

## PN-000-11, CCNE: What Can I Do Besides Eat?

Client-centered nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

**Part 1: Planning the Nutrition Education Session** - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

**Part 2: Session Outline** - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

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### **Snapshot of Group Session:**

**CCNE Lesson title:** CCNE: What Can I Do Besides Eat?

**Developed by:** State Agency

**Date Developed:** 12/2011

**Approved by:** State WIC NE Staff

**NE Code:** PN-000-11

**Class Description:** This class gives postpartum women the chance to examine some of their emotional reasons for eating with discussion and activities, and emphasizes patiently improving eating habits for the whole family for optimum health.

**Target Audience:** Pregnant, breastfeeding, or postpartum mothers; mothers with children of any age.

**Type of Learning Activities:** Discussion, group activity

## Part 1: Planning the Nutrition Education Session

Lesson: PN-000-11, CCNE: What Can I Do Besides Eat?

Item	Notes for Planning the Session
<p><b>Learning Objective(s)</b> – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>• identify one reason for overeating.</li> <li>• identify two activities they might do when they want to overeat.</li> </ul>
<p><b>Key Content Points</b> – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> <li>1. It takes time and hard work to change the habits that lead us to overeat. It may take you three or four weeks of practice to begin to see an old habit really change.</li> <li>2. Be patient with yourself. There will be days the change just does not work, but over time you can form new habits or break old ones.</li> <li>3. Taking the time to work on your habits can help your whole family be healthier. You will feel better and have more energy. In addition, what you do to control your overeating will help your children. They learn their eating habits from you. If you eat healthy foods in healthy amounts, they will learn to do the same.</li> </ol>
<p><b>Materials</b> – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<p>Flip chart or black board</p> <p>Markers or chalk</p> <p>A pen or pencil for each class member</p> <p>Attached handout: <i>Why Am I Eating?</i> (1 copy for each class member)</p> <p>Attached handout: <i>Food Diary</i> (2 copies for each class member.)</p> <p>Attached handout: <i>Reasons People May Overeat</i> (1 copy for each class member.)</p> <p>Attached handout: <i>What to Do Instead of Overeating</i> (1 copy for each class member.)</p> <p>Attached handout: <i>Things I Want to Remember</i> (1 copy for each class member.)</p>
<p><b>Resources</b> – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<p><b>Note:</b> This class gives postpartum women the chance to examine some of their emotional reasons for eating. The topic may not be appropriate for all women on WIC. <u><i>This class can be used only in local agencies which offer a choice of classes to postpartum mothers.</i></u> Women who attend the class also should choose it for themselves. It should not be assigned to participants by WIC staff. This class can only be taught by a registered dietitian, nutritionist or a certifying authority.</p>

	<p>For more information on emotional eating and the spectrum of disordered eating, see the following:</p> <p><b>“What is Emotional Eating?”</b>  <a href="http://kidshealth.org/teen/your_mind/emotions/emotional_eating.html#">http://kidshealth.org/teen/your_mind/emotions/emotional_eating.html#</a></p> <p><b>National Institutes of Health/Medline Summary of Eating Disorders</b>  <a href="http://www.nlm.nih.gov/medlineplus/eatingdisorders.html">http://www.nlm.nih.gov/medlineplus/eatingdisorders.html</a></p> <p><b>Food Cravings and Eating Behaviors</b>  Gilhooly CH, et al. <i>Food cravings and energy regulation: the characteristics of craved foods and their relationship with eating behaviors and weight change during 6 months of dietary energy restriction.</i> International Journal of Obesity (2007) 31,1849–1858.  Accessed at  <a href="http://ddr.nal.usda.gov/bitstream/10113/15211/1/IND44025048.pdf">http://ddr.nal.usda.gov/bitstream/10113/15211/1/IND44025048.pdf</a></p>
<p><b>Class Flow &amp; Set Up –</b>  <i>Consider the flow of the session &amp; room set-up. Note any extra preparation that may be needed.</i></p>	<p>This lesson should be taught in the classroom with participants seated in a circle or semi-circle so that they can have a discussion. Remember to make room for strollers or baby car seats.</p>

## Part 2: Session Outline

Lesson: PN-000-11, CCNE: What Can I Do Besides Eat?

