

NR-000-54 CCNE: Preventing and Managing Diabetes with Food

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.

Snapshot of Group Session:

CCNE Lesson title: Preventing and Managing Diabetes with Food
(WIN title Diabetes & Food)

Developed by: Texas WIC State Agency

Date Developed: November/2014

Approved by: Texas WIC State Agency

NE Code: NR-000-54

Class Description: This class is designed to help people prevent or manage diabetes with nutrition. Group discussion will focus on food groups, how they play a role in diabetes, and how to balance them for optimal nutrition and blood sugar control. Additionally, a bingo game will help solidify participants' understanding of this information. (Complex questions may arise – highly recommended that this class be taught by an RD)

Target Audience: parents/children/caregivers trying to prevent diabetes, have been diagnosed with prediabetes or diabetes. Not appropriate for gestational diabetes.

Type of Learning Activities: class discussion, food group activity, and meal planning activity/discussion.

Part 1: Planning the Nutrition Education Session

Lesson: NR-000-54 Preventing and Managing Diabetes with Food

Item	Notes for Planning the Session
<p>Learning Objective(s) – <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"> • Be able to classify which food group each food belongs to • Understand how each food group affects the blood sugar and overall health with relation to diabetes • Be able to create a balanced meal that will help keep the blood sugar steady
<p>Key Content Points – <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"> 1. The foods in each food group play a role in health and diabetes management, but must be balanced carefully. 2. Using the My Plate Planner can make meal planning easy.
<p>Materials – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • White board or flip board and pens • My Plate Planner Handouts – one for each participant • A 9-inch plate to show as an example • Bingo playing cards – (may want to laminate for repeat use) • Master bingo card for facilitator • Playing markers or beans (or some other way to mark cards) • Bingo foods cut outs – these sheets have the foods you will cut out to use to draw during the bingo game (may want to laminate for future use) • Bag or other item to draw description food cut outs of during the game • Optional: Prizes for bingo winner(s) – stickers, magnets, etc. • Optional – booklet <i>Food for Life-Living Well With Diabetes</i> for those who want a guide to help them at home DSHS Stock No.

	10-24
<p>Resources – Review current WIC resources or other reliable resources like WIC Works.</p>	<p>Food for Life – Living Well with diabetes –Highly recommend reviewing all of the foods (some can be tricky) first before facilitating this class:http://www.dshs.state.tx.us/diabetes/patient.shtm</p> <p>You can order the above pamphlets(DSHS Stock No. 10-24) or from the Texas Diabetes Council for your clinic and provide them as handouts if you like.</p> <p>Other resources:</p> <p>http://www.diabetes.org/food-and-fitness/food/planning-meals/</p> <p>http://www.mayoclinic.org/diseases-conditions/diabetes/in-depth/diabetes-diet/art-20044295</p>
<p>Class Flow & Set Up – Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</p>	<p>Arrange chairs to facilitate group discussion depending on the size of your class.</p> <p>Leave room for baby carriers and strollers. Set up whiteboard or flip-chart to note any key points brought up during discussion.</p>

