

CNC@ HRDI –Residents nutrition training

Presenter - Jessica Allender MS, RD, LDN



### **Lesson 1: New Beginnings –My Plate for breakfast (foods to increase – grains and fruit).**

Objectives – Participants will

1. Understand the difference between refined and whole grain foods.
2. Know the 3 food groups (Fruit, Vegetables and Whole grains) that provide fiber to the diet.
3. Understand the importance of consuming a 3 food group, 250-500 calorie breakfast daily.
4. Understand the connection between nutrient density and choosing low fat milk.

Order of Lesson

1. Introductions – each participant gives their name and a signature movement (touchdown dance)
2. Review all MyPlate and DGA messages – highlighting Foods to increase. In the foods to increase section, encourage clients to post up their own ways to increase whole grains and fruit.
  - a. Using wall poster and 2 dimensional food models, clients post foods into food groups
3. Sources of Fiber – vegetables, fruit and whole grains.
4. Label reading activity –nutrient content of milk (4 milk jugs), canned peaches (heavy and light), and bread (white, 'wheat' and whole grain)
5. Breakfast discussion.
  - a. 3 food groups
  - b. 250-500 calories
6. Cooking demo – 100% whole grain French toast with spiced peaches, spinach scrambled eggs.
7. Review goal sheet

A Change to Make – choose whole grains more often than refined grains

A Goal to Set – choose low sugar fruit at every meal

Food to increase – 100% whole grain

Food to decrease – high-fat milks

Handouts/Materials

- MyPlate Rules
- How much fiber/ filling up with fiber
- Milk's essential nutrients
- What's in the Milk we Choose work sheet

- Breakfast recipes

Props

- Large MyPlate poster for wall and poster stick ups
- Food Picture cards and tape or glue

- Milk jugs with labels
- Canned Peaches in Heavy Syrup, in juice
- White Bread
- “wheat” bread

- Sugar substitute

#### Consumables

- Post-it notes
- pens
- 100% whole grain bread
- Pan spray
- 1 quart Egg beaters/5 eggs
- 1 pint Skim milk
- Pie spice
- Canned peaches
- Olive oil
- 1/4# frozen spinach
- Garlic powder
- Salt
- Plates
- Forks
- Napkins

#### Equipment

- Large Post-it writing tablet (easel) with white board
- Markers
- 2 electric skillets (extension cords and power strip)
- 2 flat 1 quart sealable containers
- 1 whisk
- 1 flipper spatula
- 2 silicon spatulas
- 2 cutting boards
- 1 chef’s knives
- 1 burner
- 3-quart sauce pot
- 2 cooking spoons
- 1 can opener
- Measuring cups
- Measuring spoons

### **Lesson 2: Lunch, learn and live long (foods to increase-vegetables; foods to decrease – sodium)**

Objectives – Participants will:

1. Make lower sodium and higher fiber versions of familiar foods.
2. Understand the importance of separating potentially hazardous foods from ready to eat foods.
3. Demonstrate ability to calculate sodium in one serving of processed foods
4. Name three ways to add more vegetables at each meal.

Order of Lesson

1. 10 minutes of exercise - aerobic
2. Review and catch up on lesson 1
3. Paste the 10 tips together
4. Label reading activity – ramen, mac&cheese, and minestrone packages
5. Food safety on cutting chicken
6. Cooking demo – Minestrone soup & broccoli mac and cheese
7. Review goal sheet

A Change to Make – Add vegetables to favorite foods.

A Goal to Set – Know the Sodium content of foods and choose the foods with lower numbers

Food to increase – Vegetables: Make half you plate vegetables and fruits

Food to decrease – Processed Foods

#### Handouts/Materials

- Top 10 vegetables and fruits in season
- 10 tips to add more vegetables in to your day
- 10 tips to liven up your meals with vegetables and fruits
- 10 tips salt and sodium
- Recipe sheet
- Separate fight bac
- My plate rules

- Strainer or colander
- Quart ziplocks
- Tasting spoons
- Napkins

#### Props

- Ramen noodle packages
- Regular Minestrone Soup can
- Ten tips sheets cut and laminated
- 3 easels

