LYBL (with diabetes)!

Lesson 4

Eating with Diabetes

Materials Needed:
Facilitator-
Participant- Food cards, carbohydrate food list, carb food labels, card stock paper, markers

GREETNG

SAY: Last week we talked about how diabetes affects our body. Does anyone have any questions or comments about last week's lesson?

ASK: each question one at a time (slide 2):

- Did anyone try out their goal from last week?
- How did it go?
- Did you try anything else new to help manage your diabetes?

SAY: Today we are going to talk about (slide 3):
- Carbohydrate rich foods
- Carbohydrate choices per meal
- Label reading
- The Diabetes Plate Method

SAY: For class today you will need the following items from your LYBL tool box.

DO: Hold up items needed by participants.

ASK: What do you know about eating with diabetes?

DO: Allow time for group to discuss question.

SAY: Let's get started!

FOOD CATEGORIES- ACTIVITY

SAY: For this activity you will need your envelope labeled "food cards". Inside each person's envelope is 4-5 food cards. No two people have the same food cards, so make sure you take out all of your cards.
DO: Show participants what the food cards envelope looks like.

SAY: Today, we are going to start by talking about the food groups. (slide 4)

ASK: What are some of the differences between these food groups and the food groups you might see somewhere else?
> ANSWER: Cheese is with the meat and nuts, sweets and fats and oils are in separate groups, vegetables are broken into two group

ASK: Can anyone guess why we would split up the food groups like this when talking about diabetes?

SAY: In diabetes the food groups are separated by macronutrients. Macronutrients are the nutrient in food that have calories. The three macronutrients are Fat, Protein and carbohydrates. We talked a little about carbohydrates during the first class.

ASK: Which macronutrient Fat, Protein or carbohydrates, has the biggest effect on blood sugar?
> ANSWER: Carbohydrates. Discuss briefly: fat breaks into fatty acid and proteins break into amino acids. You may remember from the first class, that carbohydrates are what break into glucose. Glucose is what you measure with your blood glucose monitor.

ASK: Which food groups are rich in carbohydrates?
> ANSWER: The food groups that are carbohydrate rich. Tell participants if they forget, they will notice that the carb rich groups are all in the same color.

ASK: Which groups can you find fiber?
> ANSWER: any group with a plant! Fruit, starchy vegetables, non-starchy vegetables, nuts, grains (whole grains but not processed)

ASK: What is fiber good for?

     ANSWER: one of the things fiber does is help keep cholesterol in a healthy range. Remind participants of the ABCs of diabetes.

ASK: Can anyone guess what food groups can help you have a healthy blood pressure? Another ABC of Diabetes.

     ANSWER: Nutrients that help a person have a lower blood pressure can be found in fruits, vegetables, nuts and whole grains (but not processed) NOTE: Magnesium and potassium are nutrients that contribute to a healthy blood pressure.

SAY: The point is, all food is important and all food has something to offer your health. Just because carbohydrates contribute to blood sugar doesn't make them bad, they contain many nutrients we need! Blood sugar isn't bad, it's necessary for life!! We just don't want it to be too high, so we need to pay attention to carbohydrate foods! Another name for carbohydrates is carbs. Sometimes I will say carbohydrate foods, and sometimes I might just say carb foods. I mean the same thing.

CARB COUNTING- ACTIVITY

SAY: We are going to take turns showing our food cards one at a time to the camera on our computer, and saying what food group they each would go in. If you don't know, it's OK, we can help!

DO: Call participants one at a time to take turns. Help anyone who doesn't know what food group to put their food in.

DO: Discuss the foods in the carb rich groups are the foods that effect your blood sugar. BUT Remind participants that just because a food isn't rich in carbs doesn't mean it doesn't matter. For example, while Ranch dressing doesn't cause a big blood sugar spike, we wouldn't want to eat a cup a day, as the number one complication of diabetes is heart attack and stroke. 80% of people with diabetes die from heart attack or stroke, so making heart healthy food choices is critical to living healthy with diabetes. BUT right now we are going to focus on blood sugar only. High blood sugar over time increases your risk of many complications, and on a day to day basis it makes you feel tired, grumpy, lousy, etc…. making it difficult to manage your diabetes. Carb counting is about blood sugar management only.

SAY: Everyone look at their cards. Notice the cards you put into a carbohydrate rich food group and compare it to the cards you put into a food group that wasn't rich in carbohydrates.

ASK: What is the difference between your food cards that are rich in carbs and the ones that are not?