Part 2: Session Outline

Lesson: NR-000-54 Preventing and Managing Diabetes with Food

Item	Notes for Conducting the Session
<p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p><i>“Welcome, thank you for being here today. My name is _____. Today I’m going to talk to you about how to eat for diabetes – whether you’re trying to prevent diabetes or manage diabetes, the way you eat is the same. In reality, this is how almost everyone should eat.</i></p> <p>Consider displaying ground rules or class basics on a flipchart – these might include: freedom to speak, respect others’ opinion, one person talking at a time, confidentiality, etc.</p>
<p>Icebreaker: 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>Ask participants to share their name and ask one of the following:</p> <ol style="list-style-type: none"> 1. <i>Identify someone who is a role model when it comes to being healthy and/or managing diabetes. Have them share the person’s qualities or characteristics that make them a good role model. [Post characteristics on a flip chart.]</i> <p>OR</p> <ol style="list-style-type: none"> 2. <i>What are some things you worry about, or think will be hard to do, when it comes to eating healthy for diabetes? [Write these down on the flip chart.]</i>
<p>Activities: 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><i>You may have heard that you can never eat certain foods, or you have to eat a very specific diet when it comes to diabetes, but that isn’t true. You can still enjoy eating many different things; you’ll just want to make sure you are balancing what you eat. Some foods can make your blood sugar go very high, while other foods can help keep it stable or, in other words, keeping it from going up and down a lot.</i></p> <p>Open-ended discussion questions (Staff should ask ALL questions):</p> <p><i>Why is it bad if our blood sugar gets too high?</i></p> <p><i>It damages our nerves and blood vessels which can lead to heart disease, stroke, kidney disease, blindness, amputations, and other problems. Think of how when you spill a sugary drink, everything it touches gets sticky. That’s how it is in your veins; it’s sticky and thick and causes damage.</i></p> <p><i>What does a high blood sugar feel like?</i></p> <p><i>For many people, they can’t tell that their blood sugar is high. For other</i></p>

Item	Notes for Conducting the Session
	<p><i>people they have to urinate all of the time, they are very thirsty, have blurry vision, have a headache, or are very tired.</i></p> <p><i>Let's talk about what happens if we don't get enough of these "energy foods" or carbohydrates. What happens?</i></p> <p><i>We can end up with a low blood sugar.</i></p> <p><i>What does a low blood sugar feel like?</i></p> <p><i>Some people don't feel this either. But for many they feel shaky, sweaty, weak, cranky, extremely hungry, nervous, have blurry vision, fast heartbeat, or a headache.</i></p> <p><i>Why is it bad if blood sugar goes too low?</i></p> <p><i>You can faint, have a seizure or even go into a coma. A low blood sugar can actually be more dangerous than a high blood sugar.</i></p> <p><i>What do you think some of the benefits are of keeping your blood sugar stable?</i></p> <p><i>Feeling good/being healthy, ability to enjoy life with family, avoiding possible complications down the line (heart disease, stroke, amputations, etc.), Fewer doctor or hospital visits, less missed work, less money spent on the things you would need like medications.</i></p> <p><i>Now that we understand the carbohydrate – also known as (aka) "energy" foods, let's talk about the other food groups. Let's talk about the food groups, what are some of the food groups? [write these down on the flip chart/board.</i></p> <p>Keep the carbohydrates [starches, fruits, milk/yogurt, and sweets] in one group and then the non-carbohydrate foods [non-starchy vegetables, meats, and fats] in a second group – like below. Ask them to give you examples from each food group:]</p> <ul style="list-style-type: none"> • Starches – bread, rice, pasta, beans, tortillas, oatmeal + Starchy Vegetables like potatoes, peas, winter squash, corn... • Fruits – All fruits (tomatoes considered a non-starchy vegetable in this instance) • Milk/Yogurt – Just milk and yogurt – includes soy milk and rice milk, but not almond milk, unless sweetened. Also does NOT include cheese or cottage cheese (these are proteins). Discuss low-fat choices. • Sweets – cake, fruit snacks, candy, chocolate, cookies, sodas,