Item	Notes for Conducting the Session
<p><b>Introduction:</b> Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p>Say something like, “Today we will talk about reasons for eating besides hunger. Sometimes people eat for emotional reasons. Knowing the differences in emotional eating and eating because of hunger can help you understand more about why you might overeat at times.”</p>
<p><b>Icebreaker:</b> Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</p>	<p>Say something like, “What is one food that you can just eat and eat? What did you think of?” Write the foods clients mention on the blackboard or flipchart.</p> <p>“What food do you crave?” What food do you want to eat all the time?” Write the answers on the blackboard or flipchart.</p>
<p><b>Activities:</b> For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</p>	<p><b>Activity #1: Discussion</b></p> <ol style="list-style-type: none"> <li>1. Say something like, “Do you hear any patterns in what people crave or overeat?”</li> </ol> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• Foods with sugar, fats and salt.</li> <li>• Foods with a certain texture.               <ul style="list-style-type: none"> <li>– Crunchy foods like nuts or potato chips are favorites of some people. Other people like soft foods such as ice cream or chocolate.</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>2. Give everyone <b>Why Am I Eating? handout.</b> <p>“Here is a handout that tells some of the differences in eating for emotional reasons versus eating because of hunger.”</p> </li> <li>3. Give everyone a copy of the <b>Food Diary handout.</b> <p>“Here is another handout to help you understand what makes you overeat. When was the last time you found yourself overeating? Think about everything that was going on at the time. Write down:</p> </li> </ol>

Item	Notes for Conducting the Session
	<ul style="list-style-type: none"> <li>• the date</li> <li>• the time of day</li> <li>• what you ate</li> <li>• what you were doing</li> <li>• what your mood was and if you were hungry or not</li> <li>• who you were with</li> <li>• whether or not you had skipped breakfast, lunch or supper that day</li> </ul> <p>“Now think about another recent time that you overate. Write down the answers to the same questions on the food diary. Is anything similar about the two times?”</p> <p>“Sometimes it is hard to realize what triggers your eating. Keeping a food diary for a few days can help. If you decide to keep a diary, you will need to record everything you eat and the other information on the chart for about 5 days. Make sure that a weekend is included since some people eat very differently on the weekends.”</p> <p><b>Note:</b> <i>Some class members may be reluctant to share their eating habits with the class. Give class members the chance to ask you for additional help after class when there is more privacy.</i></p> <p>“Why do you think that people overeat?” <i>Write down the class responses.</i></p>
<p><b>Review and Evaluations:</b>  <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p>“To review some of the things we’ve talked about, here’s a few more handouts for you.”</p> <p><b>Activity #2: Evaluation</b></p> <p><b>1. Give everyone the <i>Reasons People May Overeat</i> handout.</b></p> <p>“As I read over the list, circle any that sound like you. Does anyone want to add to the list?”</p> <p>“Has anyone found ways to handle any of the reasons for overeating on the list that they would like to share?”</p> <p><i>Possible “reasons” that may need further discussion:</i></p> <ul style="list-style-type: none"> <li>- “Saying bad things to themselves about themselves” could include: <ul style="list-style-type: none"> <li>▪ I am so fat.</li> </ul> </li> </ul>

Item	Notes for Conducting the Session
	<ul style="list-style-type: none"> <li>▪ I will never lose weight.</li> <li>▪ I cannot do anything right.</li> </ul> <p>- Why would “shopping when hungry” make someone overeat?</p> <ul style="list-style-type: none"> <li>▪ Shopping when hungry makes people buy more food or more high calorie food.</li> </ul> <p><b>2. Give everyone the <i>What To Do Instead of Overeating and the Things I Want to Remember</i> handouts.</b></p> <p>“As I read this list of things we can do instead of eating, circle the ways to handle overeating that might work for you.” <i>Give participants a moment to think about some of the ideas.</i></p> <p>“Now, let’s bring it all together. Take a moment to think about why you might eat for reasons other than hunger, and then write that down on the “Things I want to Remember” handout. Then name two things you will try to do to keep from overeating.”</p> <p>To summarize, say something like, “It takes work to change the habits that lead us to overeat. And changing old habits takes time. It may take you three or four weeks of practice to begin to see an old habit really change. Be patient with yourself. There will be days the change just does not work, but over time you can form new habits or break old ones.</p> <p>The time and effort that you spend changing your habits will pay off. You will feel better and have more energy. In addition, what you do to control your overeating will help your children. They learn their eating habits from you. If you eat healthy foods in healthy amounts, they will learn to do the same. Taking the time to work on your habits can help your whole family be healthier.”</p> <p><b><i>Client New Lesson Evaluation Surveys:</i></b></p> <ul style="list-style-type: none"> <li>• Please collect surveys only during the evaluation period.</li> <li>• Evaluation period: <b>[February 2012] – [April, 2012]</b></li> <li>• During the evaluation period, please collect at least 30 new lesson evaluations from clients.</li> </ul>
<p><b><i>Personal Review of Session (afterward):</i></b> Take a few moments to evaluate the class. What will you change?</p>	<p><b>What went well? What did not go as well? What will you do the same way the next time you give this class?</b></p> <p>After teaching this lesson a few times, please complete the <i>Staff Online Lesson Evaluation Survey</i> at <a href="http://www.surveymonkey.com/s/CSBZ28K">http://www.surveymonkey.com/s/CSBZ28K</a>. The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>

