



# Module 1: Introduction to the Program

## Lifestyle Coach Guide



# Module Overview

This introductory module sets the stage for PreventT2, a proven program to prevent or delay type 2 diabetes in people at high risk.

## Participant Learning Objectives

By the end of this session, participants will be able to:

- Identify the goals and structure of PreventT2
- Identify the basics of type 2 diabetes
- Explain how to make an action plan
- Set goals and plan basic actions

## Things To Do

In addition to the Session Checklist, you will also want to do the following:

Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this first session of the PreventT2 lifestyle change program. Here are some sample messages you can send out to participants for this module:
  - 1 Week Prior: “Welcome, everyone! Our first PreventT2 session begins in one week. At this important first session, you will be receiving a lot of information about the entire program including how our program is structured and what you can expect as a participant. Mark your calendar! I am excited to meet all of you very soon!”
  - 1 to 2 Days Prior: “Our first PreventT2 session is right around the corner! This is an informative session about our program that you don’t want to miss. I look forward to working with all of you!”
- For a virtual session, if a printed copy of the Participant Guide is preferred, arrange for each participant to receive a Participant Guide notebook through delivery or pickup. If providing printed copies of the Participant Guide is not an option, you may provide an electronic version through email.

## Before this session: (continued)

- For a virtual session, send participants a copy of the Personal Success Tool - Participant Overview and remind them to have it available during class.
- If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool in advance so that there will be two participants in each group.

## During this session:

- For an in-person session, provide participants with a copy of the Personal Success Tool - Participant Overview.

## After this session:

- Remind participants to view the Commit to Change Personal Success Tool module. [www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=1](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=1)
- Communicate with your participants via email, text message, app, or social media to continue the conversation on the introduction to PreventT2. Here are some examples of messages to post:
  - “Congratulations on joining PreventT2 and completing your first session. Feel free to use this space to share your thoughts, questions, and concerns. We are all here to help each other.”
  - “Don’t forget to review the Commit to Change Personal Success Tool module. [www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=1](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=1)”

# Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Introduction	Page 4	15 Min
Session Focus	Page 6	1 Min
Program Overview	Page 7	25 Min
Basics of Type 2 Diabetes	Page 15	5 Min
Your 6-Month Goals	Page 16	7 Min
Plan for Success	Page 19	5 Min

# Welcome and Introduction



Time Estimate: 15 minutes  
Methods: Facilitated Discussion,  
Group Activity

Participant Guide  
Page—Not Applicable  
(N/A)

## SAY:

Welcome to the first meeting of [name of organization] lifestyle change program, a proven program to prevent or delay type 2 diabetes in people at high risk. It was developed by the Centers for Disease Control and Prevention (CDC).

We'll start by introducing ourselves. My name is \_\_\_\_\_. I'm so excited to be working with you over the next year!

## DO:

Briefly tell the class about your background. If there is more than one coach, both may share. Share your title or role in your organization, the clinical area in which you work (if applicable), and your experience with diabetes prevention and/or the PreventT2 program.



Icebreaker: 10 minutes

## DO:

Participants will do this activity in pairs. If using virtual group breakout rooms, share group assignments and begin small group meetings.



If dividing participants into pairs is not possible for a virtual session, have participants conduct the activity by introducing themselves to the whole group. You can also do a different icebreaker if you prefer.

# Welcome and Introduction

**SAY:**

Let's get to know each other a little. With your partner, take turns asking each other these two questions:

- What is your name?
- Why did you join this program?

**SAY:**

You will have 2 minutes to learn about your partner. When we come back together as a whole group, be ready to introduce your partner to the rest of our group and tell us why your partner joined this program.

**DO:**

Give participants a time to meet back as a whole group. Then, dismiss them to work in their groups.

**SAY:**

Now take about 30 seconds each to introduce your partner to the group and share with us why they joined the program.

**DO:**

Call on participants to introduce their partners briefly.

**SAY:**

Thank you all for sharing why you're here. I'm glad you are here! Your motivations for being here are really good reasons to be a part of this program!

# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all the participants to view.

## SAY:

During this first session, we will discuss the PreventT2 program. We’ll talk about:

- The program’s goals and structure
- The basics of type 2 diabetes
- How to make your first action plan
- Setting your 6-month goals

Let’s start with an overview of the program.

# Program Overview



Time Estimate: 25 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 2

This part of the session reviews what prediabetes is and gives participants the goals expected for the first 6 months and second 6 months of the program. It also reviews the “small steps, big changes” concept encouraged throughout the program, as well as provides an overview of the tools and resources that participants will use.

## Prediabetes (5 minutes)

### SAY:

Let’s start with an overview of the program. PreventT2 is designed for people with prediabetes. It’s also for people who are at high risk for type 2 diabetes and want to lower their risk. Please look at “Prediabetes” on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display “Prediabetes” from the Participant Guide for all participants to view.

### DO:

Use the information about prediabetes to discuss what it is, the number of people who have it, related health problems, and how to lower risk.

### SAY:

Now, I want to talk briefly about the benefits of staying healthy. Let’s recall some of the benefits you may have mentioned during the icebreaker.

### DO:

Elicit benefits of staying healthy from participants and make a list.



# Program Overview



For a virtual session, use an online whiteboard or Word document to record the list of benefits mentioned by participants.

## **SAY:**

Before we discuss this topic further, let's take a moment to watch a video and hear a personal story from a past program participant, Corrine Tiliano.

## **DO:**

Go to the “National Diabetes Prevention Program Testimonials” web page and play Corrine Tiliano’s testimonial video for participants to watch. [www.cdc.gov/diabetes/prevention/testimonials-hcp.html](http://www.cdc.gov/diabetes/prevention/testimonials-hcp.html)



For a virtual session, ensure video and sound will be available for participants to watch the video in real time.

## **ASK:**

Corrine realizes that by taking care of herself she can be there for her family and enjoy her time with them. She can now do more things with her kids. Now, let's add to the list of benefits we've already discussed. What are other benefits to you for losing weight and staying in good health?

## **ANSWER:**

Answers from participants may include:

- Being there for family milestones
- Being able to be active with my kids
- Living a longer life
- Being healthy fights off disease
- Feeling better

# Program Overview

## PreventT2 Goals (5 minutes)

### **SAY:**

Now let's talk about the goals of this program. Please look at "PreventT2 Goals" on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display "PreventT2 Goals" from the Participant Guide for all participants to view.

### **SAY:**

Let's talk about the specific goals we have set for this program, which will help you reach your personal goals.

### **DO:**

Read (or ask a volunteer to read) the goals for the first and second 6 months of the program.

### **ASK:**

What does losing 4 to 5 percent of your starting weight mean? How can this weight be lost safely?

### **ANSWER:**

It means losing 4 to 5 pounds for every 100 pounds you weigh now. So, if you weigh 200 pounds, you would lose 8 to 10 pounds. Losing weight slowly and evenly, about 1 to 2 pounds per week, is the most successful, and safest, approach. Healthy weight loss includes making healthy food choices and being more physically active.

### **SAY:**

For the physical activity goal, the activity should require at least a medium effort, which we call moderate intensity. Don't be discouraged by the 150-minute total. That's only 30 minutes 5 days a week.

# Program Overview

## **ASK:**

What are some moderate activities?

## **ANSWER:**

Moderate activities include biking, brisk walking, and dancing.

## **SAY:**

You can be successful by meeting only one of these goals, but I hope you try to reach all three. For example, you may not be able to lose 5% of your body weight, but by eating well and being more active, you may be able to lower your HbA1C, or just A1C. You have options to be successful.

## **ASK:**

What is HbA1C?

## **ANSWER:**

The A1C, or hemoglobin (Hb) A1C, test is one of the commonly used tests to diagnose prediabetes and diabetes. It's a simple blood test that measures your average blood sugar levels over the past 3 months.

A normal A1C level is below 5.7%, a level of 5.7% to 6.4% indicates prediabetes, and a level of 6.5% or more indicates diabetes. Within the prediabetes range, the higher your A1C, the greater your risk is for developing type 2 diabetes.

## **DO:**

Allow time for questions but remind participants that specific medical questions should be directed to their primary care physician. Note for participants that a link to more information, CDC's All About Your A1C page, is included in their Participant Guides.

[www.cdc.gov/diabetes/managing/managing-blood-sugar/a1c.html](http://www.cdc.gov/diabetes/managing/managing-blood-sugar/a1c.html)

## **SAY:**

Now, let's read "Alina's Story" to get a sense of how reaching these goals is possible!

# Program Overview



### **DO:**

Use “Alina’s Story” in the Participant Guide to discuss the benefits of losing weight and getting more active.

### **SAY:**

Please look at “Alina’s Story” on page 4 in the Participant Guide.



For a virtual session, use the screen share feature to display “Alina’s Story” from the Participant Guide for all participants to view.

### **DO:**

Read (or ask a volunteer to read) “Alina’s Story.”

### **DISCUSS:**

How are your feelings or thoughts similar to what Alina was feeling in the beginning of the story? What feelings do you have about the PreventT2 program?

# Program Overview

## **SAY:**

This program emphasizes that small steps lead to big changes. Taking small steps is a manageable way to make great strides toward achieving larger goals. For example, walking for 15 minutes on your lunch break twice this week might be a good place to start. Maybe next week you walk for 15 minutes three times a week during your lunch break, plus do 10 arm curls with exercise bands, weights, or cans of food.

## **DISCUSS:**

How does this approach sound to you? What do you think will make it easier? What concerns do you have?

## **SAY:**

Don't get too stuck on the idea that these small steps aren't enough. Each time you achieve a small goal, you're making positive changes toward reaching your bigger long-term goals. Small changes in our routines are manageable. When you've stayed with a change long enough and feel more change can be made, take another step forward.

## **Program Structure (5 minutes)**

### **DO:**

Now let's talk about the structure of the program.

### **SAY:**

Your Participant Guide and handouts are important items. Please bring them to every session.

### **DO:**

Discuss these resources briefly. Show participants each section.

### **SAY:**

Please look at the Program Meeting Schedule.

# Program Overview

## **DO:**

Discuss briefly. If relevant, tell participants about makeup sessions, social networks, and get-togethers. Answer questions as needed.

## **SAY:**

Before each session, you will provide your current weight to me, and we can also spend some one-on-one time discussing any questions or needs you have.

Starting in a couple of weeks, you'll also share your Activity Log with me. That's where you'll write down your total minutes of activity for each week.

I'll keep a record of your weight and activity minutes, and so will you. This will help us track your progress.

In our group time, we'll talk about how to:

- Eat well
- Be active
- Change your lifestyle

It can be challenging to change your lifestyle. But we'll work through those challenges together. You'll also have the chance to share your thoughts, feelings, and experiences—but only if you want to.

## **Personal Success Tool (PST) Modules (5 minutes)**

## **SAY:**

I want to take a few minutes to introduce the Personal Success Tool or PST modules that we will be using throughout the program. Please look at the Personal Success Tool - Participant Overview. This provides you with a general overview of the modules.

# Program Overview



For a virtual session, use the screen share feature to display the National DPP PST modules website for all participants to view.

## **DO:**

Show the National DPP PST modules website so all participants can see where the PST modules are located online. [www.cdc.gov/diabetes/prevention/resources/personal-success-modules.html](http://www.cdc.gov/diabetes/prevention/resources/personal-success-modules.html)

## **SAY:**

The PST modules are available on the National Diabetes Prevention Program website. These modules are interactive motivational tools to help you keep what you've learned fresh in your mind. They will also help you to apply what you've learned in your daily life, bringing your changes and progress into reality. These modules are fun and include videos, quizzes, games, and other resources that will help you along your journey. You can complete the modules on a computer, smartphone, tablet, or any other device with internet access.

After some of your sessions, you will be encouraged to complete a module to help you build on what you have learned. For example, at the end of today's session, I will be telling you about the first module, "Commit to Change."

# Basics of Type 2 Diabetes



Time Estimate: 5 minutes  
Method: Presentation

Participant Guide  
Page 6

This section defines what type 2 diabetes is, how it can harm you, and its risk factors.

## **SAY:**

The goal of this program is to prevent or delay type 2 diabetes. So, let's go through some of the basics of that condition. Please look at "Type 2 Diabetes" on page 6 in the Participant Guide.



For a virtual session, use the screen share feature to display "Type 2 Diabetes" from the Participant Guide for all participants to view.

## **DO:**

Use the Participant Guide to discuss what type 2 diabetes is, how it can harm people, and the risk factors that make people more likely to get it.

Participants may ask about type 1 diabetes. Explain that people with type 1 diabetes do not make insulin at all.

## **SAY:**

While you can't control all these factors, you can manage your weight and how active you are!



# Your 6-Month Goals



Time Estimate: 7 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 7

This section gives participants the opportunity to set their first 6-month physical activity and weight goals.

## **SAY:**

Now let's talk about your next steps. Please look at "Your 6-Month Goals" on page 7 in the Participant Guide.



For a virtual session, use the screen share feature to display "Your 6-Month Goals" from the Participant Guide for all participants to view.

## **SAY:**

First, let's take just a moment to think about those reasons you mentioned for joining PreventT2. Record these personal goals in the space provided on "PreventT2 Goals" in the Participant Guide. Think about what this new version of yourself looks like, feels like, or is doing differently.

## **DO:**

Give participants a few minutes to write their personal goals. Help participants with the wording of their personal goals if needed.

## **ASK:**

What is your 6-month activity goal?

## **ANSWER:**

To get at least 150 minutes of activity each week at a moderate pace.

# Your 6-Month Goals

## **SAY:**

Before you can set your 6-month weight goal, you need to decide what percentage of your starting weight to lose. Again, the goal of this program is to lose at least 4 to 5 percent of your starting weight over the next 6 months.

Please look at the “Weight Loss by the Numbers” chart on pages 9–14 in the Participant Guide. Let’s say you weigh 200 pounds now. Please find that number in the blue column.



For a virtual session, use the screen share feature to display “Weight Loss by the Numbers” from the Participant Guide for all participants to view.

## **ASK:**

If your goal is to lose 5% of your weight, how many pounds would you need to lose?

## **ANSWER:**

10 pounds

## **DO:**

Explain as needed.

## **ASK:**

And how many pounds would you need to lose if your goal is to lose 4% of your weight?

## **ANSWER:**

8 pounds

## **DO:**

Explain and go through more examples as needed.

# Your 6-Month Goals

## **SAY:**

Now please find your starting weight. That's the number I recorded with you earlier. You do not have to say this out loud. Just look at it.

