



SESSION

5

Introduction to Healthy Cooking

DMCN-HC
Introduction to
Healthy Cooking

STATEMENT OF PURPOSE

This session provides information on healthy food preparation.

PREREQUISITES

It is recommended that participants have knowledge of the basics of healthy eating. Participants need to complete *BYLD*, Session #4: *Healthy Eating*, sections 1 and 2, prior to this session.

LEARNING OBJECTIVES

- | | |
|------------|--|
| DMCN-HC-1 | Describe two or more ways to use less sugar in cooking. |
| DMCN-HC-2 | Discuss the use of sugar substitutes in cooking. |
| DMCN-HC-3 | Describe two or more ways to use less fat in cooking. |
| DMCN-HC-4 | Describe two or more ways to use less sodium in cooking. |
| DMCN-HC-5 | State two or more ways to handle food safely during preparation and storage. |
| DMCN-HC-GS | State or write a personal plan for healthy cooking. |



CONTENT

Food preparation for nutritional management of diabetes

MATERIALS NEEDED

Visuals Provided

- #1 *Change How You Cook to Use Less Sugar*
- #2 *Build a Better Recipe to Lower Sugar*
- #3 *Sugar Substitutes*
- #4 *Change How You Cook to Use Less Fat*
- #5 *Build a Better Recipe to Lower Fat*
- #6 *Change How You Cook to Use Less Sodium*
- #7 *Build a Better Recipe to Lower Sodium*
- #8 *Four Steps to Food Safety*
- #9 *Sample Recipes*
- #10 *Pumpkin Pie Makeover*
- #11 *Changes I Can Make*

Additional Resources

Samples of foods common in the participants' community
 Food packages with ingredient listing and Nutrition Facts Label
 Local and traditional recipes
 Cookbooks
 Samples of foods containing sugar substitutes
 Samples of sugar substitutes (liquid, packets and spoonable)
 Samples of meat, oven, refrigerator and freezer thermometers
 Fat, sugar and sodium visuals
 Samples of low-sodium spices and herb mixes
 Food preparation videos
A Guide to Fitting Food with Sugar Substitutes and Fat Replacers Into Your Meal Plan
Ethnic and Regional Food Practices
Cooking for Good Health: A Series of Cooking Classes Designed to Teach Healthy Eating to American Indian People
The Four Winds Model for Native Nutrition
Honoring the Gift of Heart Health: A Heart Health Educator's Manual for American Indians and Alaska Natives

METHOD OF PRESENTATION

This session builds on information and skills provided in *BYLD*, Session #4: *Healthy Eating* and the instructor needs to be familiar with its content before teaching this session. The instructor may need to provide content in more than one session depending on participants' knowledge and learning needs, and allow time to practice skills.



This session is an introduction only and individuals need to be referred to a registered dietitian for an individualized meal plan.

To enhance the effectiveness of this session, instructors may want to work with a registered dietitian to arrange a cooking demonstration/class and/or prepare samples of low-sugar, low-fat and low-sodium food for tasting.

Instructors need to be familiar with the products described in this session that are available in community grocery stores. Instructors also need to be familiar with traditional and favorite foods eaten in the community and how they are prepared.

In order to use teaching materials effectively, instructors need to become familiar with the variety of materials available for this session. It is important for instructors to point out specific content in the materials and explain it. **Instructors need to avoid giving these materials to participants without explanation.**

Use a creative icebreaker. (See *BYLD*, Introduction on p. XIII for examples.) You may want to ask participants to introduce and share something about themselves and how they live with diabetes. Explain that the purpose of this session is to provide information on healthy food preparation.

Use facilitated group discussion to present material. Encourage participants to share stories and ask questions to facilitate the discussion. Have a variety of teaching tools available based on participants’ learning needs. Be creative and encourage interaction. Videos may be used to introduce or reinforce content. **Encourage participants to have the person who cooks their food attend this session with them.**

CONTENT OUTLINE

Objective	Content	Instructor’s Notes
Introduction	<p>The way a person cooks affects how much sugar, fat and sodium they eat.</p> <p>A person with diabetes can lower the amount of sugar, fat and sodium they eat by making small changes in the way they cook.</p> <p>Most recipes can be changed and still taste good.</p>	<p>It may be easier for a person to make changes if they gradually lower the amount of sugar, fat and sodium over time.</p> <p>There may be traditional and favorite foods that people do not want to change. For traditional and favorite foods that are high in sugar, fat and sodium, a person can:</p> <ul style="list-style-type: none"> • eat smaller servings (portions) • eat them less often • share a serving with a friend