   ANSWER: The carbohydrate food cards have serving sizes on them.

ASK: Did anyone notice the different serving sizes on the carbohydrate rich foods? Why are these the serving sizes?   Why is a serving of rice 1/3 of a cup and a serving of ice cream a ½ cup?

   ANSWER: Each serving has about 15 grams of carbohydrate

DO: Call out to participants. Who had the apple? What is the serving size of an apple?

   ANSWER: 1 small apple

ASK: How many grams of carbohydrates are in 1 small apple?

   ANSWER: about 15 grams of carbohydrate

DO: Continue to call out different carb food cards and ask participants the same 2 questions: 1) what is the serving size? 2) How many grams of carbohydrates are in that serving? (answer is always "about 15 grams of carbohydrates")

SAY: Each of these 15 gram servings is considered "one choice". (slide 5)

SAY: Don't worry, you get more than 1 choice per meal!

SAY: (slide 6) Often times a good place for a person to start in diabetes meal planning is to make 3 carbohydrate choices per meal, and 1-2 per snack. It doesn't mean this is the right amount for you… the best place to fine-tune meal choices is by working with your registered dietitian. But we will start as a group with 3 choices.

SAY: Take out your carbohydrate counting handout and turn to the food list that looks like this.

DO: Show carbohydrates food list.

SAY: Each serving of food on this list is one choice (or 15 grams of carbohydrate).

SAY: This type of diabetes meal planning for ESTIMATING carbohydrates is called carbohydrate counting. Carbohydrate counting isn't meant to be exact, its meant to give us an idea of a general amount of carbohydrate food that is more likely to support a healthy blood sugar, and also help us understand why some meals might give us a high blood sugar, even meals we were not suspecting. Carbohydrate counting helps us become better "guestimators". The better we

get at figuring out how much carbohydrates we eat at one time and how that effects our blood sugar, the better we will be able to individualize our food choices and make our own plans for eating.

SAY: We will practice with a sample meal. Remember we are trying to stay with 3 carb choices per meal.

DO: Read the meal on slide 7
> **Steak**
> **green salad with Italian dressing**
> **1 medium potato.**

ASK: How many carb choices is this? Type it in your chat.

DO: Review right answer

- How many carbs are in the steak? = 0

- How many carbs are in the salad? = 0

- How many carbs are in the Ranch dressing? = 0

- How many carbs in the medium potato? = about 1, maybe   1.5 (depending on your definition of medium)

DO: Try another sample meal as a group (slide 8)

SAY: Let's try Spaghetti: 2 cups noodles, 1 cup homemade sauce with meat and vegetables, 1 piece of garlic bread (size of half a hamburger bun) and broccoli.
ASK: How many carb choices?

DO: Review answer:
- How many carbs are in 2 cups of spaghetti? = 6
- How many carbs are in the sauce? = 0
  - What if it was store bought sauce? Probably 2. When you buy prepared sauce the manufacturer always adds some sugar.
- How many carbs are in the garlic bread? = 1 per piece
- How many carbs are in one cup of milk? = 1

ASK: How many carb choices was this meal?
> ANSWER: 8, if you make the sauce yourself

ASK: And how many choices are we trying to stick to per meal?
> ANSWER: 3

ASK: What could a person with diabetes do to lower the carbohydrates in this meal?

> ANSWER: Eat spaghetti as a side dish instead of main entrée, more vegetables and skip garlic bread, homemade spaghetti sauce has no added sugar.

DO: Stop sharing screen.

SAY: Now let's try writing a sample lunch you would eat at home that has 3 carbohydrate choices. Use your carbohydrate foods handout to help you. When you are done with your meal, type it into the chat..(or use microphones if group is small).

DO: Read each meal aloud and count the carb choices.

ASK: Is it OK to skip carbohydrates at a meal or to have very few?

> ANSWER: Maybe. Maybe not. It depends on a person's medication. It is important to understand how your medication works with your food plan. A diabetes educator and your provider can help you understand the best plan for YOU!

ASK: Is it OK to have an occasional sweet? What if I go to a birthday party? Can I eat cake?

SAY: Diabetes is a chronic disease. A person lives with diabetes for the rest of their life. It's OK to be a human being and want to have dessert sometimes!!

ASK: If you know you are going to party and they are **serving** chicken, rice and peas for dinner… how could you adjust your meal to give them a little wiggle room for birthday cake?

> ANSWER: skip the rice.

ASK: How will you be able to tell if you were able to keep your blood sugar in a reasonable range by trading out carb foods at the birthday?