Next, decide what percentage of your weight you will lose over the next 6 months: 4 or 5%.

Then find how many pounds you'll need to lose to reach that goal.

## **DO:**

Explain as needed.

## **SAY:**

Let's look at "Your 6-Month Goals" on page 7 again. Fill in:

- What you weigh now
- What percentage of your weight you will lose
- How many pounds you will lose

Then subtract that number from your current weight to get your goal weight. Fill that in where it says "Reach \_\_\_ pounds."

## **DO:**

Explain as needed.

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
Page 15

## SAY:

To help you succeed in this program, you will make a new action plan at each session. The goal of the action plan is to try out new routines that can become habits over time. When new routines become habits, they will be much easier to follow.

Please turn to your Action Plan Journal. Let's review the "Tips for Making Your Action Plan" on page 1.



For a virtual session, use the screen share feature to display the "Tips for Making Your Action Plan" for all participants to view.

## SAY:

Before you begin, ask yourself this question: **What new version of yourself are you trying to create?** For example, you might say that you want to be more active so you can keep up with your kids or grandkids.

Now that you've reminded yourself of why you want to create new habits, let's review how to create an action plan to help you build a new helpful routine:

Step 1, **Figure out what needs to change.** The first step is finding a routine to change for the better.

Step 2, **Plan a new routine.** Starting a new routine helps you make a positive change that will stick. Be specific and realistic. Plan small changes to your routines instead of big changes that are hard to stick with.

# Plan for Success

## **DISCUSS:**

What are some ways to do this? For example, you may know that taking the elevator isn't the best habit for you. Your plan could be to use the stairs instead.

Who has already figured out something that needs to change?

Now, let's come up with a new routine to help make this change stick.

## **SAY:**

Step 3 is to **find a cue or hint for when to use your new routine**. Your cue could be one of these:

- A specific time or place
- A feeling or emotion
- Other people in your life
- An action right before or right after a regular routine

## **DISCUSS:**

What are some ways to do this?

Here are two examples to share if needed:

- I know it is time to do this new routine at the start of the workday and when I come back to work from lunch [Note cues include a time, place, and action preceding the routine].
- I know it is time to do this routine when afternoon drowsiness hits me [Note the emotional state].

# Plan for Success

## SAY:

Some other things to keep in mind as you make your action plan are:

- **Make your new routine easy and the old one harder.** Change your environment to support the new routine. Add or remove visual hints, such as adding a picture of you walking the dog on your phone screen or putting the kids' snacks in the cupboard.
- **Decide how you can make this new routine more rewarding.** Connect a new routine to something fun, like only listening to your favorite band when taking the stairs, keeping track of the number of floors climbed, or doing your activity with a friend. Consider long-term rewards after meeting goals, like new walking shoes or a healthy meal out at your favorite restaurant.
- **Create opportunities to repeat and practice your new routine until it becomes automatic.** I am going to add a stair climb every day just before my morning coffee break.



For a virtual session, use the screen share feature to display the Action Plan Journal for all participants to view.

## DO:

If participants need help getting started, approach the 3 steps like a SMART goal—**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound. Also consider Powerful Questioning strategies that use open-ended questions to help participants discover details about themselves that play a role in behaviors and choices. Asking, for example, “What would it mean for you to reach this goal?” can powerfully impact their commitment and progress toward that goal. Also consider asking about strengths, “What personal strengths did you tap into that helped you reach this goal?” to build confidence.

First, make sure the participant is ready to answer Powerful Questions. Then be mindfully present, curious, and direct. Follow your instincts as the discussion progresses and be comfortable with silence as you pause to allow participants to reflect.

# Plan for Success

## **SAY:**

Let's look at your Action Plan Journal, page 3.

First, pick what new version of yourself you are trying to create. This should help remind you of why you want to create new routines to lower your risk of type 2 diabetes.

## **DO:**

Explain as needed and allow time for questions.

## **SAY:**

Next, identify what routine needs to change or stop. Then plan a new routine that helps you make a positive change that will stick. Also, list cues or hints for when to use your new routine. Your cues can be a specific place or time, people, emotions, or another routine. Also list any challenges you might face and ways to overcome these challenges.

As you try out your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a healthy reward (remind people of the healthy rewards brainstormed earlier).
- Create times to repeat and practice your new routine.

## **DO:**

Explain as needed. Give participants a few minutes to make their action plan.

## **SAY:**

Please look at the “Commit to Change Module and Personalized Pledge” on pages 15-16 in the Participant Guide.

I encourage everyone to review this “Commit to Change” module. This interactive module highlights today's concepts and has testimonial videos and information about the program's ability to help you succeed. It ends with a pledge that you can create with your own personal goals and then sign and print if able.

# Plan for Success

## DO:

Tell participants to follow the links provided to access the “Commit to Change” module and “Personalized Pledge.”

“Commit to Change” module: [www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=1](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=1)

“Personalized Pledge”: [www.cdc.gov/diabetes/programs/preventt2/pledge.html?pledge=1](http://www.cdc.gov/diabetes/programs/preventt2/pledge.html?pledge=1)



Demonstrate how to navigate to the PST module while sharing your screen.



# Summary and Closing



Time Estimate: 2 minutes

Participant Guide  
N/A

## **SAY:**

Between now and the next session, please start your action plan. Check off each action you complete.

## **DO:**

Answer questions as needed.

## **SAY:**

We have come to the end of our meeting. Today we discussed PreventT2. We talked about:

- The program's goals and structure
- The basics of type 2 diabetes

You also set your 6-month goals and made your first action plan. I'm so proud of you!

## **DISCUSS:**

Do you have questions about anything we talked about today?

## **SAY:**

At the next session, we'll discuss how things went with your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.



# Module 2: Get Active To Prevent Type 2

Lifestyle Coach Guide



# Module Overview

Physical activity is an important part of a healthy lifestyle. This module shares the benefits of activity and provides suggestions for getting and staying active.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Identify some benefits of getting active
- Identify some ways to get active

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

### Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on getting active to prevent type 2 diabetes. Here are some sample messages you can send out to participants for this module:
  - 1 Week Prior: “Our next session, Get Active to PreventT2, is in one week. We’ll get up and moving, and you will leave with some new ideas to increase your activity level. Mark your calendar and be sure to wear comfortable clothing!”
  - 1 to 2 Days Prior: “Get Active to PreventT2 is almost here! This is a fun session that you don’t want to miss. Dress comfortably! See you soon!”

### During this session:

- Make sure participants have enough space to march in place.

## After this session:

- Remind participants to view the “Get Active” Personal Success Tool module. [[www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=2](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=2)]
- Communicate with your participants via email, text message, app, or social media to continue the conversation on getting active to prevent type 2 diabetes. Here are some examples of messages to post:
  - “Since our session on getting active, have you found ways to increase the amount of activity in your week? If so, we’d love to know more! Share what is working for you.”
  - “Have you faced any challenges since our session on getting active? Reach out and let’s find ways to overcome these challenges together!”
  - “Here are some of the strategies for getting active that we discussed in our last session:
    - Biking
    - Climbing stairs
    - Dancing
    - Doing yard work
    - Hiking
    - Jogging
    - Jumping rope
    - Lifting weights
    - Playing soccer
    - Stretching
    - Swimming
    - Using resistance bands
    - Walking briskly
- “Have you incorporated any of these activities in your routine? How is it going?”

# Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 4	5 Min
Session Focus	Page 5	1 Min
Benefits of Getting Active	Page 6	15 Min
Getting Active	Page 8	15 Min
Marching in Place	Page 12	14 Min
Plan for Success	Page 14	5 Min
Summary and Closing	Page 16	5 Min

# Welcome and Review



Time Estimate: 5 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program]. Today, we are going to talk about getting active to prevent or delay type 2 diabetes. Before we start, let's spend a few minutes going over what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize the previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?

# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all the participants to view.

## SAY:

Getting active can help you prevent or delay type 2 diabetes. Today, we will talk about:

- Some benefits of getting active
- Some ways to get active

We’ll also get a chance to move around a little.

Finally, you will make a new action plan.

# Benefits of Getting Active



Time Estimate: 15 minutes  
Method: Facilitated Discussion

Participant Guide  
Page 2

This part of the session shows participants the health benefits of getting active in addition to losing weight.

## **SAY:**

Let's start by talking about how getting active can lower your risk of type 2 diabetes.

The more active you are, the more calories you burn.

## **ASK:**

Can anyone tell me what calories are?

## **ANSWER:**

Calories are a measure of energy. You get them from food and drink. We will talk more about calories, as well as how to measure and track your food in upcoming sessions.

## **SAY:**

Getting active can lower your risk of type 2 diabetes another way: It lowers your blood sugar. It does this by making your cells better able to use insulin to take up blood sugar.

## **DISCUSS:**

Those are some ways getting active can lower your risk of type 2 diabetes.

What are some personal ways that physical activity will benefit you?



# Benefits of Getting Active

## DO:

Share the following benefits of getting active (if not mentioned):

- Better sleep and mood
- Improved balance and flexibility
- Lower blood pressure and cholesterol
- Lower risk of heart attack and stroke
- Lower stress level
- More energy
- Stronger muscles

## SAY:

As you know, you'll be working toward **at least 150 minutes of activity** each week. It may take some time for you to reach that goal. But by making small changes, you'll build habits over time.

# Getting Active



Time Estimate: 15 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 3

This part of the session allows participants to talk about some ways to get active and strategies to achieve physical activity goals.

## Teo's Story (5 minutes)

### SAY:

Please look at “Teo’s Story” on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display “Teo’s Story” from the Participant Guide for all the participants to view.

### DO:

Read (or ask a volunteer to read) “Teo’s Story.”

### ASK:

What suggestions do you have for Teo? How can he get more active?

### ANSWER:

Answers from participants may include:

- He can walk on the sidelines during his children’s sports events.
- He can walk with a friend during his lunch break each day.
- He can play basketball with his kids instead of watching it on TV.
- He can take the stairs instead of the elevator.

# Getting Active

## Ways to Get Active (10 minutes)

### **SAY:**

There are so many great ways to get active. You're sure to find at least one activity that you like.

### **DISCUSS:**

What are some ways to get active? Please share an activity you do already to stay active.

### **DO:**

Encourage a participant-led group discussion on strategies to achieve physical activity goals. Participants can share activities they do to stay active (for example, a mall-walking group, neighborhood exercise group, Zumba or salsa class, and so on).

### **SAY:**

Please look at "Ways to Get Active" on page 4 in the Participant Guide.



For a virtual session, use the screen share feature to display "Ways to Get Active" from the Participant Guide for all the participants to view.

# Getting Active

## DO:

Review the ways that participants can get active:

- Biking
- Climbing stairs
- Dancing
- Doing yard work
- Hiking
- Jogging
- Jumping rope
- Lifting weights
- Playing soccer
- Stretching
- Swimming
- Using resistance bands
- Walking briskly

If you have a personal success story from a past participant, share how they used one or more of these strategies successfully to meet their activity goals.

# Getting Active

## **SAY:**

Remember, small increases in physical activity can positively impact your health! Maybe it's climbing the stairs instead of taking the elevator. Think about just one type of physical activity you can commit to starting this week. Write it down in your Participant Guide.

## **DO:**

Give participants a couple of minutes to record their physical activity at the bottom of "Ways to Get Active" in their Participant Guide.

## **SAY:**

As you know, in this program, the goal is to be active at a moderate pace. The Talk Test is a good way to know if you're meeting that goal. In general, if you're doing moderate-intensity activity, you can talk but not sing during the activity. Moderate-intensity activities include:

- Walking briskly (3 miles per hour or faster, but not race-walking)
- Water aerobics
- Bicycling slower than 10 miles per hour on mostly flat or level terrain without hills
- Tennis
- Dancing
- Gardening

Let's try the Talk Test right now.

# Marching in Place



Time Estimate: 14 minutes  
Methods: Demonstration, Group Activity

Participant Guide  
N/A

During this activity, participants will practice marching in place while talking or singing.

## Marching in Place Demonstration (2 minutes)

### DO:

Model how to march in place. Participants can hold on to a chair for support if they wish. If marching while standing is too hard for them, they can march while seated.



For a virtual session, use a web camera to enable participants to see you demonstrate marching in place. Encourage others to turn on their cameras, if possible, and do the activity together. You can also pre-record yourself or share a video of people marching in place. Use the available web conference tools to display the video.

## Marching in Place Activity (12 minutes)

### SAY:

March in place while you talk with your neighbor about the activities you want to try. Make sure you can talk while you march, but keep your pace quick enough that you can't sing.



For a virtual session, participants may not have another person with whom they can talk. You can mute everyone's microphones and use the share screen feature to display a poem or song lyrics for participants to read aloud.

# Marching in Place

**DO:**

Give participants about 12 minutes to march in place.

**SAY:**

Great marching, everyone! You can stop now.

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
Page 5

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also, keep in mind what we discussed today about getting active.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow. Build in a healthy reward (remind the group of the healthy rewards brainstormed in Module 1).
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.



# Plan for Success

## **SAY:**

Please look at the “Get Active Module” and the “Move Your Way® Activity Planner” on page 5 and page 6 in the Participant Guide.

I encourage everyone to review this “Get Active” module. This module contains a quiz, suggested physical activities based on your preferences, and tailored feedback on your activity level and readiness to change.

Later in the week, I will send out a reminder for everyone to check out this module.

The Activity Planner helps build a personalized weekly activity plan and offers tips for fitting activity into your daily routines.

## **DO:**

Tell participants to follow the links provided in the Participant Guide to view both resources.

[[www.cdc.gov/diabetes/programs/preventt2/week2-quiz.html](http://www.cdc.gov/diabetes/programs/preventt2/week2-quiz.html)]

[[health.gov/moveyourway/activity-planner](http://health.gov/moveyourway/activity-planner)]



Demonstrate how to navigate to the PST module while sharing your screen.

# Summary and Closing



Time Estimate: 5 minutes

Participant Guide  
N/A

## SAY:

It's important to be active safely. Before our next session, I'd like you to please complete "Are You Ready to Get Active?" on page 7 in the Participant Guide. It will help you decide whether to talk with your health care provider before you get active.

Also, please read the safety tips in "Be Active, Be Safe" on page 8 in the Participant Guide.

It can be challenging to get active. Please look at "Overcoming Challenges" on pages 9-12 in the Participant Guide. It shows some common challenges and ways to overcome them. Before our next session, please write your own ideas in the "Other Ways to Overcome" column. I encourage you to check off each idea you try in the future.



