla milkshake



Veggie sandwich



Water

Double quarter-pound
cheeseburger

FAST-FOOD MENU ITEMS (CALORIES)

FOOD ITEM	CALORIES
Apple fries	25
Apple juice	100
Apple slices	100
Apple pecan chicken salad	350
Apple pie	320
Breakfast with pancakes, eggs and sausage	1090
Broccoli and cheese baked potato	330
Chicken biscuit	410
Chili	220
Chocolate sundae pie	300
Cinnamon buns	400
Crispy chicken sandwich	400
Crispy chicken strips	400
Double cheeseburger	440
Egg, cheese and pancake sandwich	560
Eight-piece chicken tenders	360
Five-piece chicken tenders	230
Four-burger hamburger	930
Four-piece chicken tenders	180
Fried fish sandwich	380
Fruit and walnut salad	210
Grilled BBQ wrap	260
Grilled chicken sandwich	420
Grilled ranch wrap	270
Hamburger	250
Hot fudge sundae	330
Low-fat chocolate milk	170
Low-fat milk	100

FOOD ITEM	CALORIES
Macaroni and cheese	160
Mandarin oranges	90
Oatmeal	140
Oatmeal raisin cookie	200
Orange juice	110
Pancakes with sausage	520
Salad with crispy chicken	330
Salad with grilled chicken	220
Sausage biscuit	420
Sausage burrito	300
Sour cream and chives baked potato	320
Southwest taco salad	730
Turkey and ham sandwich	300
Vanilla milkshake	550
Veggie sandwich	230
Water	0
Zero calorie soft drink	0
Double quarter-pound cheeseburger	540

TIPS FOR EATING AWAY FROM HOME

Remember that all calories count toward the total daily recommendations for your age, gender, size and level of physical activity.

In **fast food restaurants**, look for:

- green salads (with low-fat dressing)
- fruit salads, fruit slices or fruit cups
- single slice of pizza
- grilled or baked (not fried or breaded) meat sandwiches
- sandwiches on whole-grain bread (sauces, dressings or mayonnaise on the side)
- a small hamburger
- a bean burrito
- a baked potato (with low-fat yogurt or salsa)
- low-fat frozen yogurt
- low-fat yogurt shakes or parfaits
- whole-wheat buns, tortillas or bread
- water
- 100-percent orange or apple juice
- low-calorie or zero-calorie soft drinks and other beverages
- smaller sizes of sandwiches and French fries
- sandwiches (sauces, dressings or mayonnaise on the side)

In **vending machines**, look for:

- pretzels
- popcorn
- cereal snack mix
- raisins
- fig bars
- animal crackers
- wheat crackers
- yogurt or milk (low-fat or non-fat)
- water
- 100-percent orange or apple juice
- low-calorie or zero-calorie soft drinks and other beverages
- pieces of fruit or fruit cups

In the **school cafeteria**, look for:

- any fruit or vegetable (not fried), including tomato sauce or salsa
- sandwiches with lean meats or fish (like turkey, chicken or tuna)
- raw baby carrots, green and red pepper strips, tomatoes or cucumbers
- soups made with vegetables or beans
- burritos made with beans and cheese
- pizza made with tomato sauce, cheese, veggies or meat
- whole-grain breads, pita, bagels or crackers
- low-fat or fat-free milk, yogurt or cheese
- popcorn (with no salt or butter)
- low-fat frozen yogurt
- peanut butter

At your **local convenience store**, look for:

- popcorn or pretzels
- whole-wheat crackers
- unsalted nuts (peanuts or almonds)
- cereal (whole grain or high-fiber, non-whole-grain)
- low-fat or fat-free milk or 100-percent fruit juice
- dried or fresh fruit
- low-fat or fat-free yogurt (or light yogurt)
- smoothie drinks (made with low-fat yogurt, low-fat milk, unsweetened fruit)
- reduced-fat mozzarella cheese sticks
- water
- 100-percent orange or apple juice
- low-calorie or zero-calorie soft drinks and other beverages

POWER SNACKING CHALLENGE

Category 1

SNACK ITEM
Carrot sticks (1/2 cup)
Cucumber slices (1/2 cup)
Tangerine slices (1 large tangerine)
Applesauce (1/2 cup)
Grapes (1/2 cup)
Dried apricots (1/4 cup)
Apple slices (1 medium apple)
Raisins (1/4 cup)
Apple Slices w/Peanut Butter (1 Tbsp)
Peanuts (1 oz.)
Colby Cheese Cubes (1.5 oz.)
Low-fat yogurt (1 cup)
Peanut butter on crackers (1 Tbsp)
Hummus w/whole-wheat pita (1/2 cup)
Pretzels (1 ounce)
Graham crackers (2 large)
Beef jerky (1.5 oz.)

Category 2

SNACK ITEM
Oil-popped popcorn (2 cups)
Fig bars (6)
Tortilla chips (1 oz.)
Celery sticks with cream cheese (1 tbsp.)
Cheese and crackers (1 oz.)
Cashews (1 oz.)
Sunflower seeds (1 oz.)
Granola bar, fruit-filled, nonfat
Trail mix (1 oz.)
Chocolate pudding (1/2 cup)

Category 3

SNACK ITEM
Cheese puffs (1 oz.)
Chocolate bar (1.5 oz.)
Chocolate chip cookies (4 medium)
Donut (one small)
Chocolate ice cream (1 cup)
French fries (medium order)
Barbecued potato chips (1 oz.)
Fruit roll-ups (2 rolls)
Jelly beans (30)
Sweet potato chips (1 oz.)