Objective	Content	Instructor’s Notes
<p>DMCN-HC-1. Describe 2 or more ways to use less sugar in cooking.</p>	<p>These are some ways to use less sugar in cooking:</p> <ul style="list-style-type: none"> • add less or no sugar • use foods with little or no sugar added • use flavorings and spices that are naturally sugar-free, but add a sweet taste • use sugar-free products and sugar substitutes 	<p>Ask, “What are some ways you have used less sugar in cooking?” List/discuss responses.</p> <p>Visual #1: <i>Change How You Cook to Use Less Sugar</i> and Visual #2: <i>Build a Better Recipe to Lower Sugar</i></p> <p>For example:</p> <ul style="list-style-type: none"> • Do not add sugar to strawberries when making strawberry shortcake • Leave out 1/3 to 1/2 of the sugar in most baked goods. It may be easier for a person to do this if he/she decreases the amount of sugar in recipes a little at a time. <p>Note: Sugar cannot be completely taken out of some baked foods. Sugar makes a baked product:</p> <ul style="list-style-type: none"> • tender and moist • golden brown in color • rise <p>For example:</p> <ul style="list-style-type: none"> • choose fruit canned in its own juice, no sugar added • drain and rinse fruit canned in syrup • use artificially sweetened, unsweetened or <i>no-sugar-added</i> food products, such as: <ul style="list-style-type: none"> - jelly and jam - applesauce - drink mixes <p>For example:</p> <ul style="list-style-type: none"> • vanilla • cinnamon • nutmeg <p>Foods such as Jell-O®, jam, jelly, syrup, cocoa mix and puddings can be sugar-free.</p>



Objective	Content	Instructor’s Notes
<p>DMCN-HC-1. (continued)</p>	<ul style="list-style-type: none"> • use fruits as sweeteners <p>A registered dietitian can help people learn the amount of sugar that is best for them.</p>	<p>Many sugar-free or “dietetic” foods contain sugar substitutes.</p> <p>Food that is sugar-free or does not have sugar added may have other carbohydrates which raise blood sugar.</p> <p>For example:</p> <ul style="list-style-type: none"> • use fresh fruit on pancakes instead of syrup or honey • use 1/2 applesauce and 1/2 sugar instead of full amount of sugar in a recipe <p>Refer participants to a registered dietitian for assistance with their meal plan.</p>
<p>DMCN-HC-2. Discuss the use of sugar substitutes in cooking.</p>	<p>Sugar substitutes can replace some of the sugar in cooking.</p> <p>The food label and/or package insert for a sugar substitute tells how to replace the sugar in a recipe with that product.</p> <p>These sugar substitutes can be used in cooking:</p>	<p>Ask, “Do you use sugar substitutes? Which ones? How do you use them?” List/discuss responses.</p> <p>Assist participants in finding this information on sugar substitute package food labels and/or package inserts.</p> <p>Emphasize that other ingredients in recipes may raise blood sugar. Therefore, a person needs to choose food portions that will help them reach target blood sugar goals.</p> <p>Note: Sugar substitutes have been tested and found to be safe to eat.</p> <p>Visual #3: <i>Sugar Substitutes</i></p> <p>These sugar substitutes have:</p> <ul style="list-style-type: none"> • no calories and do not raise blood sugar • different uses and tastes • recipes on their packages and websites



Objective	Content	Instructor’s Notes
DMCN-HC-2. (continued)	<ul style="list-style-type: none"> • sucralose • acesulfame-K • aspartame • neotame • saccharin • stevia 	<p>Splenda®</p> <p>Sweet One®, Sunett®, DiabetiSweet®, DiabetiSweet® Brown Sugar and Sweet and Safe®</p> <p>Equal®, NutraSweet®, NatraTaste® and Insta Sweet®</p> <p>When heated at a high temperature for a long time, aspartame may lose its sweet taste. It may also lose its sweet taste if stored a long time.</p> <p>This is a new product.</p> <p>Sweet ‘N Low®, Sweet’N Low Brown®, Sugar Twin®, Brown Sugar Twin®, Sweet Twin® and Necta Sweet®. If used in large amounts, it leaves an aftertaste.</p> <p>Stevia is a natural plant product. It may be expensive and hard to find.</p> <p>Provide samples of sugar substitutes available in local stores and commonly used in the community.</p> <p>Instructors may want to provide samples of foods that are prepared with sugar substitutes for tasting.</p> <p>Note: Fructose is not a sugar substitute. It is a sugar. Because it is sweeter than sugar, less can be used in recipes.</p> <p>Note: Tagatose (Naturlose®) is a reduced-calorie sweetener that has fewer calories than sugar.</p> <p>Note: Stevia and Tagatose are not recommended during pregnancy.</p>