For a virtual session, consider screen sharing resources from the Participant Guide as you mention each one.

## DISCUSS:

What might you find challenging about getting active?

## SAY:

We have come to the end of our meeting. Today, we discussed how getting active can help you prevent or delay type 2 diabetes.

We talked about:

- Some benefits of getting active
- Some ways to get active

We also got a chance to move around a little.

# Summary and Closing

## **DISCUSS:**

Do you have questions about anything we talked about today?

## **SAY:**

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and your Action Plan Journal to the next session.

End of meeting.



# Module 3: Track Your Activity

## Lifestyle Coach Guide



# Module Overview

Tracking, or self-monitoring, can help participants keep up with their physical activity goals. This module provides detailed instruction on how to track activity.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Identify the purpose of tracking their activity
- Demonstrate how to track their activity

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

### Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on activity tracking. Here are sample messages you can send out to participants for this module:
  - 1 Week Prior: “During our next session, we’ll start tracking our activity. We’ll also discuss why we track activity, share strategies to help us track, and learn how to overcome challenges along the way. Stay active, everyone. You can do it!”
  - 1 to 2 Days Prior: “Our next session on tracking our activity to prevent type 2 diabetes is almost here! Start thinking about ways you can be more active. See you soon!”
- If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be 3 to 4 participants per group for the “How to Overcome Challenges” group activity.

### During this session:

- Make sure participants have room to march in place during the “How To Track Your Activity” section.

## After this session:

- ❑ Remind participants to view the “Track Your Activity” Personal Success Tool module [www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=3](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=3)
- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation on how tracking activity can help prevent type 2 diabetes. Here are some examples of messages to post:
  - “What new activity have you started? Share your inspiration with the group.”
  - “What strategies have you used to reach your activity goal this week?”

# Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 4	5 Min
Session Focus	Page 5	1 Min
Purpose of Tracking	Page 6	10 Min
How To Track Your Activity	Page 11	25 Min
How To Overcome Challenges	Page 17	10 Min
Plan for Success	Page 18	5 Min
Summary and Closing	Page 20	5 Min

# Welcome and Review



Time Estimate: 5 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program]. Today, we are going to talk about tracking your activity to measure progress toward your goals. Before we start, let's spend a few minutes reviewing what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?



# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all participants to view.

## SAY:

Tracking your minutes of activity each day can help you stay focused on your activity goals. Today, we will talk about:

- The purpose of tracking
- How to track your activity

You’ll also get a chance to review different ways to track your activity and give it a try.

Finally, you will make a new action plan.

# Purpose of Tracking



Time Estimate: 10 minutes  
Method: Facilitated Discussion

Participant Guide  
Page 2

This part of the session explains why tracking activity is important for working toward 6-month activity goals—including getting at least 150 minutes of activity each week.

## Why Do We Track Activity? (10 minutes)

### SAY:

Please look at “Purpose of Tracking” on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display “Purpose of Tracking” from the Participant Guide for all participants to view.

### SAY:

Let’s start by talking about the purpose of tracking. You probably track many things in your life already.

### DISCUSS:

What are some things you track?

# Purpose of Tracking

## DO:

Suggest the following (if not mentioned by participants):

- My blood pressure, to make sure it doesn't get too high
- My checking account balance, to make sure I don't bounce a check
- My child's grades, to make sure she doesn't fall behind
- The amount of food in my fridge, to make sure I don't run out
- The amount of medicine in my bottle, to make sure I don't run out
- The gas in my car, to make sure I don't run out
- The laundry in my laundry basket, to make sure I wash clothes in time



For a virtual session, encourage participants to share their responses through text or the chat window of the web conferencing tool. You can also share your screen as you type or write out the ideas.

## ASK:

Why do you track these things?

## ANSWER:

So that I can take needed actions to meet my goals.

## ASK:

So, what do you think is the purpose of weighing yourself at the start of each session?

## ANSWER:

It helps you work toward your 6-month weight goal.

# Purpose of Tracking

## **ASK:**

And what's the purpose of tracking your minutes of activity each day?

## **ANSWER:**

It helps you work toward your 6-month activity goal of getting at least 150 minutes of activity each week. The activity should be of at least a medium, or moderate, pace.

## **SAY:**

And, of course, both of these goals (weight loss and activity) help you lower your risk of type 2 diabetes.

## **SAY:**

We've talked about why it's important to track your minutes of activity each day. Now we'll practice doing it. Let's march in place while we talk about how to track.



For a virtual session, allow participants time to find room for the marching in place activity.

# How To Track Your Activity



Time Estimate: 25 minutes  
Method: Activity

Participant Guide  
Page 3

In this part of the session, participants will practice tracking by timing the marching in place activity and recording the minutes in their logs.

## Practice Tracking (20 minutes)

### DO:

March in place with participants. Keep track of how long they march. Consider continuing the conversation while marching.

Participants can hold on to a chair for support if they wish. If marching while standing is too hard for them, they can march while seated. Participants should use the Talk Test to make sure they're marching at a moderate pace or more.



For a virtual session, use a web camera to enable participants to see you demonstrate marching in place. Encourage others to turn on their cameras, if possible, and do the activity together. Or video-record yourself or share a video of people marching in place. Use the available web conference tools to display the video.



Consider using this marching in place video example, or one like it. [www.youtube.com/watch?v=Dwt8K-GyuqL0](https://www.youtube.com/watch?v=Dwt8K-GyuqL0)

# How To Track Your Activity

## **ASK:**

Tracking your minutes of activity has two steps. What do you think they are?

## **ANSWER:**

- Time your activity.
- Record your minutes of activity.

## **SAY:**

Writing down your minutes is very important for seeing yourself progress toward your goals.

## **DISCUSS:**

What are some ways to time your activity?

## **SAY:**

Suggest the following (if not mentioned by participants):

- Watch
- Clock
- Timer
- Fitness tracker
- Smartphone app
- Computer app

## **DISCUSS:**

What works for you? What is one thing you have learned that might help others?

## **DO:**

If you'd like, bring in some examples of ways to time minutes of activity. Show participants how to use them.

# How To Track Your Activity



For a virtual session, turn on your camera and demonstrate examples.

## **SAY:**

Great marching, everyone! You can stop now. You marched for \_\_\_ minutes. Let's write that in your Activity Log.

## **DO:**

Review the Activity Log briefly. Help participants record those minutes of activity.



For a virtual session, use the screen share feature to display the Activity Log and demonstrate how to enter the activity just completed.

## Recording Your Activity (2 minutes)

## **DISCUSS:**

Besides using your Activity Log, what are some other ways to record your minutes of activity?

## **DO:**

Suggest the following (if not mentioned by participants):

- Notebook
- Spreadsheet
- Fitness tracker
- Smartphone app
- Computer app
- Voice recording

## **SAY:**

Review the “How To Track Your Activity” list on page 3 of your Participant Guide for more suggestions.

# How To Track Your Activity

## Chris's Story (3 minutes)

### SAY:

Tracking is easy, but life's challenges can make it difficult to stay active and keep tracking. Please look at "Chris's Story" on page 4 in the Participant Guide.



For a virtual session, use the screen share feature to display "Chris's Story" from the Participant Guide for all participants to view.

### DO:

Read (or ask a volunteer to read) "Chris's Story."

### DISCUSS:

Chris is having some trouble dealing with these challenges. If he were here, what advice would you give him to stay active and keep tracking his activity?



For a virtual session, encourage participants to share their responses through text or the chat window of the web conferencing tool. You can also share your screen as you type or write out ideas.



# How To Overcome Challenges



Time Estimate: 10 minutes  
Methods: Facilitated Discussion,  
Group Activity

Participant Guide  
Page 5

This part of the session gives participants the opportunity to brainstorm some common challenges when tracking their activity. It also allows them to think of some ways for overcoming these challenges.

## SAY:

Please look at “How To Overcome Challenges” on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display “How To Overcome Challenges” from the Participant Guide for all participants to view.

## SAY:

This list shows some common challenges and ways to overcome them. You will be participating in a group exercise. First, you will brainstorm with your group other challenges you may have for tracking your activity. Write these challenges in the left column where it says, “Add Your Own.” Then, brainstorm new ideas with your group for ways to overcome these challenges. Finally, check off each idea you will try in the future.

## DO:

If using group breakout rooms, share group assignments and begin small group meetings.



If dividing participants into partners is not possible for a virtual session, have participants conduct the activity by themselves.

## DISCUSS:

What might you find challenging about tracking your activity? How will you work around these challenges?

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
Page 7

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also, keep in mind what we discussed today about tracking your activity.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a healthy reward (remind the group of the healthy rewards brainstormed in Module 1).
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.

# Plan for Success

## **SAY:**

Please look at “Track Your Activity Module” on page 7 in the Participant Guide.

I encourage everyone to review this “Track Your Activity” module. This module helps you identify daily activities that count toward your 150 minutes of activity each week. This module also offers ideas to help you handle challenges along the way.

Later in the week, I will send out a reminder about this module.

## **DO:**

Tell participants to follow the link provided to access the “Track Your Activity” module.

[www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=3](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=3)



Demonstrate how to navigate to the Personal Success Tool module while sharing your screen.

# Summary and Closing



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

Please look at your Activity Log again. You'll use it each day to track your minutes of activity.

Remember: Track activity of at least a moderate pace—that is, activity that you can talk through, but not sing through. And make sure to include everyday activities, like sweeping the floor briskly or mowing the lawn.

There may be some days when you write down zero minutes, and that's OK. The key is to track your activity every day for the rest of this program.

You'll show me your Activity Log at the start of each session.

## **DO:**

Answer questions as needed.

## **SAY:**

We have come to the end of our meeting. Today we discussed how tracking your minutes of activity each day can help you prevent or delay type 2 diabetes.

## **SAY:**

We talked about:

- The purpose of tracking
- How to track your activity

You also got a chance to practice tracking your activity.

# Summary and Closing



## **DISCUSS:**

Do you have questions about anything we talked about today?

## **DO:**

Answer questions as needed.

## **SAY:**

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.



# Module 4: Eat Well To Prevent Type 2

Lifestyle Coach Guide



# Module Overview

Making healthy food choices can help participants prevent or delay type 2 diabetes. This module focuses on identifying small changes in food choices to make eating habits healthier.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Explain how the food a person eats can help prevent or delay type 2 diabetes
- Use the plate method to balance the food groups
- Identify processed food and its role in a person's eating pattern
- Build on their strengths

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on eating well. Here are some sample messages you can send to participants for this module:
  - 1 Week Prior: "Our next session on eating well to prevent type 2 diabetes is in one week. You will leave with a lot of useful strategies in your pocket! Bring a paper plate or plan to use the image in your Participant Guide to draw on. Mark your calendar!"
  - 1 to 2 Days Prior: "Our next session on eating well to prevent type 2 diabetes is almost here! This is an informative session you don't want to miss. Bring a paper plate. See you soon!"
- If needed, set up in advance the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be two participants per group for the "Make Your Plate" group activity.

During this session:

- As participants arrive, remind them to have their paper plate handy. If they don't have one, tell them to use a printout of page 2 in the Participant Guide or draw a large circle on a piece of paper.

## After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on eating well to prevent type 2 diabetes. Here are some examples of messages to post:
  - “Since our session on eating well, have you made any small changes to adjust the amount of processed foods in your diet? If so, we’d love to hear how!”
  - “Share a photo of one of your plates of food since our session on eating well! We’d love to see the progress you’ve been making!”
  - “Share the strengths you have built upon since our last session on eating well. Let’s work together to help you continue building on those strengths!”
  - “Here is a list of some of the small changes we came up with from our session on eating well:” [sample list is below]
    - Add more vegetables to my meal.
    - Take half of my meal home in a to-go box.
    - Use a smaller bowl.
    - Don’t go for seconds.
- Remind participants to view the “Eat Well” Personal Success Tool module. [<https://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=4>]
- Post a link to the 2½-minute video, “Healthy Can Be Tasty,” on the group’s social media page. This video offers some great ideas on making healthy food taste good. [<https://www.youtube.com/watch?v=k7-JJZ2jpWE>]



# Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 4	5 Min
Session Focus	Page 5	1 Min
Build a Healthy Meal	Page 6	15 Min
Eating Well	Page 11	25 Min
How to Build on Strengths	Page 17	4 Min
Plan for Success	Page 18	5 Min
Summary and Closing	Page 20	5 Min

# Welcome and Review



Time Estimate: 5 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program].

Today, we are going to talk about identifying small changes in food choices to make eating habits healthier.

Before we start, let's spend a few minutes reviewing what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize the previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?

# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all the participants to view.

## SAY:

Food choices are an important part of eating balanced meals and limiting processed foods. Today, we will talk about:

- How the food you eat can help prevent or delay type 2 diabetes
- Using the plate method to balance the food groups and portion sizes
- Processed food and its role in your eating patterns
- Building on your strengths

Finally, you will make a new action plan.

# Build a Healthy Meal



Time Estimate: 15 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 2

During this section, participants will gain a better understanding of their eating patterns and identify small changes they can make to establish a healthier eating pattern.

## My Plate (5 minutes)

### **SAY:**

We're going to start off by talking about building a healthy meal. Building a healthy meal means considering the portion sizes and the types of food on your plate.

### **SAY:**

Please look at "My Plate" on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display "My Plate" from the Participant Guide for all the participants to view.

# Build a Healthy Meal

## **SAY:**

Take out your paper plate that you brought today. If you don't have one, use the blank plate image in your Participant Guide to draw on, or draw a circle on a piece of paper. Think about what your typical plate of food for dinner looks like. Using a pen or pencil, draw lines to separate how much protein, vegetables, and starches and carbohydrates make up your plate. Then label each section. If you don't normally eat a particular food, then leave it out.

If needed, look at the chart on page 4 in the Participant Guide to find out which foods fall into each category.

## **DO:**

As the participants are working, do the activity along with them so you can share in a few minutes.

## Diabetes Plate Method (5 minutes)

## **SAY:**

Please look at the “Diabetes Plate Method” on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display “Diabetes Plate Method” from the Participant Guide for all the participants to view.