> ANWER: Check your blood sugar two hours after eating.

SAY: Understanding carbohydrates can make it possible to do fit in a dessert on occasion without making blood sugar go too high. Your dietitian can help you with this.

LABEL READING FOR CARBS- ACTIVITY

SAY: Of course, not all the food we eat is on this list. Some foods we eat are more complicated, for example, a granola bar. But luckily foods we buy that come in packages have Nutrition Facts labels on them.

SAY: For this activity you will need to pull out your envelope that says carbohydrate food labels. Take your labels out of your envelope. Every person has different food labels.

DO: Show example of what this envelope looks like.

ASK: What info can we get from a nutrition facts label?
        ANWER: serving size, total carbohydrates, sugars, sodium, etc…

SAY: Today we are only looking at two items: serving size and grams of total carbohydrates (Slide 9).

ASK: Which would you look at first- total carbohydrates or serving size?
        ANSWER: Serving size.

ASK: Why?

        ANSWER: The amount of total carbohydrates on the nutrition facts label is based on one serving size. Sometimes the serving isn't realistic. If I ate two servings of a food. The total carbohydrates would need to be doubled.

ASK: One more time- how many carbohydrates are in one choice?
        ANSWER: 15 grams.

ASK: So if we ate a granola bar that had 1 serving and 17 grams of Total Carbohydrates, we would make how many choices?
        ANSWER: about 1 choice.

SAY: Please take out your carbohydrate food card. When it is your turn, do not share anything but your food picture with the group. Put your hand over the label so all we see is the picture. Then, read the serving size and allow the other participants to guess how many carbohydrates choices are in one serving. When participants are done guessing, read the food label to let participants know how many total grams of carbohydrates are in one serving of your food. As a group we will figure out how many choices are in your food.

DO: Invite the group to state how many choices are in each food serving, but do not ask an individual to determine this. For example, if a food has 48 grams of carbohydrates, ask, "about how many choices is this?" Answer: 3

SAY: To find out how many carbohydrate choices are in a food, you can take the total grams of carbohydrate and divide that number by 15 using the calculator on

your phone or a regular calculator. OR you can turn to the carbohydrate choice chart on page 6 of your carbohydrate counting handout. The math is done for you.

DO: As a facilitator feel free to double or triple any serving sizes and do the math to determine how many choices are in each food. For example, if a food has 30 grams of carbohydrates per serving, but the group thinks most people would eat two servings- as a facilitator you should do this math. Let them know you are doubling the serving so there are 60 grams of carbohydrates. 60 divided by 15 means the food is 4 choices.

ASK: Do any of these food labels surprise you?

SAY: I am going to give everyone 1 minute to find a food in their house with a label.

DO: After one minute have everyone share the food they brought. Ask them to read the serving size and the grams of total carbohydrate. Ask a group determine how many choices each serving of carb food is.

DO: Start sharing screen. Go to Slide 10.

DIABETES PLATE METHOD- ACTIVITY

SAY: The last method of diabetes meal planning we will discuss is the "Diabetes Plate Method?

ASK: Who has heard of the plate method?

SAY: Go ahead and get out your card stock paper and a marker. Draw a big circle. Cut the circle in half. Then cut one of the halves, in half again. Your picture should look just like the picture on your screen.

ASK: The diabetes plate is split in half. And then one half is split in half again. What food group goes in the biggest section of the diabetes plate?
        ANSWER: Non starchy vegetables.

ASK: What goes in one quarter of the diabetes plate?

SAY: Protein food.

ASK: What goes in the last quarter of the diabetes plate?

SAY: this is where your carb food goes.

DO: Click to the next slide to show what a full diabetes plate looks like. (slide 11)

SAY: Take the empty diabetes plate you drew, and use your markers to draw a meal you would eat that would fit into the Diabetes plate.   Don't worry about the drawing quality. It's about the idea not the artwork!

DO: Stop sharing screen.

DO: Have participants share their plate one at a time.

DO: Praise each person's plate after they finish it.

SUMMARY (Slides 12)

DO: Review what was talked about in class today.

GOAL SETTING (slides 13)

DO: Review slide 14 and encourage participants to write one goal down.   Allow participants to share goals with each other. If time is limited use chat instead of microphones.

NEXT WEEK:

DO: Show slide 15 to review what will be talked about next week, along with the time and day.

DO: Invite and encourage participants to please fill out end of class evaluation polls.

DO: Thank participants for attending and participating. Let participants know if you had fun and are excited to "see" them next week.