Objective	Content	Instructor’s Notes
<p>DMCN-HC-3. Describe 2 or more ways to use less fat in cooking.</p>	<p>These are some ways to use less fat in cooking:</p> <ul style="list-style-type: none"> • add less or no fat • use low-fat or fat-free food • bake, broil, steam, poach, boil or grill food instead of frying • remove fat from food 	<p>Ask, “What are some ways you have used less fat in cooking?” List/discuss responses.</p> <p><i>Visual #4: Change How You Cook to Use Less Fat and Visual #5: Build a Better Recipe to Lower Fat</i></p> <p>For example:</p> <ul style="list-style-type: none"> • cook in a non-stick pan or a microwave oven instead of in oil or fat • use non-stick spray to coat muffin tins, cake pans and cookie sheets • use flour and water to thicken sauces instead of flour and butter or margarine • use less cheese <ul style="list-style-type: none"> - use smaller amounts of strong flavored cheese, such as sharp cheddar • toast bread for hot sandwiches without adding butter or margarine • use fewer seeds, nuts and less coconut • use less meat and add extra vegetables and dried beans in soups, stews and casseroles <p>For example:</p> <ul style="list-style-type: none"> • lean meat • low-fat or fat-free milk and dairy products • low-fat or fat-free salad dressings and sauces • water-packed canned fish • herbs, spices and highly flavored ingredients such as garlic, onion and chili powder <p>Be prepared to explain the differences in these cooking methods.</p> <p>For example:</p> <ul style="list-style-type: none"> • trim fat • drain and rinse fat after cooking



Objective	Content	Instructor’s Notes
<p>DMCN-HC-5. (continued)</p>	<p>These are ways to prepare and store food safely:</p> <p><u>Clean:</u></p> <ul style="list-style-type: none"> • wash hands often • wash food preparation surfaces often 	<p>Emphasize that when participants get sick with vomiting and diarrhea, they need to talk to their health care provider right away. See <i>BYLD</i>, Session #9: Section 3, <i>Sick Day Management</i> for more information about sick day guidelines.</p> <p>Ask, “What are some things you do to prepare and handle foods safely?” List/discuss responses.</p> <p>Visual #8: <i>Four Steps to Food Safety</i></p> <p>Wash hands with soap and hot water:</p> <ul style="list-style-type: none"> • before and after food preparation • between handling raw meat and food that does not need cooking or is already cooked <p>Any person may pass germs to other people through food.</p> <p>Demonstrate correct hand washing.</p> <p>Wash surfaces with soap and hot water and sanitize.</p> <p>Surfaces include:</p> <ul style="list-style-type: none"> • cutting board • counter top • utensils <p>A spray bottle filled with water and bleach (1/2 capful of bleach per one gallon of water) may be used to sanitize surfaces.</p> <p>Note: If you can smell the bleach after you add it to the water, add more water until you can no longer smell it. Seal containers holding the water and bleach mixture tightly so that the water does not evaporate and change the concentration of the bleach solution.</p>



Objective	Content	Instructor’s Notes
<p>DMCN-HC-5. (continued)</p>	<p><u>Separate:</u></p> <ul style="list-style-type: none"> • keep raw food away from other food • use separate cutting boards and utensils <p><u>Cook:</u></p> <ul style="list-style-type: none"> • cook food to proper temperatures <p><u>Chill:</u></p> <ul style="list-style-type: none"> • put food in the refrigerator right away • chill food in shallow pans • thaw frozen food in the refrigerator 	<p>Wash hands, cutting boards, dishes and utensils with soap and hot water after they touch raw meat, poultry and seafood.</p> <p>Germ from raw foods may be passed to cooked and other food through cutting boards, utensils and unwashed hands. If possible, use a different cutting board for raw meat. If the same cutting board is used, sanitize after using for raw meat, poultry or fish.</p> <p>Use a meat thermometer to know if food is cooked completely. Review proper cooking temperatures on Visual #8. Leftovers need to be reheated to 165° F. Throw away any uneaten reheated food.</p> <p>Food needs to be refrigerated at or below 40° F. Use a refrigerator thermometer to know if food is kept at this temperature.</p> <p>Food will cool faster in shallow pans.</p>
<p>DMCN-HC-GS. State or write a personal plan for healthy cooking.</p>	<p>Making changes in health habits, such as healthy cooking, is easier when plans are broken down into small, easy-to-do steps.</p>	<p>Distribute and discuss Visual #9: <i>Sample Recipes</i> and Visual #10: <i>Pumpkin Pie Makeover</i>.</p> <p>If cooking facilities are available, have participants practice preparing recipes or have sample foods available to taste.</p> <p>Visual #11: <i>Changes I Can Make</i> Assist participants in making a personal plan for healthy cooking.</p> <p>See <i>BYLD</i>, Session #3: <i>Making Healthy Changes</i>.</p>



SKILLS CHECKLIST

Participants will be able to prepare healthy food.

EVALUATION PLAN

Knowledge will be evaluated by achievement of learning objectives and by responses to questions during the session. The ability to apply knowledge will be evaluated by identifying personal meal planning goals and the use of healthy food preparation to achieve these goals. Application of knowledge can also be evaluated through *Diabetes and Real Life Activities*. Evaluation will also include program outcome measures.

DOCUMENTATION PLAN

Record class attendance and achieved objectives as appropriate. Document patient response on PCC record using current *IHS Patient Education Protocols and Codes (PEPC)*.