# Build a Healthy Meal

## **SAY:**

This image shows one way to build a healthy meal. It's based on the Create Your Plate idea from the American Diabetes Association. It suggests filling:

- About half of your plate with non-starchy veggies (such as broccoli, lettuce, and peppers)
- About a quarter of your plate with grains and starchy foods (such as potatoes and oatmeal)
- About a quarter of your plate with protein foods (such as chicken, lean meat, and fish)

Using this method allows you to create a well-portioned meal with a healthy balance of vegetables, protein, and carbohydrates—without any counting, calculating, weighing, or measuring. This can be a good starting point. Then you can fine-tune the balance that works best for you!

## **DISCUSS:**

How does your plate compare to the “Diabetes Plate Method”? What changes might be right for you?

## **ASK:**

Would anyone like to share his or her plate and explain what changes you might consider making?

## **DO:**

Now share your plate drawing with participants, pointing out the areas you would like to work on (for example, having too much protein on your plate).

## **SAY:**

The plate method can be a good guide toward healthier eating. It's not necessarily something we can achieve all the time. Use it as a model.

# Build a Healthy Meal

## Other Healthy Plates (5 minutes)

### SAY:

Please look at “Other Healthy Plates” on page 4 in the Participant Guide.



For a virtual session, use the screen share feature to display “Other Healthy Plates” from the Participant Guide for all the participants to view.

### SAY:

We don’t always eat off a plate, right? We eat out of bowls, fast-food packaging, or takeout boxes and containers. However, it’s really the same idea. You want to make sure your meal has a good proportion of vegetables, not too much fat, and not too many starchy foods.

### DISCUSS:

What do you think about these plates? Do the portion sizes look similar to the plate method?

### DISCUSS:

What are some things you can do to adopt the plate method when not eating from an actual plate?



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

# Build a Healthy Meal

## **DO:**

Make a list of tips from the participants to post on the group's social media page. Some of these tips may include:

- Add more vegetables to my meal.
- Take half of my meal home in a to-go box.
- Use a smaller bowl.
- Don't go for seconds.

## **SAY:**

Remember, we probably won't always get to a half plate of vegetables, but these are great tips to try!

## **SAY:**

Now, let's move on to discuss how incorporating more quality foods into your diet can help prevent or delay type 2 diabetes.





Time Estimate: 25 minutes  
Methods: Presentation, Facilitated Discussion, Group Activity

Participant Guide  
Page 5

This part of the session provides participants with an understanding of what types of foods can help prevent or delay type 2 diabetes. It also helps participants gain an understanding that less processed foods are better choices and identify strategies to incorporate more quality foods into their diets.

## Understanding Processed Foods (5 minutes)

### SAY:

Please look at “Understanding Processed Foods” on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display “Understanding Processed Foods” from the Participant Guide for all the participants to view.

### SAY:

Let’s talk about how the food you eat can lower your risk of type 2 diabetes. There are some images of food in your Participant Guide: corn chips, canned corn, and corn on the cob.

### ASK:

Do you think some of the foods are healthier than the others? Which ones?

### ANSWER:

Food that has undergone minimal processing would be the best quality food from these three choices. In this case, the corn on the cob. The least processed form of foods give you the most control over your ingredients and your portions!

# Eating Well

## **Discuss:**

We've all likely heard the term "processed foods." But what does that mean?

## **SAY:**

Let's look at the pictures of the apple in your Participant Guide to gain an understanding.

## **DO:**

Walk participants through the concept of processed foods using the illustrations of the apple. Then, walk through the other examples provided.

## **SAY:**

Ideally, we would base our meals and snacks around whole, or unprocessed, foods. However, we know this is probably not realistic for most of us. We buy processed foods because they can save time and are convenient. So, set realistic goals, and focus on some small steps you can make in the bigger picture. Let's talk now about what those small steps might be.

## Eating Well Strategies (5 minutes)

## **SAY:**

Please look at "Eating Well Strategies" on page 7 in the Participant Guide.



For a virtual session, use the screen share feature to display "Eating Well Strategies" from the Participant Guide for all the participants to view.

## **SAY:**

This "Eating Well Strategies" sheet gives you several tips and ideas you can use to incorporate more nutrients and fewer calories in your diet. It even provides some example ideas for making smart swaps to lower the amount of processed foods in your diet. Take a few moments to review these strategies. Then, write down one strategy you think you can try this week.

# Eating Well

## Discuss:

What other strategies not listed here would you like to add or share with the group? We welcome all ideas!



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

## Foods to Choose (3 minutes)

### SAY:

Please look at “Foods to Choose” on page 9 in the Participant Guide.

### DO:

Walk participants through each food group. Tell participants that shortly they will do an activity with a partner, creating a meal in the “Make Your Plate” picture with some of these food items.



For a virtual session, use the screen share feature to display “Foods To Choose” from the Participant Guide for all the participants to view.

### SAY:

This image shows each food group and the types of foods to choose within each group.

Non-starchy veggies will take up half of the “Make Your Plate” picture. That’s the largest section. While we often think of fresh vegetables as the healthiest option, frozen and canned vegetables also provide vitamins, minerals, and fiber. When choosing frozen and canned vegetables, pick the options with the least amount of added salt (sodium) as possible.

Grains and starchy foods will take up a quarter of the “Make Your Plate” picture. Try to make at least half of your grains whole grains. They are higher in vitamins, minerals, and fiber. Also look for grains that are low in fat and sugar.

# Eating Well

## **SAY:**

Protein foods will take up a quarter of the “Make Your Plate” picture. Try to choose meat that is low in fat.

You can have a small amount of dairy foods with your meal. Try to choose dairy foods that are low in sugar and fat.

You can have a small amount of fruit with your meal. Frozen fruit is just as good for you as fresh fruit. But try to limit juice, dried fruit, and canned fruit with added sugar. All three are high in sugar. Plus, juice has very little fiber, so it doesn't fill you up the way whole fruit does.

Have a drink that has no or low calories with your meal. Try to choose drinks without sugar, even those with natural sugar like fruit juice.

## **SAY:**

Please look at “About Foods To Choose” on page 10 in the Participant Guide.

## **DO:**

Walk through the information under each food group. Then, review the key points about whole grains and fiber.

## **Foods To Limit (2 minutes)**

## **SAY:**

Please look at “Foods To Limit” on page 11 in the Participant Guide. These are all foods that give you very little nutrition and can also be easy to eat in large portions.



For a virtual session, use the screen share feature to display “Foods To Limit” from the Participant Guide for all the participants to view.



## Make Your Plate (10 minutes)

### **SAY:**

Please look at the “Make Your Plate” group activity on page 12 in the Participant Guide.

### **DO:**

If using group breakout rooms, share group assignments and begin small group meetings.



If dividing participants into partners is not possible for a virtual session, have participants conduct the activity by themselves.

For a virtual session, use the screen share feature to display the “Make Your Plate” group activity in the Participant Guide for all the participants to view.

### **SAY:**

Using what you learned today, build a dinner plate for yourself based on your favorite meal. Include foods that you would really enjoy eating! Draw lines to separate your portion sizes. Then, write what foods will be included in each portion. When you have completed your own plate, share your ideas with your partner. Discuss the changes you will be making to your usual meal and what you may not be willing to change.

### **DO:**

Give participants an exact time to meet back as a whole group.

### **DO:**

When participants return, briefly discuss their experience. Ask for volunteers to share their plates.

# Eating Well

## **DISCUSS:**

What ideas did this activity give you for healthy changes you'll make for yourself?

## **DISCUSS:**

What did you find challenging when making your plate? Or, what do you think could be challenging when applying this to your day-to-day life?



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

## **SAY:**

This week, I encourage you all to take a picture of a non-starchy veggie, whole grain, healthy protein, fruit, or healthy drink that you have as a snack or meal and post it on our group's social media page.

## **DO:**

Encourage participants to share healthy recipes and dishes on the group's social media page.

# How To Build on Strengths



Time Estimate: 4 minutes  
Method: Presentation

Participant Guide  
Page 13

During this part of the session, participants will identify their strengths and explore ways to build on them to eat well.

## **SAY:**

Please look at “How To Build on Strengths” on page 13 in the Participant Guide.



For a virtual session, use the screen share feature to display the “How To Build on Strengths” table from the Participant Guide for all the participants to view.

## **SAY:**

Eating well doesn’t often come naturally to most of us these days. In fact, despite all the convenient options available, it can feel harder with our busy lifestyles. However, it doesn’t have to be. This table provides some examples of common strengths and ways to build on them to make eating well a little easier. It also encourages you to think about why you want to eat healthier.

## **DO:**

Give participants a few minutes to review “How To Build on Strengths.” Then, encourage them to write a few of their own ideas at the bottom of the page.

Encourage participants to continue this conversation about building on strengths on the group’s social media page. Invite them to support each other by sharing their ideas (for example, shopping at a specific store that has a great sale on fresh fruits and vegetables).

Mention that you will post a link to a 2½-minute video, “Healthy Can Be Tasty,” on the group’s social media page. This video offers some great ideas on making healthy food taste good. [[www.youtube.com/watch?v=k7-JJZ2jpWE](http://www.youtube.com/watch?v=k7-JJZ2jpWE)]

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
Page 15

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also keep in mind what we discussed today about eating well.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a reward.
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.



# Plan for Success

## **SAY:**

Please look at the “Eat Well Module” on page 15 in the Participant Guide.

I encourage everyone to review this “Eat Well” module. This module reviews what we talked about today and includes steps you can take for better eating habits, responses to excuses for not eating healthier, and tips for choosing healthier food at home or out.

Later in the week, I will send out a reminder about this module.

## **DO:**

Tell participants to follow the link provided to access the “Eat Well” module.

[\[www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=4\]](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=4)



Demonstrate how to navigate to the Personal Success Tool module while sharing your screen.

# Summary and Closing



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

We have come to the end of our meeting. Today, we talked about:

- How the food you eat can help prevent or delay type 2 diabetes
- Using the plate method to balance the food groups
- Processed food and its role in your eating patterns
- Building on your strengths

## **DISCUSS:**

Do you have questions about anything we talked about today?

## **SAY:**

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.



# Module 5: Track Your Food

## Lifestyle Coach Guide



# Module Overview

Tracking, or self-monitoring, has many benefits and can help participants pay attention to what they eat. This module provides different ways to help them portion and track food.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Identify the benefits of tracking food
- Explain how to track the food they eat and the calories they take in
- Explain different ways to track food
- Explain how to figure out portion size and calories from food labels

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

Before this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on tracking. Here are some examples of messages to post:
  - 1 Week Prior: “During our next session, we’ll practice measuring and tracking the food we eat. Get your dry food, like cereal or rice, ready! I invite you to gather some measuring cups and spoons, and a kitchen scale if you have one. This session will be very ‘hands-on.’”
  - 1 to 2 Days Prior: “It’s almost time for our food measuring and tracking session. Do you have your measuring cups and spoons and some dry food ready? Also, we’ll be talking about food labels. You can bring one to share.”
- Prepare for your measuring demonstration, making sure you can demonstrate the use of measuring cups and spoons and a kitchen scale in person or while sharing your video. Use easily measured dry goods, like cereal or rice, or liquids, like salad dressing. Shelf-stable items will be easier for you to keep on hand.
- Provide participants with the Food Tracking Activity and the Weekly Food Log handouts.

## During this session:

- Remind participants to prepare measuring tools for the “How to Measure Your Food” activity.

## After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on how tracking food can help prevent type 2 diabetes. Here are some examples of messages to post:
  - “Since our last session, what challenges have you run into when tracking your food? Did you find anything surprising? Please share your thoughts with the group.”
  - “If you haven’t tried it yet, try to track one meal, like dinner, for one whole week. Share what you learn in the comments.”
  - “We have been tracking meals for a couple of weeks now. What have you learned about your habits? How are you creating new habits to continue your progress?”
  - “I am wondering how FDA’s nutrition label infographic has helped you. Share with a comment.” [www.fda.gov/media/89314/download](http://www.fda.gov/media/89314/download)
- Remind participants to view the “Track Your Food” Personal Success Tool module. [www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=5](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=5)

# Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 4	3 Min
Session Focus	Page 5	2 Min
Benefits of Food Tracking	Page 6	15 Min
How To Measure Your Food	Page 9	15 Min
How To Track Your Food	Page 12	15 Min
Making Sense of Food Labels	Page 16	5 Min
Plan for Success	Page 18	2 Min
Summary and Closing	Page 20	3 Min

# Welcome and Review



Time Estimate: 3 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program]. Today, we are going to talk about tracking your food to prevent or delay type 2 diabetes. Before we start, let's spend a few minutes reviewing what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize the previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?

# Session Focus



Time Estimate: 2 minutes  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all participants to view.

## SAY:

Tracking what you eat has many benefits and can reveal habits and choices that you might want to change. These changes can help you prevent or delay type 2 diabetes. Today, we will talk about:

- The benefits of tracking food
- How to track the food you eat and the calories you take in
- Different ways to track your food
- How to figure out portion size and calories from food labels

You’ll also get a chance to review different ways to track your food and give it a try. Finally, you will make a new action plan.



# Benefits of Food Tracking



Time Estimate: 15 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 2

This part of the session shows participants the benefits of tracking what they eat and explains various ways of tracking. Begin by sharing a brief story to introduce food tracking. Then lead a discussion on its benefits.

## Sally's Story (10 minutes)

### SAY:

We'll start with what food tracking is and some of the benefits you might get from tracking. Please look at "Sally's Story" on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display "Sally's Story" from the Participant Guide for all participants to view.

### DO:

Read (or have a volunteer read) the first paragraph of the story. Then discuss how she might try to change her eating habits.

### ASK:

What good choices is Sally making?

# Benefits of Food Tracking

## ANSWER:

Share the following (if not mentioned by participants):

- Eating healthy foods
- Paying attention to serving sizes
- Having a goal for losing weight
- Working with a supportive friend to track what she eats
- Trying new strategies to reach her goals

## DO:

Display the food log Sally and her friend created. Walk participants through the meals Sally recorded in her food log, comparing meals for each day side by side.

## ASK:

What differences do you see between the two days?

## ANSWER:

- There are differences between what she estimated and what she measured.
- When she measured, she paid more attention to the food she was eating.
- There was a large difference between the calories she thought she was eating and those in what she measured.
- Sally didn't track any of her drinks the first day. That's a significant number of calories.



For a virtual session, use an online whiteboard or Word document to record and display differences mentioned by participants aloud or through chat.

## SAY:

Here we see that Sally is eating more calories than she thought, which is making it harder for her to reach her weight loss goal. There are other benefits to tracking, too.