POWER SNACKING CHALLENGE (ANSWER KEY)

Category 1 (One poker chip)

Snack Item	Calories	Fat Grams	Protein Grams
Carrot sticks (1/2 cup)	27.5	0.1	0.7
Cucumber slices (1/2 cup)	6.8	0.1	0.4
Tangerine slices (1 large tangerine)	43.1	0.2	0.6
Applesauce (1/2 cup)	52.5	0.1	0.2
Grapes (1/2 cup)	56.8	0.5	0.5
Dried apricots (1/4 cup)	77.4	0.1	1.2
Apple slices (1 medium apple)	81.4	0.5	0.3
Raisins (1/4 cup)	123.8	0.2	1.3
Apple Slices w/Peanut Butter (1 Tbsp)	176.3	8.7	4.3
Peanuts (1 oz.)	165.8	14.1	6.7
Colby Cheese Cubes (1.5 oz.)	167.5	13.7	10.1
Low-fat yogurt (1 cup)	154	4	13
Peanut butter on crackers	69	3	2
Hummus w/whole-wheat pita (1/2 cup)	347	14	14
Pretzels (1 ounce)	108	1	2.6
Graham crackers (2 large)	119	2.9	1.9
Beef jerky (1.5 oz.)	175	10.9	14.1

Category 2 (Two poker chips)

Snack Item	Calories	Fat Grams	Protein Grams
Oil-popped popcorn (2 cups)	110	6.2	2
Fig bars (6)	334	7	3.6
Tortilla chips (1 oz.)	142	7.4	2
Celery sticks with cream cheese (1 tbsp.)	55	5.1	1.3
Cheese and crackers (1 oz.)	143	7.2	2.9
Cashews (1 oz.)	13.1	4.3	
Sunflower seeds (1 oz.)	165	14.1	5.5
Granola bar, fruit-filled, nonfat	342	1	6
Trail mix (1 oz.)	131	8.3	3.9
Chocolate pudding (1/2 cup)	150	4.5	3.1

Category 3 (Three poker chips)

Snack Item	Calories	Fat Grams	Protein Grams
Cheese puffs (1 oz.)	157	9.8	2.2
Chocolate bar (1.5 oz.)	226	13.5	3
Chocolate chip cookies (4 medium)	236	10.8	2.4
Donut (one small)	250	11.9	2.7
Chocolate ice cream (1 cup)	285	14.5	5
French fries (medium order)	458	24.7	0
Barbecued potato chips (1 oz.)	139	9.2	2.2
Fruit roll-ups (2 rolls)	104	1	0
Jelly beans (30)	121.11	0.2	0
Sweet potato chips (1 oz.)	200	9.9	1.4

ROAD TRIP TO NUTRI-TOWN—ROAD MAP

Today's a school day, but you get out because of a teacher's conference. You meet your friends in the school cafeteria, and you all decide to take a road trip because Robert has his brother's car. He doesn't have a GPS, so you have to use a road map. Follow the directions and pay attention to the road signs along the way.

BREAKFAST

Before you leave, you decide to have breakfast in the *SCHOOL CAFETERIA*. Be sure to include foods from at least three food groups — if possible, include something whole-grain or something with fiber, fruit or fruit juice and low-fat or non-fat milk. Think of your body like a car — you're fueling up for the trip. If you are properly fueled up in the morning, the more energy you'll have and the further you'll go. Don't forget a beverage to keep you hydrated.

MORNING SNACK

You've driven a while and you're all a little thirsty. You stop at a *GROCERY STORE* for something to drink. Remember, all calories count toward your recommended total daily amounts, so choose appropriately. Focus on hydration and taste, and balance the calorie content of your chosen beverage with your overall calorie needs and activity level.

LUNCH

You decide to take a break and have lunch, so you stop at a popular *FAST-FOOD CHAIN*. Try to choose a meal that will satisfy your hunger but won't fill you up too much. Remember to watch out for too-large portions and never super-size anything. For example, choose a single-patty burger rather than a double burger or a two-piece fried chicken meal instead of a three- or four-piece meal. Split an order of French fries, try a side salad or choose fruit slices, if available. Choose a low-calorie or zero-calorie beverage, low-fat or non-fat milk or water as a beverage with your meal.

AFTERNOON SNACK

You stop at a *CONVENIENCE STORE* for an afternoon snack. Watch out for pre-packaged snacks that are high in fat, sodium or added sugar. Don't overdo it — it's not your last meal! And remember to drink enough fluids to stay hydrated and balanced calories to match your energy and activity needs.

DINNER

Now it's time to stop at a *RESTAURANT* for dinner. Sit down, take your time and look over the menu. Make sure you eat something from at least four food groups, but watch out for fried foods and high-fat sauces. Choose a low-calorie or zero-calorie beverage, low-fat or non-fat milk or water as a beverage with your meal. Remember, extra ketchup on a burger doesn't count as a vegetable!

ROAD TRIP TO NUTRI-TOWN—TRIP MENU

Identify the foods and beverages you chose, serving size and number of calories. Your total for the day should not exceed 2,000 calories.

Breakfast		
Food/Beverage Item	Serving Size	Calories
Morning Snack		
Food/Beverage Item	Serving Size	Calories
Lunch		
Food/Beverage Item	Serving Size	Calories
Afternoon Snack		
Food/Beverage Item	Serving Size	Calories
Dinner		
Food/Beverage Item	Serving Size	Calories
CALORIES — DAILY TOTAL		