Item	Notes for Conducting the Session
	<p>juice, sweet tea...</p> <p>(put the food groups below in a separate area on your white board)</p> <ul style="list-style-type: none"> • Non-starchy vegetables – most vegetables - tomatoes, onions, cucumbers, greens, summer squash, carrots (misconception that carrots are a starch – they are not) • Meats/Proteins – chicken, eggs, meats, cheese, fish, cottage cheese... • Fats – oils, butter, avocado, nuts, nut butters, margarine, mayonnaise, olives, salad dressing, cream cheese... <p><i>I've separated these top 4 (starches, fruits, milk/yogurt, sweets) from the others. Can anyone tell me why they are different when it comes to diabetes?</i></p> <p><i>Because these [point to carbohydrates section] all affect blood sugar. These are called carbohydrates. But they aren't "bad" foods. In fact these foods are very important. They provide us with energy. But we can't eat as much as we want. If we eat too many carbohydrate foods, then we have too much energy – which makes our blood sugar go up and can make our weight go up.</i></p> <p><i>It's also important to know that almost anything we eat too much of can make us gain weight, not just these foods.</i></p> <p><i>Sweets are also carbohydrates, but are sometimes identified as a separate food group because they can affect blood sugar greatly. They package a lot of energy in small portions. Because most of these foods are made with a lot of sugar and/or white flour, they don't give us much nutrition, and they can cause the blood sugar to sky rocket with just a few bites.</i></p> <p><i>To give you an example, an 8 ounce glass of soda is like "drinking" 2 slices of bread. It would be better to get your "energy" from food than from drinks that don't have any nutrition.</i></p> <p><i>Sugary foods and drinks can also make you gain weight because they also have a lot of calories. You can still have sweet treats every once in a while, but keep the portions small.</i></p> <p><i>Sweets and sugary drinks can make controlling blood sugar very difficult. If you have trouble controlling your blood sugar, stay away from these foods until you are able to get better control.</i></p> <p>What do non-starchy vegetables do for our bodies?</p> <p><i>They provide vitamins and minerals, fiber, and water. They will not raise</i></p>

Item	Notes for Conducting the Session
	<p><i>the blood sugar unless you eat a very, very large amount. They are also low in calories which can make them very helpful for losing weight. We typically call non-starchy vegetables “Free” – meaning you can eat as much as you like.</i></p> <p><i>Let’s talk about proteins, what do they do for our bodies?</i></p> <p><i>These foods help the body build and repair tissue. Protein will not raise your blood sugar, but eating too much will make you gain weight. we want to make sure we choose the lower fat versions – or do things when cooking them to make them healthier.</i></p> <p><i>Can anyone give me an example of something you can do when cooking to make proteins healthier? like removing the skin from chicken or draining (and rinsing in hot water) ground beef, grilling not frying, using herbs and seasonings instead, etc.</i></p> <p><i>What kinds of proteins are considered lower fat or lean? Turkey or chicken breasts, seafood, pork loin, sirloin, low fat or fat free cheese and cottage cheese, egg whites, etc.</i></p> <p><i>And lastly, fats – what do these do for our body?</i></p> <p><i>Fat is important for our bodies, but we don’t need much – fat is found in many of the foods we eat. Fat helps us store energy and absorb nutrients.</i></p> <p><i>It is important that we choose the healthy fats like avocados and oils like canola and olive oil in small portions. Fat will not raise your blood sugar, but eating too much can make you gain weight. Fat portions are usually very small, for example one serving of oil is 1 teaspoon, one serving of an avocado is 1/8th of an avocado, and one serving of nuts is about an ounce which can be as small as 5-10 nuts!</i></p> <p><i>These foods – [point to the non-starchy veg, protein and fat groups] - actually play a role in diabetes too. They don’t raise the blood sugar, but they help slow down the digestion, which helps slow down how fast your food is absorbed and how quickly the blood sugar rises.</i></p> <p><i>If you eat “energy” foods, or carbohydrates, by themselves you could see your blood sugar go high and you may get hungry again faster. That’s because energy foods get digested faster than your non-starchy vegetables, proteins, and fats.</i></p> <p><i>When you combine your energy foods with a protein, it slows everything down, keeps your blood sugar better controlled, and keeps you fuller longer.</i></p> <p><i>You still must eat a balanced amount of energy foods though; eating 4</i></p>