# How To Measure Your Food

## Food Tracking Benefits (5 minutes)

### **SAY:**

Please look at the “Food Tracking Benefits” list on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display the “Food Tracking Benefits” list from the Participant Guide for all participants to view.

### **DO:**

Review one or two benefits and answer any questions from participants.

### **DISCUSS:**

Does anyone have any other benefits you want to share with the group?

Are there any benefits you are really excited about? If so, why?

### **DO:**

Allow participants to share briefly prior to moving to the next activity.

# How To Measure Your Food



Time Estimate: 15 minutes  
Methods: Facilitated Discussion,  
Demonstration, Activity

Participant Guide  
Page 6

In this part of the session, participants will review various ways to measure the food they are eating, which will lead into methods for tracking in the next section.

## Measuring Tools Demonstration (8 minutes)

### SAY:

We've talked about the benefits of tracking your food each day. Now, we'll talk about how you can easily get started tracking. Let's begin by reviewing some options for figuring out the amount of foods you eat.

The amount you eat, and the calories that go with it, are very important. How do you know the amount of cream cheese you spread on toast or cereal you pour into a bowl? It is very easy to overserve yourself if you don't have some ways to measure. Since our plates, bowls, and drinking glasses vary in size, it can be hard to guess cups, tablespoons, or ounces just by looking at them.

The same tools you use to measure ingredients for baking or cooking can help.

### DO:

Consider showing a size comparison between a vintage dinner plate and one of a contemporary size before continuing the demonstration. This allows participants to consider how plates have gotten a lot larger over the past 25 years.

Next, show participants the liquid measuring cups, measuring spoons, and a kitchen scale. You may want to get a sense for how familiar the participants are with each tool. Tell participants what each tool is called, if needed.



If not presenting in person, consider sharing a video of your demonstration, either live or recorded.

# How To Measure Your Food

## **SAY:**

Here are some tools you can use to find out how much you eat. I'll show you a common serving size in tablespoons. One serving of cereal is often 1 cup. Let's measure that out.

## **DO:**

Scoop out 1 cup of cereal into a bowl and show participants the result. Point out that the Nutrition Facts label provides the suggested serving size. Next, demonstrate how to use a kitchen scale, including using the tare function to remove the weight of the container holding the food you are measuring.

Encourage participants to follow along, measuring out one serving based on the listed serving size of a food they commonly eat.



Sharing a live video demonstration can be effective in demonstrating the use of the kitchen scale and tare function.

## Risks of Overestimating (2 minutes)

## **DISCUSS:**

What did you notice about the suggested serving size compared to what you would normally eat?

## **DO:**

Facilitate a discussion with participants about the ease and risk of overestimating serving sizes when you don't measure.

## **SAY:**

Using these tools is the most exact way to measure. But you may not always have time or the tools to measure your food. So, it's good to learn how to eyeball serving size too.

# How To Measure Your Food

## Hands and Serving Size (5 minutes)

### SAY:

Please look at the “Hands and Serving Size” images on page 6 in your Participant Guide.



For a virtual session, use the screen share feature to display “Hands and Serving Size” from the Participant Guide for all participants to view.

### DO:

If you'd like, you can also visually or physically show the objects demonstrated on the page. Help participants practice using their hands to measure one serving.



For a virtual session, consider sharing a live video or images of yourself demonstrating estimation methods with specific amounts of food items.

### SAY:

Using your hand to estimate, pour 1 cup of a dry food, like rice, into a container. Next, use a 1 cup measuring cup to check your estimate.

### ASK:

How did you all do? Who would like to share how close you estimated?



Consider having participants take a photo of their estimates. Ask them to share with the group by posting it to your online group or web conferencing tool.

### DO:

Finish up the demonstration by allowing a brief time for questions.

# How To Track Your Food



Time Estimate: 15 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 7

In this part of the session, participants will review the Food Tracking Activity and the Weekly Food Log handouts provided in the Participant Guide and discuss various strategies for tracking food.

## Track With Purpose and Quality (5 minutes)



For a virtual session, consider sharing your screen as you review the Food Tracking Activity and the Weekly Food Log handouts.

### **SAY:**

Let's all look at the Food Tracking Activity and the Weekly Food Log and how they can be used to track the food you eat.

### **DO:**

Display the Food Tracking Activity and the Weekly Food Log or ask participants to view their individual copies. Review the handouts briefly, explaining each component as needed: Day, Time, Item, Amount, and Calories.

Ask for a volunteer to share what they ate (Item), and when they ate it (Time). Explain how to write these facts on the handouts.

Answer any questions. Note that tracking calories will be covered in a later session.

# How To Track Your Food

## **SAY:**

There are many options for tracking the food you eat. You can track every meal, every day using the Weekly Food Log, but that can be an overwhelming way to start. Instead, take small steps and focus on two things using the Food Tracking Activity:

1. **Tracking your food with a purpose**
2. **The quality of your tracking versus tracking every day**

One complete and honest day of tracking from morning to night can provide more valuable insights than an entire week of incomplete and random tracking. Tracking is meant to help YOU by giving you an accurate account of your meals, snacks, and drinks. Also, putting your best effort into tracking one full day and reflecting on it is much easier. Remember: small steps, big changes.

## **DISCUSS:**

What do you think you could learn from one full day of food tracking?

## **DO:**

Share the following (if not mentioned by participants):

- Amounts you are eating, including calories
- When you are eating, including snacking throughout the day
- Challenging times of the day
- Times of the day that are harder
- Places that make healthy food choices harder
- Your eating habits

## **From Tracking to Taking Action (5 minutes)**

## **SAY:**

Let's talk about how one day of food tracking can help. Please look at "From Tracking to Taking Action" on page 7 in the Participant Guide.



# How To Track Your Food



For a virtual session, use the screen share feature to display “From Tracking to Taking Action” from the Participant Guide for all participants to view.

## DO:

Facilitate a conversation that clearly shows how tracking food highlights areas where simple actions can be taken to help prevent or delay type 2 diabetes.

Share the following ideas:

- As you track your food, you are looking for eating habits that can be adjusted to include more foods filled with healthy nutrients and fewer foods high in salt and high in calories from sugar or fat.
- Look for sources of calories that you can cut easily without really noticing, like adding less sugar in your coffee or replacing a soda with calorie-free sparkling water or seltzer.

## SAY:

Take a moment and think about what you are looking to learn from your food tracking. What could you do with this information to make progress on your goals?

You are welcome to share your ideas with the group if you like.



For a virtual session, use an online whiteboard or Word document to collect participant responses. You can then share it again at the beginning of the next session, if appropriate.

## SAY:

Your individual goals are very interesting. Thank you for sharing with the group. We will follow up with each other at our next session to see what else we learned! Now let’s move on and talk about other tracking methods.

# How To Track Your Food

## Tracking Methods (5 minutes)

### **SAY:**

Please look at the “Tracking Methods” list on page 8 in the Participant Guide.



For a virtual session, use the screen share feature to display “Tracking Methods” from the Participant Guide for all participants to view.

### **SAY:**

As you can see on this list, there are many ways to track food. And it may take some time to determine which strategy works for you. Perhaps you want all the details and tracking every day makes sense. Maybe you know lunch is challenging for you and tracking just that meal may be most helpful in the short term.

The goal is to select a method that makes sense for you so that you can make changes to meet your goals. You don't have to track every single thing you eat every day to see benefits.

# Making Sense of Food Labels



Time Estimate: 5 minutes  
Method: Presentation

Participant Guide  
Page 9

This part of the session will help participants make a connection between serving size, the general quality of the food they are buying and eating, and the balance of nutrients the food contains.

## **SAY:**

Now that you know how to measure one serving of a food item, you can find out all sorts of useful facts about it. Please look at “Making Sense of Food Labels,” starting on page 9 in the Participant Guide.



For a virtual session, consider displaying “Make Sense of Food Labels” from the Participant Guide on your screen as you review each category.

## **DO:**

Review the sample label briefly. Pay special attention to the section on serving size.

## **SAY:**

So, you can see why food labels are so useful.

## **DISCUSS:**

Besides reading labels, how could you find out nutrition facts about your food?

## **DO:**

Share the following suggestions (if not mentioned by participants):

- Online
- Recipes
- Food tracking apps

# Making Sense of Food Labels

## **SAY:**

Please look at FDA's "The Nutrition Facts Label: Look for It and Use It!" infographic on page 11 in your Participant Guide.



For a virtual session, consider displaying "Make Sense of Food Labels" from the Participant Guide on your screen as you review each category.

## **DO:**

Review it briefly and encourage participants to give it a closer look prior to their next grocery shopping trip.

# Plan for Success



Time Estimate: 2 minutes

Participant Guide  
Page 12

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also keep in mind what we discussed today about tracking your eating.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a healthy reward.
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.

## **SAY:**

Please look at "Food Tracking Module" and "Personalized Pledge" on pages 12 and 13 in the Participant Guide.

I encourage everyone to review this "Food Tracking" module. This interactive module will provide some food tracking practice and helpful tips for getting the most out of tracking your food. I also encourage everyone to take the pledge. Commit to your food tracking as a way to prevent or delay type 2 diabetes.

# Plan for Success

## DO:

Tell participants to follow the links provided to access the “Food Tracking Module” and “Personalized Pledge.”

“Food Tracking Module”: [www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=5](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=5)

“Personalized Pledge”: [www.cdc.gov/diabetes/programs/preventt2/pledge.html?pledge=2](http://www.cdc.gov/diabetes/programs/preventt2/pledge.html?pledge=2)



Demonstrate how to navigate to the Personal Success Tool module while sharing your screen.

# Summary and Closing



Time Estimate: 3 minutes

Participant Guide  
N/A

## SAY:

Please look at the Food Tracking Activity and the Weekly Food Log again. What could be fun about tracking your food? Share which method you think you'll try and what you hope to figure out through tracking.

Remember, if tracking a whole day is too much, stick to tracking one meal for the entire week or other tracking activity that will help you. For a reminder on ways to track, see "Tracking Methods" on page 8 in the Participant Guide.

You don't need to show me your tracking unless you would like to. This is a tool for you.

## SAY:

We have some other things to help you out. Please look at "How To Overcome Challenges" on page 14 in the Participant Guide.



For a virtual session, use the screen share feature to display "How To Overcome Challenges" from the Participant Guide for all participants to view.

## SAY:

"How To Overcome Challenges" shows some common challenges and ways to overcome them. Write your own ideas in the "Other Ways to Overcome" column. Check off each idea you try in the future.

## DISCUSS:

What might you find challenging about tracking your food? What could help you remember to track your food (for example taking out the tracking form before you eat)? What resources you have tried that you would like to share with the group?

# Summary and Closing



## **DO:**

For participants who are interested in working with a registered dietitian nutritionist, suggest they talk with their doctor or refer them to the Academy of Dietetics and Nutrition: [www.eatright.org/find-an-expert](http://www.eatright.org/find-an-expert).

## **ASK:**

Does anyone have questions about anything we talked about today?

## **DO:**

Answer questions as needed.

## **SAY:**

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.





# Module 6: Get More Active

## Lifestyle Coach Guide



# Module Overview

Getting more active can help your participants reach their program goals. This module teaches participants how to increase their activity levels.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Explain the purpose of getting more active
- Identify some ways to get more active
- Explain how to track more details about their activity

## Things to Do

In addition to the Session Checklist, you will want to do the following:

Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on getting more active. Here are some sample messages you can send out to participants for this module:
  - 1 Week Prior: “At our next session, we’ll identify some ways to get more active. We will also be discussing and showing you how to build muscles. If you are able, bring a resistance band, two small weights, or two household items to use as weights. I am looking forward to this session!”
  - 1 to 2 Days Prior: “Our next session on getting more active is almost here! If possible, remember to bring a resistance band, two small weights, or two household items to use as weights. This will be a fun and informative session! See you soon!”
- Select and practice beginner strength training exercises to demonstrate for participants during the session.
  - USDA Nutrition.gov – Exercise Example and Videos [[www.nutrition.gov/topics/exercise-and-fitness/exercise-examples-and-videos](http://www.nutrition.gov/topics/exercise-and-fitness/exercise-examples-and-videos)]

## During this session:

- Remind participants they must be cleared for physical activity by a healthcare provider prior to doing any physical activity associated with the lifestyle change program.
- Remind participants to have a resistance band, two small weights, or two household items to use as weights nearby for the “Build Your Muscles” activity.
- If the session will be conducted in person, bring resistance bands and small weights for participants to use for the “Build Your Muscles” activity.

## After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on getting more active. Here are some examples of messages to post:
  - “Since our last session, what small steps have you made to increase your activity? Please share your successes with the group.”
  - “Have you tried tracking any additional details about your activity since our last meeting? If so, did you learn anything from these new details? Share what you have learned.”
- Remind participants they can review the Personal Success Tool module, “Get Active,” which was presented in Module 2. [[www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=2](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=2)]

# Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 4	5 Min
Session Focus	Page 5	1 Min
Purpose of Getting More Active	Page 6	4 Min
Ways To Get More Active	Page 7	15 Min
Build Your Muscles	Page 10	15 Min
Track More Details About Your Activity	Page 12	10 Min
Plan for Success	Page 15	5 Min
Summary and Closing	Page 17	5 Min

# Welcome and Review



Time Estimate: 5 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program].

Today, we are going to talk about how to get more active.

Before we start, let's spend a few minutes going over what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize the previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?

# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all the participants to view.

## SAY:

You’ve been doing a great job getting active. Today, we’ll talk about small steps to get even more active. Getting more active can help you meet your goals for the program. Today, we will talk about:

- The purpose of getting more active
- Some ways to get more active
- How to track more details about your activity

You’ll also get a chance to move around a little. You’ll try tracking more details about your activity.

Finally, you will make a new action plan.

# Purpose of Getting More Active



Time Estimate: 4 minutes  
Method: Presentation

Participant Guide  
N/A

This part of the session explains why getting more active is important in reaching activity goals.

## **DISCUSS:**

We've talked about getting active before. Why do you think we're talking about getting MORE activity?

## **SAY:**

The purpose of getting more active is to allow you to reach your activity goals for this program. As you know, one of your goals in this program is to get at least 150 minutes of activity each week.

When starting out, your goal pace should be at least moderate, or medium. Remember that you can use the Talk Test to find out if you're being active at a moderate pace.

## **SAY:**

But here's the thing: Over time, your heart and lungs get into better shape. So, in order to get the same effect on your breathing and stay active at a moderate pace, you need to take small steps to be more active each week.

## **DO:**

Answer questions as needed.