### Food Diary

Date	Time	What I ate (Include Food and Amount Eaten)	What I was doing	How I felt (Include if hungry or not)	I was with....	Meals I skipped

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# Reasons People May Overeat

Circle Reasons that You Sometimes Overeat

## Emotions

- ✦ Feeling bored
  - ✦ Feeling under stress
- ✦ Feeling blue
- ✦ Feeling lonely
  - ✦ Feeling angry
- ✦ Saying bad things about yourself to yourself
  - ✦ Feeling happy

## Social

- ✦ At a party
  - ✦ With certain people
- ✦ Your family encourages eating

## Automatic Eating

- ✦ Eating while doing other things
- ✦ When in the car
  - ✦ Watching TV
- ✦ Keeping high-calorie foods handy
  - ✦ Keeping food at your desk, in the car or in your bedroom

## Eating Large Amounts of Food

- ✦ Supersized portions at restaurants
- ✦ Serving large portions of food
  - ✦ Always finishing everything on your plate
    - ✦ At an all-you-can-eat buffet
- ✦ Drinking a lot of soda, Kool-Aid, or sweet tea during the day

## Other

- ✦ It is a favorite food
  - ✦ Thinking about food a lot
- ✦ Skipping meals and then overeat later
  - ✦ Eating small amounts of food all the time
- ✦ Failing to plan meals and snacks in advance
  - ✦ Buying treats at the store
- ✦ Shopping when hungry
  - ✦ Just blew your diet and you keep eating
- ✦ When tired

## *Why Am I Eating?*

Here are some tips to help you find out if you are eating because of your emotions or if you are eating because you are hungry.

### ★ **In emotional eating:**

- ▶ The craving comes on suddenly.
- ▶ The craving is in your mind.
- ▶ You often crave a specific food.
- ▶ You eat even when you are not hungry.
- ▶ You feel guilty after eating.

### ★ **When eating due to hunger:**

- ▶ The hunger comes on very slowly.
- ▶ Your stomach will rumble or feel empty.
- ▶ Many foods could satisfy you.
- ▶ You can wait before you eat.
- ▶ You stop when you are full and do not feel guilty.

# What To Do Instead of Overeating

Circle Solutions That Can Work for You

## For Emotional Reasons

- Call a friend
- Listen to music
- Go for a walk
- Play with your children
- Read a book or magazine
- Go outside and enjoy nature

## For Social Reasons

- Plan ahead which lower-calorie foods to eat at a party
- Plan activities with friends and family that do not involve eating
- Take a vegetable plate and low calorie dip to a party
- Plan ahead which lower-calorie foods to eat at a restaurant
- Eat half of the food on your plate