#### Consumables

- Canned minestrone soup
- 1 gallon potable Water
- No salt added diced tomatoes
- No salt added kidney beans
- Frozen green beans
- Black pepper
- Mrs. Dash and fresh parsley
- Frozen raw chicken breast
- Mac and cheese - 2 boxes
- 1 pint of skim milk
- Butter
- Shredded cheese
- Frozen broccoli
- Bowls

#### Equipment

- 2 burners
- 2, 3 quart soup pots
- Scotch tape or Velcro
- Cutting boards
- Knives
- 2 cooking spoons
- 2 cooking spatulas
- Holding bowls or containers for prepped foods
- 2 large bowls
- Colander
- Strainer
- Ladle

### **Lesson 3: Dinner time and the living is easy – Where is the meat? (Protein and portion control)**

Objectives – Participants will:

1. Measure appropriate portion sizes using everyday items and their hands
2. Understand the benefits of choosing protein foods from a variety of sources
3. Practice reading food labels and determining the healthiest choice
4. Prepare a healthy and simple dinner meal.

#### Order of Lesson

1. 10 minutes of exercise - strength, push ups
2. Portions are in your hand – matching game
  - a. One set of laminated Cards with a measurement, second set with a food
  - b. Review portions in hand sheet
  - c. Go through portion objects and matching sheet
3. Make a Meal – choosing alternate proteins
  - a. Deal food picture cards out.
  - b. Group goes in turn to add foods to MyPlate to make 3 meals with adequate protein
  - c. Discussion - How much protein each day
4. Discussion – what makes good protein – beans, nuts, fish, poultry, meat
  - a. Review protein 10 tips
5. Label reading activity – hot dogs – comparing protein and fat.
6. Cooking demo – flashed cooked greens with walnuts, tilapia with almonds and parsley, steamed sweet potato.

A Change to Make – focus your meals around a vegetable instead of a meat.

A Goal to Set – Eat a different type of protein each day (nuts, beans, fish, eggs, meat –repeat) Food to

Increase – Beans

Food to decrease – Fatty and fried meats

#### Handouts/Materials

- Portions are in your hand
- Portion distortion
- Portion Plate
- Hot dog food labels
- Tip sheet protein
- Recipes
- Goal Sheet

#### Equipment

- 3 flat skillet
- 3 silicon spatulas
- 1 flipper spatula

#### Consumables

- 1 bunch or 1 bag Frozen or fresh kale or mustard greens
- Olive oil
- 1 head garlic
- ½ cup walnut pieces
- Salt
- Pepper
- 1 filet of tilapia per 6 people
- Sliced almonds
- Parsley
- Sweet potatoes
- Water

- Plates
- Forks
- napkins

#### Props

- Portion size cards
- Chicken breast , hamburger and other protein food models
- Portion size tools (light bulb, base ball, playing cards etc)
- Hot dog label reading sheet

### Lesson 4: Out on the town – Fast Food Choices

Objectives – participants will:

1. Learn about the connection between diet and addiction.
2. Learn about the connection between diet and chronic disease.
3. Practice ordering healthy choices from local restaurants.
4. Acknowledge 3 ways in which sweets and treats can be included in a healthy eating plan (portion control, nutrient density, frequency control).

Order of Lesson

1. 10 minutes of exercise - dance - celebrate
2. Menu reading and order planning conversation
3. Discussion of chronic disease, types of fat and addiction to sweet and spicy foods
4. Label reading activity – hot chips, baked chips, donuts and sodas
5. Food sample - High fiber brownies or cookies
6. Knowledge assessment
7. Incentive presentation

A Change to Make – enjoy your food but eat less.

A Goal to Set – Drink Water instead of Sugary drinks

Food to increase – steamed, broiled or grilled

Food to decrease – candy and chips

Handouts/Materials

- Fast food choices
- Types of fat
- Sweets, Hots and Addiction
- Recipe
- Quiz

- evaluation

Consumables

- chocolate
- splenda
- ww flour

- vanilla
- butter/margarine
- eggs
- salt
- walnuts
- flax seed meal

#### Props

- Restaurant menus and nutrition facts
- Blue fat tubes
- Artery model
- Boom box and “celebrate” on CD