# Ways To Get More Active



Time Estimate: 15 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 2

Use Olga's story to demonstrate ways to get more active each week and how to get back on track when participants fall out of their routine.

## Olga's Story (15 minutes)

### SAY:

We've discussed why you might need to get more active. Now we'll talk about some small steps you can take. Let's look at an example. Please look at "Olga's Story—Part 1" on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display "Olga's Story—Part 1" from the Participant Guide for all participants to view.

### DO:

Read (or ask a volunteer to read) "Part 1" of the story. Then discuss.

### ASK:

What small steps does Olga take to make her walks more active from Week 1 to Week 3?

### ANSWER:

Olga walks longer, faster, farther, and up steeper hills.



# Ways To Get More Active

## ASK:

What other small steps could Olga take to make her walks more active?



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

## ANSWER:

Share the following ideas (if not mentioned by participants):

- Carry 1-pound cans
- Push a stroller
- Use 1-pound ankle or hand weights

## DISCUSS:

What happens in Week 3? How do you identify with Olga’s situation?

What other challenges do you face in trying to maintain an activity routine?

What do you think Olga should do next?

## DO:

Allow time for participants to provide ideas.

## SAY:

Becoming discouraged and falling short of your goals is natural. The important thing is to get back into your new routine as soon as possible. A setback doesn’t mean the end of your routine. If you missed several days of exercise, you may need to start off at a slower pace to reduce risk of injury, but you should soon be back on track. The longer you wait, the harder it will be, so don’t wait!

Now, please look at “Olga’s Story—Part 2” on page 2 in the Participant Guide.

# Ways To Get More Active



For a virtual session, use the screen share feature to display “Olga’s Story—Part 2” from the Participant Guide for all participants to view.

## **DO:**

Read (or ask a volunteer to read) “Olga’s Story—Part 2.” Then discuss how Olga overcame her discouragement and got back to exercising.

## **SAY:**

During Week 4, Olga gets back into her walking routine, and by the end of the week, she starts adding activities to build her muscles, too. She knows that muscle burns calories, even at rest. So, the more muscle you build, the better. For 2 days that week, Olga does 2 sets of 3 reps with a resistance band.

## **ASK:**

What are reps?

## **ANSWER:**

Repetitions, or reps, are how many times in a row you stretch the band.

## **ASK:**

And what is a set?

## **ANSWER:**

A set is a group of reps.

# Build Your Muscles



Time Estimate: 15 minutes  
Methods: Presentation, Activity

Participant Guide  
Page 3

This part of the session provides participants with exercises for building their muscles. Use the activity to demonstrate building muscles.

## **SAY:**

Please look at “Build Your Muscles” on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display the “Build Your Muscles” list from the Participant Guide on page 3 for all participants to view.

## **SAY:**

Building muscles is good for you! Look at the benefits listed. Building muscles (you may not need to read the entire list):

- Increases strength
- Reduces the risk of falls
- Increases muscle mass and bone density
- Improves balance, coordination, and mobility
- Maintains independence in performing activities of daily life
- Boosts metabolism
- Improves mood
- Helps to boost calorie burn
- Helps to improve sleep
- Boosts self-confidence and self-esteem
- Reduces the signs and symptoms of many diseases and chronic conditions

# Build Your Muscles

## **ASK:**

What benefits stand out as important to you? What other benefits do you think you might get from building muscle?

## **SAY:**

It is important, however, to build muscles safely. Take a moment to review the safety tips presented below the list of benefits.

## **DO:**

Give participants a moment to review the safety tips. Answer any questions or concerns they may have about building muscles.

## **SAY:**

Now, let's try building our muscles. We'll start by warming up.

## **DO:**

Tell participants to get out their resistance band or weights. Or, if meeting in person, pass out a resistance band or weights to each participant. Begin with a brief warm-up activity. Then model how to use a resistance band or lift weights the right way.

Lead participants in doing 2 sets of 3 reps with each arm. Keep track of how long they do the activity. Collect the weights. Collect the resistance bands, or let participants keep them.



Provide alternative options for doing this activity at home. Suggest using a robe tie or bungee cord if bands are unavailable. For weights, they can use 1-pound cans of food, books, or other household objects. Clearly explain how to perform the activity by inviting and responding to questions.

## **ASK:**

Let's turn back to "Olga's Story." How does she use a resistance band to get more active from Week 4 to Week 5?

## **ANSWER:**

Olga uses it for more reps per set, more sets per day, and more days per week.

# Track More Details About Your Activity



Time Estimate: 10 minutes

Methods: Presentation, Facilitated Discussion, Demonstration

Participant Guide  
N/A

In this part of the session, participants will learn about tracking more details about their activity so they can figure out if they are getting more active each week.

## **SAY:**

You've been doing a great job tracking your minutes of activity each day. As you know, that's a key part of this program. In order to see if you're getting more active, it's also helpful to track specific details. But it's not a requirement of this program.

Let's try tracking more details right now. Please look at your Activity Log. Let's write down some details about what you did today with the resistance band or weights.

## **DO:**

Help participants record what activity they did and how long they did it. Also help them record their 2 sets of 3 reps. Write the information on a flip chart or whiteboard, if you are using one. Answer questions as needed.



For a virtual session, share your screen to show the Activity Log and fill in the "Build Your Muscles" activity from earlier. Have participants respond with the information they might include and guide them to the best answers.

## **ASK:**

Besides your minutes, reps, and sets, what are some other details about your activity that you could track?

# Track More Details About Your Activity

## **ANSWER:**

Share the following ideas (if not mentioned by participants):

- Calories burned
- Distance
- Grade of hills (for example low, medium, steep)
- Number of steps
- Speed
- Weight lifted

## **ASK:**

What are some ways you measure your activity? Are there tools you would like to use?

## **ANSWER:**

Share the following ideas (if not mentioned by participants):

- Fitness tracker/heart rate monitor
- Pedometer
- Smartphone app
- Computer app
- Exercise machine (for example, a treadmill)

## **ASK:**

In addition to your Activity Log, what are some ways to record your activity?

# Track More Details About Your Activity

## ANSWER:

Share the following ideas (if not mentioned by participants):

- Fitness tracker
- Smartphone app
- Computer app
- Notebook
- Spreadsheet
- Voice recording

## SAY:

Remember, you are only required to write down your minutes of activity for this program. But, to better track your physical activity improvement, you will want to write these details in your Activity Log.

## DO:

If you'd like, show examples of ways to track activity. Show participants how to use them.



Consider sharing examples and tutorials after the session through email or post them to the group's social media page.



Build a sense of community by encouraging participants to share activity goals, exercise and activity resources, and peer support through your group's social media platform. Participants can also use this group to arrange in-person or virtual exercise sessions.

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
Page 7

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also keep in mind what we discussed today about getting more active.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a healthy reward.
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.



# Plan for Success

## **SAY:**

Please look at the “Get Active” Personal Success Tool Module link on page 7 in the Participant Guide.

This module was presented after our second session “Get Active to Prevent T2.” Again, I encourage everyone to review this module. It contains suggested physical activities based on your preferences and tailored feedback on your activity level and readiness to change.

## **DO:**

Tell participants to follow the link provided to access the “Get Active” module.

[\[www.cdc.gov/diabetes/programs/preventt2/week2-quiz.html\]](http://www.cdc.gov/diabetes/programs/preventt2/week2-quiz.html)



Demonstrate how to navigate to the Personal Success Tool module while sharing your screen.

# Summary and Closing



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

Please continue to keep tracking what activities you do each day, and how long you do them. I'd like you also to try tracking some other details about your activities for at least 1 week between now and our next session. It will help you see the small steps you are taking to get more active.

For ideas on how to get more active, please look at “Strategies for Increasing Your Activity” on page 6, and at “Build Your Muscles” on page 3 in the Participant Guide. To keep yourself honest, write down how you will get more active over the next few weeks. Check items off as you do each one.

## **DO:**

Answer questions as needed.

## **SAY:**

We have come to the end of our meeting. Today, we discussed how getting more active can help you prevent or delay type 2 diabetes.

We talked about:

- The purpose of getting more active
- Some ways to get more active
- How to track more details about your activity

You also got a chance to move around a little. And you tried tracking more details about your activity.

# Summary and Closing

## **DISCUSS:**

Do you have questions about anything we talked about today?

## **SAY:**

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Notebook and Action Plan Journal to the next session.

End of meeting.



# Module 7: Energy In, Energy Out

## Lifestyle Coach Guide



# Module Overview

Losing weight can help prevent or delay type 2 diabetes. This module shows participants how to lose weight by burning more calories than they take in.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Discuss the link between weight loss and energy in, energy out
- Describe how the type and amount of food they eat affects energy in and energy out
- Describe how the amount of activity affects energy in and energy out
- Explain how to create the right balance of energy in and energy out

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on energy in, energy out. Here are some sample messages you can send to participants for this module:
  - 1 Week Prior: “Thank you for joining us last [day of the week when previous session was held]. Next time, we will be talking about the relationship between energy in and energy out. Join us to find out how your body is like a car!”
  - 1 to 2 Days Prior: “Don’t forget to join us on [day of the week when next session will be held] to find out how you can make your weight loss more effective with small changes to your eating and activity!”

## After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on energy in, energy out to prevent type 2 diabetes. Here are some examples of messages to post:
  - “I hope that you enjoyed our session on [day of the week when session was held]! Have you started tracking what you eat and how many minutes a day you are active? If so, how do you feel it’s going? Are you noticing a difference? If not, there’s still time. Start today!”
  - “Remember that small changes can have big results when making decisions about what to eat and drink. What changes are you making this week to lower the calories you take in and improve the quality of the fuel you are giving your body?”
  - “Remember that being active can help to make your food and drink choices more effective at helping you to lose weight. Get moving today!”

## Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 3	5 Min
Session Focus	Page 4	1 Min
Calories and Weight	Page 5	15 Min
How To Track the Calories You Take In	Page 8	15 Min
How To Track the Calories You Burn	Page 11	10 Min
Individual Assignment (Optional)	Page 14	4 Min
Plan for Success	Page 15	5 Min
Summary and Closing	Page 16	5 Min

# Welcome and Review



Time Estimate: 5 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program]. Today, we are going to talk about how to create the right balance of energy in and energy out to meet your goals to prevent or delay type 2 diabetes. Before we start, let's spend a few minutes going over what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?

# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all participants to view.

## SAY:

Creating the right balance of energy in and energy out can help you prevent or delay type 2 diabetes. Today we will talk about:

- The link between weight loss and energy in, energy out
- How the type and amount of food you eat affects energy in and energy out
- How the amount of activity affects energy in and energy out
- How to create the right balance of energy in and energy out

Finally, you will make a new action plan.



# Calories and Weight



Time Estimate: 15 minutes  
Methods: Video Presentation,  
Facilitated Discussion

Participant Guide  
Page 2

Participants will watch a video that explains how the balance between how many calories are taken in and how many are burned off results in weight gain or loss.

## Balancing Calories In and Calories Out (10 minutes)

### DO:

Introduce and play the “Balancing Calories In and Calories Out” video.



For a virtual session, use the screen share feature to display the video. Note that some presentation tools may require special configuration for the audio to play through to participants. Participants can also use the link provided in the Participant Guide to watch the video on their own.

### DISCUSS:

Why do you think balancing the number of calories in and out is so important as you work toward meeting your weight loss goals?

What are some small ways that you think can make a difference in balancing calories in and out?

# Calories and Weight

## Paul's Story—Part 1 (2 minutes)

### SAY:

So, if your goal is to lose weight, you'll want to adjust your routine by eating fewer calories and increasing your activity. Let's look at an example.

Please look at “Paul's Story—Part 1” on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display “Paul's Story—Part 1” from the Participant Guide for all participants to view.

### DO:

Read (or have a volunteer read) part 1 of Paul's story.

### DISCUSS:

Paul has decided to eat fewer calories. What small change in eating habits do you suggest for Paul?

### DO:

Share the following suggestions (if not mentioned by participants):

- Use a smaller dish or bowl to encourage eating smaller meals.
- Change cooking methods, like baking instead of frying.
- Drink sparkling water with a splash of fruit juice instead of soda or juice.
- Make it easier to eat healthier snacks by keeping them visible in the fridge or on the counter.

Of course, this all depends on what Paul normally eats. He can start making small changes like these, and he can also track what he eats to find ways to reduce calories.

# Calories and Weight

## Small Changes for Paul (3 minutes)

### SAY:

Paul decided to increase his activity level and cut some calories where he can. Please look at “Small Changes to Paul” on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display “Small Changes for Paul” from the Participant Guide for all participants to view.

### DISCUSS:

How might some of Paul’s small changes work for you? Which might be more challenging?

### DISCUSS:

In what ways could Paul be more active?

### DO:

Share the following suggestions (if not mentioned by participants):

- If he is already walking, he could increase his speed or change his route to include some hills.
- Paul could walk for a longer time or begin to add in some minutes of jogging.
- He could add in some resistance training by using bands or hand weights. If he is already doing resistance training, he could use a heavier band/weight or increase repetitions.

For more ideas, refer participants to “Ways to Eat Fewer Calories” (pages 4 to 6), “Rethink Your Drink” (pages 7 to 8), and “Small Changes to Your Drinks Make a Big Difference” (pages 9 to 10). Or look at them together. Then, discuss how people use drinks for an energy boost or as an opportunity to socialize.

### DISCUSS:

What are other ways you can socialize with friends and family besides meeting at the coffee shop?

What are some ideas or tips for getting an energy boost besides having a coffee drink or sugary drink?

# How To Track the Calories You Take In



Time Estimate: 15 minutes  
Methods: Presentation, Facilitated  
Discussion

Participant Guide  
Page 11

In this part of the session, participants will review how to track the calories they take in.

## **SAY:**

We've discussed the link between calories and weight and also reviewed some ideas for reducing calories by making small changes. Now let's talk about how to track the calories you take in.

To figure out how many calories you take in, you need to know two things:

- What you eat and drink
- How much you eat and drink

Let's continue with our example. Paul uses a measuring cup to measure each item in his breakfast, which is different than his usual. He plans to eat the following items:

- Oatmeal made with 1 cup of oats, 2 cups of water, and a sprinkle of cinnamon
- 1 cup of coffee
- 1 cup of skim milk, which he divides between the oatmeal and the coffee

## **DISCUSS:**

Now that Paul knows these things, how could he find out how many calories are in his breakfast?