## For Automatic Eating

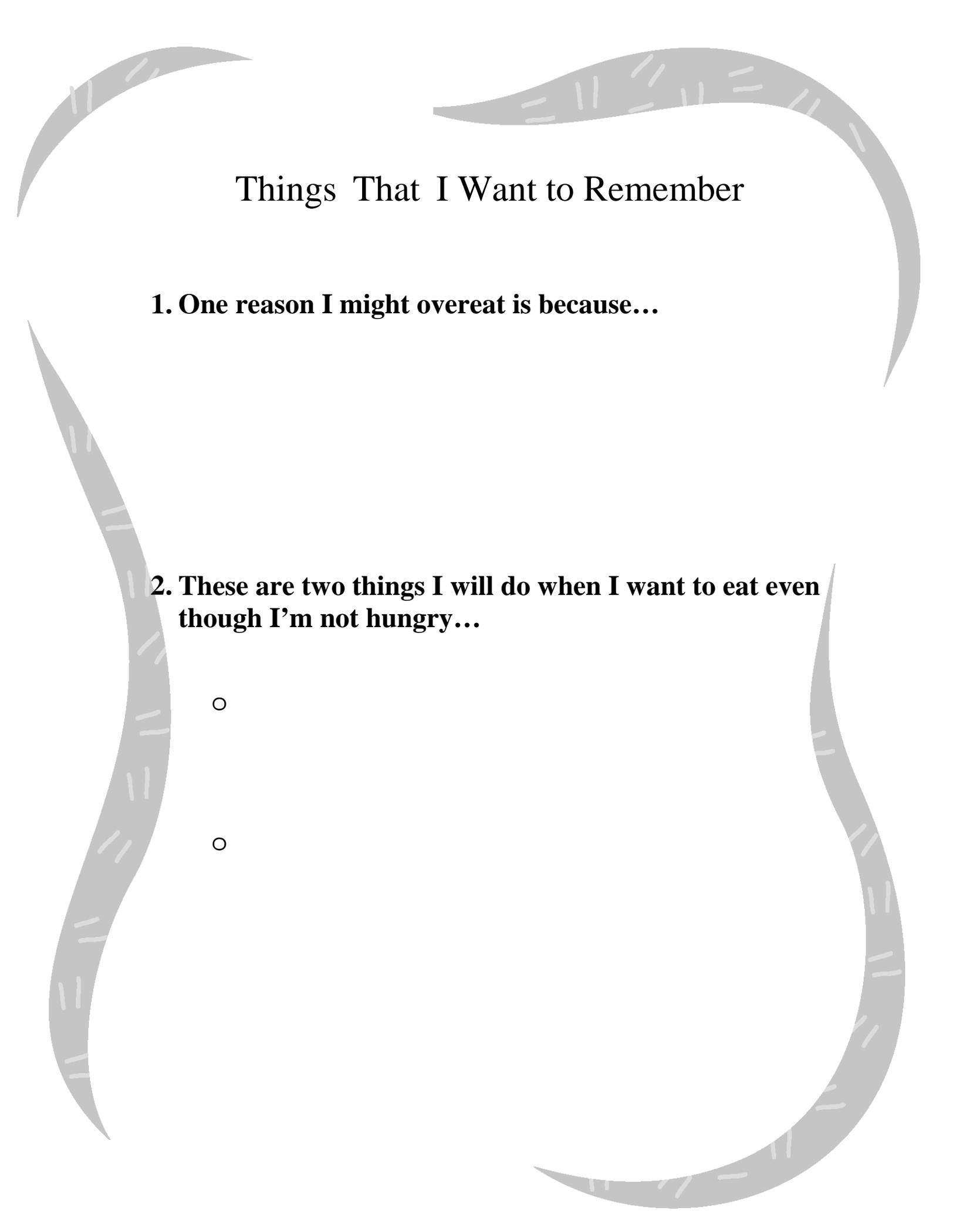
- Keep treats out of sight
- Don't keep food in the car
- Play a game like *I Spy* in the car
- Do not keep food at your desk
- Do not keep food in your bedroom
- Eat only at a dining table
- Turn off the TV while you eat
- Eat more slowly
- Knit, crochet, make a scrapbook or just fiddle with a paper clip while you watch TV
- Exercise while watching TV

## For Eating Large Amounts

- Leave some food on your plate at every meal
- Split a dessert with other people
- Buy a small bag of chips instead of a large bag
- Buy a bite-sized piece of candy instead of a candy bar
- Measure out the amount of food you will eat
- Use a small plate, so portions look bigger
- Take half of the food home from a restaurant
- Split foods at restaurants with someone else
- Skip supersizing
- Skip the fries
- Eat a salad or soup before the rest of your meal
- Order child-sized portions
- Limit the number of times you drink sodas or sweetened tea each day
- Drink 6–8 glasses of water a day

## For Other Reasons

- Keep low-calorie snacks handy
- Do not put serving dishes on the dinner table
- Have someone else clean the kitchen
- Eat three meals a day
- Take a walk after a meal to avoid eating the leftovers
- Do not eat after supper at night
- Make a grocery list
- Buy fewer treats at the grocery store
- Take a nap
- Find an activity you enjoy



# Things That I Want to Remember

**1. One reason I might overeat is because...**

**2. These are two things I will do when I want to eat even though I'm not hungry...**

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