Item	Notes for Conducting the Session
	<p><i>brownies with chicken won't keep your blood sugar stable.</i></p> <p><i>That's where the My Plate Planner handout comes in handy. [hand out the diabetes My Plate Planner placemat]</i></p> <p><i>This is what your plate should look like. [Explain the plate method – be sure to cover the size of the plate and show your 9-inch plate and how the portions are not large]</i></p> <p>This Plate Planner for diabetes is very similar to the USDA's MyPlate – which you may have seen before, the differences are that the diabetes plate recommends half of the plate be vegetables – not fruit and vegetables like the MyPlate recommends. Fruit is still allowed using the diabetes Plate planner, it is just a small serving on the side. The MyPlate version is not as specific about fruit portions, so the amount of carbohydrates could be larger. The plate for diabetes is better at measuring portions to control total carbohydrates eaten at a meal. Additionally, the diabetes Plate Planner notes that cheese and cottage cheese are counted as proteins while beans are counted as carbohydrates. MyPlate lists these foods differently (cheese and cottage cheese are dairy and beans are protein).</p> <p><i>When we look at this plate, how many “energy” foods do you see here?</i> [3 – starch, milk, fruit] <i>Three at each meal is a good place to start for most people.</i></p> <p><i>And do you see a protein here to balance those energy foods?</i></p> <p><i>Why do you think half of the plate is non-starchy vegetables?</i> [because they are FREE – they are packed with nutrition and fiber but have very few calories]</p> <p>{You can let participants know that they don't have to have vegetables at breakfast, but if possible, share veggie breakfast recipes with them to give them ideas – for example – veggie omelet; smoothie made with almond milk and/or Greek yogurt, veggies, and fruit; veggie quiches made in muffin cups, etc.}</p> <p><i>Let's talk about drinks. We know milk is an energy food that provides a lot of nutrition for us. But what about other drinks?</i></p> <p><i>What do you think sodas, energy drinks, Kool-Aid, Gatorade, and other sugar drinks will do? Are these good choices here?</i> [No]</p> <p><i>Now we're going to do an activity to review what you have learned. We're going to play Diabetes bingo.</i></p> <ol style="list-style-type: none"> 1. Distribute bingo cards and playing markers. 2. Using the cutout foods, place them in a bag or box and go around the

Item	Notes for Conducting the Session
	<p>room and have each participant pull out a food and tell the group what the food is, what category it goes in (starches, free vegetables, dairy, protein or fruit), and if it is a carbohydrate or “energy food.”</p> <p>3. Prompt participants to cover their bingo card with each food as they are pulled out and identified</p> <p>4. When squares are covered in a line (diagonally, horizontally, or vertically) the participant with the winning card will shout, “bingo!”</p> <p>5. Award a prize. Play again, as time permits.</p>
<p>Review and Evaluations: <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>Now that we’ve finished the class, what was one thing that surprised you?</p> <p>What is one thing you think you can do differently?</p> <p>Go back to the flip chart and look at the characteristics / worries they stated at the beginning and address them.</p> <p>If characteristics – ask them, “<i>how can you become ‘XX characteristic’ when it comes to managing your health?</i>” “<i>How do you plan to do that?</i>”</p> <p>If fears – “<i>what do you think about these fears/barriers now that we’ve talked about meal planning?</i>” “<i>What are some solutions to these fears/barriers?</i>”</p> <p>“What are some easy ways we can improve our health starting today - Something small to start?”</p> <p>Client New Lesson Evaluation Surveys:</p> <ul style="list-style-type: none"> • Please collect surveys only during the evaluation period. • Evaluation period: [Mar – Aug 2015] <p>During the evaluation period, please collect at least 30 new lesson evaluations from clients for your LA.</p>
<p>Personal Review of Session (afterward): <i>Take a few moments to evaluate the class. What will you change?</i></p>	<p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p> <p>After teaching this lesson a few times, please complete the <i>Staff Online</i></p>

Item	Notes for Conducting the Session
	<p><i>Lesson Evaluation Survey</i> at http://www.surveymonkey.com/s/CSBZ28K.</p> <p>The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>
<p><i>Supplemental Information – Describe any attachments and include any other needed information.</i></p>	