## **DO:**

Share the following ways to figure out the number of calories (if not mentioned by participants):

- Lists of calories in common foods
- Nutrition Facts labels
- Online tools
- Smartphone or computer apps

# How To Track the Calories You Take In

**SAY:**

Paul figures out that his breakfast has about 400 calories.

**DO:**

What should he do with this number?

**ANSWER:**

Record it.

**DISCUSS:**

How could Paul record the calories in his breakfast?

**DO:**

Share the following suggestions (if not mentioned by participants):

- Smartphone or computer app
- Notebook
- Spreadsheet
- Voice recording

Remind participants to refer to “Ways to Eat Fewer Calories” mentioned above to review tracking calories.

**SAY:**

Ultimately, though, he’ll want to write this number in his Food Log.

**DO:**

If you’d like, bring in some examples of ways to track the calories taken in. Show participants how to use them.

# How To Track the Calories You Take In

## Paul's Story—Part 2 (5 minutes)

### **SAY:**

Please look at “Paul’s Story—Part 2” on page 11 in the Participant Guide.



For a virtual session, use the screen share feature to display “Paul’s Story—Part 2” from the Participant Guide for all participants to view.

### **DO:**

Review the second part of “Paul’s Story” to share how tracking calories to meet a specific goal can be done.

### **DISCUSS:**

Can anyone share a similar experience? How did it go? Did you run into any challenges?

### **DO:**

Answer questions as needed to ensure participants understand how to use tracking to identify ways to reduce calories taken in, combined with activity, to reach a weight loss goal.

# How To Track the Calories You Burn



Time Estimate: 10 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 12

In this part of the session, participants will review how to track the calories they burn.

## **SAY:**

We've discussed how to track the calories you take in. Now let's talk about how to track the calories you burn.

After breakfast, Paul takes a walk. He wants to know how many calories he burns.

## **SAY:**

To figure out how many calories you burn, you need to know four things:

- How much you weigh
- Your activity
- How long you do it
- Your pace (your rate of movement -- low, moderate, or high)

Paul knows that he weighs 240 pounds because he weighs himself. He knows that his walk is 30 minutes long because he times it. And he knows that his pace is moderate because he uses the Talk Test.

## **ASK:**

What is the Talk Test?

## **ANSWER:**

Paul can talk, but not sing, through his activity.

## **DISCUSS:**

Now that he knows these things, how could Paul get an estimate of how many calories he burns during his walk?

# How To Track the Calories You Burn

## DO:

Share the following ways to find calories burned (if not mentioned by participants):

- Lists of common activities
- Online tools
- Smartphone or computer apps
- Wearable activity trackers

## SAY:

Remember that there are a lot of different factors, and using these tools to track the number of calories you burn can be a gauge to improve the right balance of energy in and energy out. It is not an exact science.

## How Many Calories Does Activity Burn? (5 minutes)

## SAY:

Please look at “How Many Calories Does Activity Burn?” on page 12 in the Participant Guide.



For a virtual session, use the screen share feature to display “How Many Calories Does Activity Burn?” from the Participant Guide for all participants to view.

## SAY:

Paul has been walking about 15 minutes each day and figures he’s burning at least 90 calories. But in reviewing the chart, he realizes that he could really make a bigger impact on his energy out if he increases the amount of time he walks each day.

## ASK:

How can Paul adjust his physical activity to increase his energy out?

## ANSWER:

Walk for 30 minutes at a time or add another 15-minute walk at another time of the day.



# How To Track the Calories You Burn

## **DISCUSS:**

How could Paul record the calories his walk burns?

## **DO:**

Share the following ways to record calories (if not mentioned by participants):

- Smartphone or computer app
- Spiral notebook
- Spreadsheet
- Voice recording

## **SAY:**

Ultimately, though, he'll want to write this number in his Activity Log.

## **DO:**

Refer participants to the Activity Log to learn more about how to track the calories they burn.

## **SAY:**

Take a look at your Activity Log. Notice it includes space for you to record how many minutes you are active, not how many calories you burn. This is important, because calories are not exact.

How calories are used and processed is different from person to person. Also, not all calories are equal. For example, let's compare 500 calories of vegetables and 500 calories of sugary soda. Your body works harder, and burns more calories, processing vegetables. Sugar is easily processed, so nearly all its calories get stored in your body.

The number of calories burned through an activity can also change based on age, gender, weight, genetics, previous weight loss, level of physical activity, etc.

## **SAY:**

Even though physical activity is important, it is not very effective by itself. When combined with changes in your eating patterns, however, activity works really well to help with weight loss, especially when it is done every day or almost every day. It will also help you avoid regaining weight after you have lost it. Getting active each day and setting a daily goal for minutes of activity is a good start.

## **DISCUSS:**

What changes in eating habits and activity levels do you think will help you reach your goal?

# Individual Assignment (Optional)



Time Estimate: 4 minutes  
Method: Independent Activity

Participant Guide  
Page 14

This activity is designed for participants who are up for a challenge. They are encouraged to track the calories they take in and burn for 2 days. A tracking table is provided in the Participant Guide.

## **SAY:**

Challenge participants to track the calories they take in and burn for 2 days straight.

Refer them to “Individual Assignment (Optional)” on page 14 in the Participant Guide.

This may help them see what changes, if any, need to be made to balance their energy in and energy out.

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes you want to make to your new routines? Are you ready for a new routine?

Also, keep in mind what we discussed today about creating the right balance of energy in and energy out.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a healthy reward.
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.

# Summary and Closing



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

Tracking your activity can help you burn more calories than you take in. Please look at your Food Log and Activity Log. Between now and our next session, I'd like you to use these logs to track the calories you take in and the calories you burn. Please do this for at least one day.

## **DO:**

Answer questions as needed.

## **SAY:**

We have come to the end of our meeting. Today, we discussed how to lose weight by burning more calories than you take in. We talked about:

- The link between weight loss and energy in, energy out
- How the type and amount of food you eat affects energy in and energy out
- How the amount of activity affects energy in and energy out
- How to create the right balance of energy in and energy out

## **DISCUSS:**

Do you have questions about anything we talked about today?

## **SAY:**

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and your Action Plan Journal to the next session.

End of meeting.



# Module 8: Eating To Support Your Health Goals

Lifestyle Coach Guide



# Module Overview

Taking a positive approach to eating can help people make changes that stick. This module teaches participants how to enjoy foods in positive and healthy ways to support their goals.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Describe how to take a positive approach to eating
- Describe how to eat foods in portions that support their goals
- Describe how to enjoy a variety of foods in healthy ways

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on eating to support their health goals. Here are some sample messages you can send to participants for this module:
  - 1 Week Prior: “Stop worrying about food! Join us for our next session as we dive in to discuss developing a positive and balanced approach to eating. With a positive approach to eating, you can make changes that stick while still enjoying some of your favorite foods! See you soon!”
  - 1 to 2 Days Prior: “Join us for our next session as we talk about enjoying food in positive and healthy ways to support your goals. We’ll also be having fun with recipe makeovers!”
- If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be two participants per group for the “Ideas for Healthy Choices to Prevent T2” and “Recipe Makeover Activity” group activities.

## After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on eating to support their health goals. Here are some examples of messages to post:
  - “Remember! Post your favorite recipe makeover you recently tried. How did it go? Post a photo of your meal makeover!”
  - “Share any recipe makeovers with the group that you find, even if you haven’t tried them yet. Someone in the group might want to give one a try!”

# Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 4	5 Min
Session Focus	Page 5	1 Min
Take a Positive Approach to Eating	Page 6	10 Min
Enjoy Foods in Healthy Ways	Page 12	35 Min
Plan for Success	Page 18	5 Min
Summary and Closing	Page 19	4 Min



# Welcome and Review



Time Estimate: 5 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program].

Today, we are going to talk about enjoying food in positive and healthy ways to support your goals.

Before we start, let's spend a few minutes going over what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize the previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?

# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all the participants to view.

## SAY:

It’s important to stay positive about food! Eating is one of life’s great pleasures. Give yourself permission to eat the food you love but think about how you can do this in healthy ways to support your goals.

Today, we will talk about:

- Taking a positive approach to eating
- Eating foods in portions that support your goals
- Enjoying a variety of foods in healthy ways

Finally, you will make a new action plan.

# Take a Positive Approach to Eating



Time Estimate: 10 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 2

This section focuses on positive approaches to eating. Participants will learn how to enjoy foods in positive and healthy ways to support their goals.

## Anthony's Story—Part 1 (5 minutes)

### DISCUSS:

Before we begin with Anthony's story, what do you think it means to have a positive approach to healthy eating? What benefits do you think can come from having a positive approach?

### SAY:

Developing a positive approach to eating can make changes that stick, which can lead to better health outcomes in the long run. Let's start with Anthony's story. Please look at "Anthony's Story—Part 1" on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display "Anthony's Story—Part 1" from the Participant Guide for all participants to view.

### DO:

Read (or ask a volunteer to read) the story.

### DISCUSS:

In what ways do you connect with Anthony's story? How are you different?

How do you feel when you get very hungry?

What food choices do you make when you get very hungry?

# Take a Positive Approach to Eating

## **DO:**

Share the following ideas (if not mentioned by participants):

- Anxious
- Confused
- Mad
- Sad
- Afraid
- Grumpy
- Light-headed
- Rumbling stomach
- Shaky
- Weak

## **ASK:**

Do you ever eat when you're not hungry? What are you doing or how are you feeling when you eat without being hungry?

## **ANSWER:**

Possible answers from participants include:

- I feel bored, sad, or anxious.
- I have happy memories of a certain item.
- I just like the way the food tastes.
- I don't want to waste food.
- I don't even notice I'm eating because I'm focused on watching TV, working, driving, etc.

## **SAY:**

Now, let's look at how we can take a positive approach to eating.

# Take a Positive Approach to Eating

## Positive Approaches to Eating (5 minutes)

### **SAY:**

First, a positive approach to eating involves taking a more constructive approach toward how you view the changes you are making. For example, instead of focusing on what you can't eat, focus or reframe your thinking to be more positive. What are you gaining by making these changes? How will you feel when you meet your next goal? It's important to not let negative thoughts interfere with reaching your goals. Let's discuss this a little bit further.

### **ASK:**

What negative thoughts did Anthony have about making changes to his eating?

### **ANSWER:**

Anthony thought he could never do without his potato chips after work. He also thought that preparing healthy snacks would be very time consuming.

### **ASK:**

Instead of focusing on his negative thoughts, how is Anthony thinking more positively about his choices these days?

### **ANSWER:**

Anthony is focusing on staying healthy for himself and his family. He is also focusing on feeling better and having more energy.

### **DISCUSS:**

How would you tell Anthony to reframe his negative thoughts should they arise?

# Take a Positive Approach to Eating

## DO:

Share the following ideas (if not mentioned by participants):

- Potato chips weren't making you feel better. Making time to eat at work is making you feel better.
- The healthy snacks you prepare for work are providing your body with good nutrients, but potato chips aren't.
- Feeling better and staying healthy is worth taking the time to prepare a few snacks for work.
- The healthy choices you are making are benefiting you and your family in the long run.

## SAY:

Taking a positive approach to eating also involves developing better eating habits and behaviors. Please look at "Positive Approaches to Eating" on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display "Positive Approaches to Eating" from the Participant Guide for all participants to view.

## SAY:

Take a moment to think about your answer to this question. What is one eating habit or behavior that you have that you can improve or change? Write your answer in the space provided.

## DISCUSS:

When participants have finished, ask for volunteers to share their responses. Focus the discussion on turning old habits into positive ones. For example, if a participant says that frying foods is their habit or behavior they want to change, a positive approach might include exploring air frying as an alternate cooking method.

# Take a Positive Approach to Eating

## **SAY:**

Now, let's discuss another topic related to taking a positive approach to eating: Eating the right amount.

## **DO:**

Review the tips for “Eating the Right Amount” with participants.

## **DISCUSS:**

Are any of these tips helpful? Which one lends itself to helping you improve or change the habit you wrote down?

## **SAY:**

Being mindful of your eating is another positive approach to eating. By practicing mindful eating, you use your body's natural ability to control eating behaviors.

## **DO:**

Review the mindful eating tips with participants.

## **DISCUSS:**

Can you envision practicing mindful eating in your everyday eating? How so?



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

# Take a Positive Approach to Eating

## **SAY:**

Once you've got the hang of this, mindful eating will become more natural. Then you can focus on implementing this method in more meals!

Now, there are a lot of tips on this page. Take a moment and write one tip that you can begin implementing today.

## **DISCUSS:**

Based on what we've talked about in this section, what is one thing you think would help you have a positive approach to eating?

On a scale from 1 to 10, how ready are you to take steps toward a positive approach to eating?



# Enjoy Foods in Healthy Ways



Time Estimate: 35 minutes  
Methods: Presentation, Facilitated Discussion, Group Activity

Participant Guide  
Page 5

In this section, participants discuss healthy food choices to prevent type 2 diabetes. They also engage in a group activity to discuss and plan a recipe makeover.

## Anthony's Story—Part 2 (5 minutes)

### SAY:

Now, let's read more about the types of foods that Anthony is choosing to eat now. Please look at "Anthony's Story—Part 2" on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display "Anthony's Story—Part 2" from the Participant Guide for all participants to view.

### DO:

Read (or ask a volunteer to read) the continuation of Anthony's story.

### SAY:

In addition to being low in calories, fiber has another bonus: It takes longer to digest. So, you feel full longer. Have you ever eaten a serving of french fries and then felt hungry again an hour later? That's because they're low in fiber. Fiber is a type of carbohydrate that passes through your body without being digested. Foods that are high in fiber take longer to digest. So, you feel full longer.



## Healthy Choices to Prevent Type 2 (5 minutes)

### SAY:

Now, let's look at some examples of healthier choices. Please look at "Healthy Choices to Prevent Type 2" on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display "Healthy Choices to Prevent Type 2" from the Participant Guide for all participants to view.

### DO:

Review the healthy choices presented in the Participant Guide. Explain why the choices in column 2 are healthier than the choices in column 1.

## Ideas for Healthy Choices to Prevent Type 2 (10 minutes)

### SAY:

Please look at "Ideas for Healthy Choices to Prevent Type 2" on page 7 in the Participant Guide.



For a virtual session, use the screen share feature to display "Healthy Choices to Prevent Type 2" in the Participant Guide for all participants to view.

### SAY:

In this activity, you will work with a partner to write ideas for healthy choices. In the left column of the chart, write the name of a food you want to replace. In the right column, write a healthy swap for this food.

# Enjoy Foods in Healthy Ways



If dividing participants into partners is not possible for a virtual session, have participants conduct the activity by themselves.

## DO:

Share group assignments and begin small group meetings. Give participants an exact time to meet back as a whole group.

When participants return, conduct a short debrief. Ask for volunteers to share their healthy choice ideas to prevent type 2 diabetes.

## Recipe Makeover (5 minutes)

## SAY:

Now let's talk about how to make our healthier choices enjoyable. One way is to make over recipes. Please look at "Recipe Makeover" on page 8 in the Participant Guide.



For a virtual session, use the screen share feature to display "Recipe Makeover" from the Participant Guide for all participants to view.

## DO:

Review the ways to make healthy choices enjoyable. Discuss each one briefly.

## DISCUSS:

What are some other ways you can think of to make healthy choices enjoyable?



For a virtual session, encourage participants to type their responses in the chat window or "raise their hand" in the web conferencing tool.

# Enjoy Foods in Healthy Ways

## **SAY:**

Please look at “Anthony’s Recipe Makeover” on page 9 in the Participant Guide.



For a virtual session, use the screen share feature to display “Anthony’s Recipe Makeover” from the Participant Guide for all participants to view.

## **DO:**

Read the first paragraph of “Anthony’s Recipe Makeover.”

## **DO:**

Compare the two recipes. What are some ways that Anthony made his grandmother’s lasagna recipe healthier—and still tasty?

## **ANSWER:**

To make his grandma’s recipe healthier, Anthony:

- Used ground turkey instead of ground beef
- Used whole-grain lasagna noodles
- Used skim or part-skim ricotta and mozzarella instead of full-fat varieties
- Replaced half of the cheeses with non-starchy veggies like mushrooms, spinach, and red peppers
- Replaced half of the noodles with non-starchy veggies
- Added extra herbs and spices

## **SAY:**

Now, let’s practice doing a recipe makeover of your own!

# Enjoy Foods in Healthy Ways

## Recipe Makeover Activity (10 minutes)

### SAY:

Please look at “Recipe Makeover Activity” on page 10 in the Participant Guide.



For a virtual session, use the screen share feature to display the “Recipe Makeover Activity” group activity in the Participant Guide for all participants to view.

### SAY:

For this activity, you will work with your partner again to make over a recipe. Use any of the recipe makeover ideas on the previous page or use your own ideas to create a healthier version of this dish.



If dividing participants into partners is not possible for a virtual session, have participants conduct the activity by themselves.

### DO:

Share group assignments and begin small group meetings. Give participants an exact time to meet back as a whole group.

When participants return, conduct a short debrief. Ask for volunteers to share the ingredients they swapped and any ideas they used to create a healthier version.



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

# Enjoy Foods in Healthy Ways

## DO:

Tell participants that you will be sharing a link via the group's social media page. The link is to a 5-minute video called "Cooking with Herbs, Spices, and Other Seasonings" for them to view at home. Tell participants that the video features a chef who makes healthy food taste great.

[\[www.youtube.com/watch?v=clnr1F4jkzs\]](http://www.youtube.com/watch?v=clnr1F4jkzs)

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also, keep in mind what we discussed today about eating to support your health goals.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a healthy reward.
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

# Summary and Closing



Time Estimate: 4 minutes

Participant Guide  
N/A

## SAY:

Today, we looked at how Anthony made his grandma's lasagna recipe healthier. We also worked in groups to create a healthier version of a dish. Between now and our next session, I'd like you to do your own recipe makeover at home and test it out. Post a photo of your dish or even the recipe on our group's social media page. Let us know how it went!

## SAY:

We have come to the end of our meeting. Today, we talked about:

- Taking a positive approach to eating
- Eating foods in portions that support your goals
- Enjoying a variety of foods in healthy ways

## DISCUSS:

Do you have questions about anything we talked about today?

## SAY:

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.





# Module 9: Manage Stress

## Lifestyle Coach Guide



# Module Overview

Managing stress can help prevent or delay type 2 diabetes. This module teaches participants how to reduce and deal with stress.

## Participant Learning Objectives

By the end of the session, participants will be able to identify:

- Some causes of stress
- The link between stress and type 2 diabetes
- Ways to reduce stress
- Healthy ways to manage stress

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on managing stress. Here are some sample messages you can send to participants for this module:
  - 1 Week Prior: “We all experience stress in our lives sometimes. Join us for our next meeting as we talk about causes of stress and how to reduce stress. We will also try out a relaxation technique! Even though stress might be unavoidable, we can all find ways to manage it and feel better. See you soon!”
  - 1 to 2 Days Prior: “Come join us on [day of week] to discuss the importance of managing stress for your health. We’ll also be discussing tips and suggestions to help you manage stress. Don’t miss this important session.”
- Determine if you will pre-record the optional “Practice Relaxing” exercise. If so, be sure to test it in the web conferencing environment.
- Encourage participants to bring in a yoga mat for the optional “Practice Relaxing” exercise.

## After this session:

- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation on stress reduction and management strategies. Here are some examples of messages to post:
  - “Share any relaxation apps online that you have used. Tell us what you think.”
  - “Have you tried a new stress-reduction technique? How did it go? Post it here!”
  - “Share any stress reduction or relaxation strategies you find with the group, even if you haven’t tried them yet. Someone in the group might want to give one a try!”

## Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 3	5 Min
Session Focus	Page 4	1 Min
Causes of Stress	Page 5	9 Min
Stress and Type 2 Diabetes	Page 7	15 Min
Ways To Reduce Stress	Page 9	5 Min
Healthy Ways to Manage Stress	Page 10	15 Min
Plan for Success	Page 13	5 Min
Summary and Closing	Page 14	5 Min

# Welcome and Review



Time Estimate: 5 minutes  
Method: Facilitated Discussion

Participant Guide  
Page—Not Applicable  
(N/A)

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program]. Today, we are going to talk about how to manage stress to support your health goals. Before we start, let's spend a few minutes going over what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?

# Session Focus



Time Estimate: 1 minute  
Method: Presentation

Participant Guide  
Page 1

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all participants to view.

## SAY:

Managing stress can help you prevent or delay type 2 diabetes. Today, we will talk about:

- Some causes of stress
- The link between stress and type 2 diabetes
- Some ways to reduce stress
- Some healthy ways to manage stress

You’ll also get a chance to practice relaxing. Finally, you will make a new action plan.

# Causes of Stress



Time Estimate: 9 minutes  
Methods: Video Presentation,  
Facilitated Discussion

Participant Guide  
Page 2

In this part of the session, participants will learn about some common causes of stress. Then, they will reflect on what causes stress in their daily lives.

## **SAY:**

We'll start by talking about some causes of stress. There are many things in our lives that can cause stress. Please look at "Causes of Stress" on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display "Causes of Stress" from the Participant Guide for all participants to view.

## **DO:**

Read (or have a volunteer read) both stories.

## **DISCUSS:**

In what ways can you relate to these two stories?

## **DO:**

Share the following (if not mentioned by participants):

- Explain that change is often a cause of stress. Like Barbara and Carlos, we all experience change in our lives, which can bring stress on.
- Explain the importance of trying to reframe how we think about change. Accept that change is not always bad and try putting a positive spin on it to help ease your fears about change.
- When a change first occurs, it can feel like you are losing something. Try reframing those initial thoughts. What could feel like a loss now could end up being a win later.

# Causes of Stress

## DISCUSS:

How has stress made you feel? How does it affect those around you?



For a virtual session, encourage participants to use a digital whiteboard or the group chat feature to type their answers. Or have them “raise their hand” in the web conferencing tool, if the option exists.

## DO:

Share the following (if not mentioned by participants):

- I can be short or angry with others for small things.
- People don't enjoy being around me.
- I don't feel healthy.
- I feel like I never have enough time.
- I feel like I have too many responsibilities or things I need to get done now.
- I just don't feel happy.

## DO:

Some participants might say that some stress is okay and that they work well under pressure. Acknowledge this. People react differently to stress. Explain, however, that stress can make us feel bad or engage in less healthy behaviors. Therefore, managing stress is important.

## SAY:

Take a moment to write down two things that cause you stress on a regular basis. We'll come back to these later.

# Stress and Type 2 Diabetes



Time Estimate: 15 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 3

This part of the session helps participants understand the relationship between stress and type 2 diabetes.

## **SAY:**

These stories help us talk about how stress is a regular part of our daily lives. We have also begun to talk about how stress affects us. Now, let's talk about how it impacts our health.

## **DISCUSS:**

How do you think unmanaged stress can impact a person's health?

## **DO:**

Share the following (if not mentioned by participants):

- Gives you headaches
- Causes weight gain
- Causes fatigue
- Increases muscle tension and pain
- Causes stomach upset

## **SAY:**

Now let's look at the link between stress and type 2 diabetes. Please look at "Stress and Type 2 Diabetes" on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display "Stress and Type 2 Diabetes" from the Participant Guide for all participants to view.



# Stress and Type 2 Diabetes

## **SAY:**

Feeling stressed can:

- Cause changes in your blood sugar levels, which increases your risk of getting type 2 diabetes.
- Cause you to act in unhealthy ways.

## **DO:**

Read (or have a volunteer read) the second part of Barbara’s and Carlos’s stories.

## **ASK:**

What are the stresses they both experience, and what do they cause?

## **ANSWER:**

- Homework stress causes unhealthy eating and drinking.
- Work stress causes a lack of exercise.

## **DISCUSS:**

Can you name some other unhealthy actions or feelings and the stress that causes them?

What physical symptoms, like an upset stomach, can be caused by stress?



For a virtual session, encourage participants to use a digital whiteboard or the group chat feature to type their answers. Or have them “raise their hand” in the web conferencing tool, if the option exists.

## **DO:**

As needed, refer participants to the stress-related lists in the Participant Guide on page 4.

# Ways To Reduce Stress



Time Estimate: 5 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 5

In this part of the session, participants discuss tips to make their life less stressful.

## **SAY:**

Unfortunately, there's no surefire way to prevent stress. You may lose your job, get married, have a child, or just need to pay a bill on time. But there are ways to make your life less stressful. Please look at "Ways to Reduce Stress" on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display "Ways To Reduce Stress" from the Participant Guide for all participants to view.

## **DO:**

Review the list and discuss briefly.

## **DISCUSS:**

Earlier you wrote down two things that cause you stress. Can I have a volunteer share how their personal stress might be reduced with one of the strategies in our "Ways to Reduce Stress" list?

What small step can you take to start reducing your stress?



For a virtual session, encourage participants to type their responses in the chat window or "raise their hand" in the web conferencing tool.

## **DO:**

Encourage participants to share their stresses and how they might begin to manage them. Answer any questions that come up.

# Healthy Ways To Manage Stress



Time Estimate: 15 minutes  
Methods: Presentation, Facilitated Discussion

Participant Guide  
Page 6

Participants are presented with ideas for managing stress. They will practice a relaxation technique as a group.

## **SAY:**

We've talked about how to make your life less stressful. But, as we've discussed, there's no surefire way to prevent stress. So, it's important to know how to manage it.

Please look at "Healthy Ways to Manage Stress" on page 6 in the Participant Guide.



For a virtual session, use the screen share feature to display the "Healthy Ways To Manage Stress" in the Participant Guide for all participants to view.

## **DO:**

Review concepts listed in "Healthy Ways To Manage Stress." Discuss briefly. Encourage participants to connect their experiences to Barbara's.

## **Practice Relaxing (optional) (10 minutes)**

## **NOTE:**

You likely won't have time to do all these techniques. So, start with the option you think would work best for your group. It's better to do one well than do all of them poorly.

If it's too crowded to lie down or if participants are unable to comfortably lie on the floor, they can stay in their chairs.

# Healthy Ways To Manage Stress



In a virtual session, you may not be able to simultaneously speak and play music. Instead, you can record yourself talking through this exercise with background music and then play the recording during this session.

## **SAY:**

Your Participant Guide lists some ways to relax. Let's practice one of those methods right now.

## **DO:**

If there's room to lie down, ask participants to find a space on the floor and leave at least one foot between themselves and their neighbors. If they brought a yoga mat, have them sit or lie down on their mats.

Lower the lights. Put on soothing music. Ask participants to close their eyes. If space permits, walk around the room as you talk.



For a virtual session, instruct participants to find a comfortable position in a chair or lying down just as you would in the in-person setting. If you have pre-recorded the exercise, play it now.

## **SAY:**

Let's start by relaxing your muscles. The idea is to tighten and then release each group of muscles in turn.

Let's start with your face muscles. Scrunch up your face. Hold for 5 seconds. Now release. Do you feel the difference?

## **DO:**

Repeat with jaw, shoulder, arm, chest, leg, and foot muscles in turn. Answer questions as needed.

# Healthy Ways To Manage Stress

## **SAY:**

Now let's breathe deeply. Relax your stomach muscles. Place one hand just below your ribs. Take a slow, deep breath through your nose. Do you feel your hand going up? Now breathe out slowly through your mouth. Make sure to breathe out all the way. Do you feel your hand going down?

## **DO:**

Give participants a few minutes. Answer questions as needed.

## **SAY:**

Now let's meditate. Focus on something simple that you find calming. It could be an image or a sound.

Don't worry if other thoughts get in the way. Just go back to your image or sound.

## **DO:**

Give participants a few minutes. Answer questions as needed.

## **DISCUSS:**

What did you think of these ways to relax? Did you find any of them helpful?

## **SAY:**

Keep in mind: It may take time to see results. Relaxing takes practice. Try to practice for at least 10 minutes a day. Think about how you can create a new routine that supports this practice.

# Plan for Success



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also, keep in mind what we discussed today about managing stress.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a healthy reward.
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.

# Summary and Closing



Time Estimate: 5 minutes

Participant Guide  
N/A

## **SAY:**

Please review “Ways to Reduce Stress” on page 5 again. Between now and our next session, try to use one or more of these strategies to reduce one or both of the stresses you wrote down in your Participant Guide.

## **DO:**

Answer questions as needed.

## **SAY:**

We have come to the end of our meeting. Today, we discussed how to manage stress. We talked about:

- Some causes of stress
- The link between stress and type 2 diabetes
- Some ways to reduce stress
- Some healthy ways to manage stress

## **DISCUSS:**

Do you have questions about anything we talked about today?

## **SAY:**

Next time, we’ll talk about the things you tried at home, including your action plan. We’ll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.