



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
- ☐ 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”

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



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

SAY:

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

Program Overview



Alina's Story (5 minutes)

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

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

“Personalized Pledge”: 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].

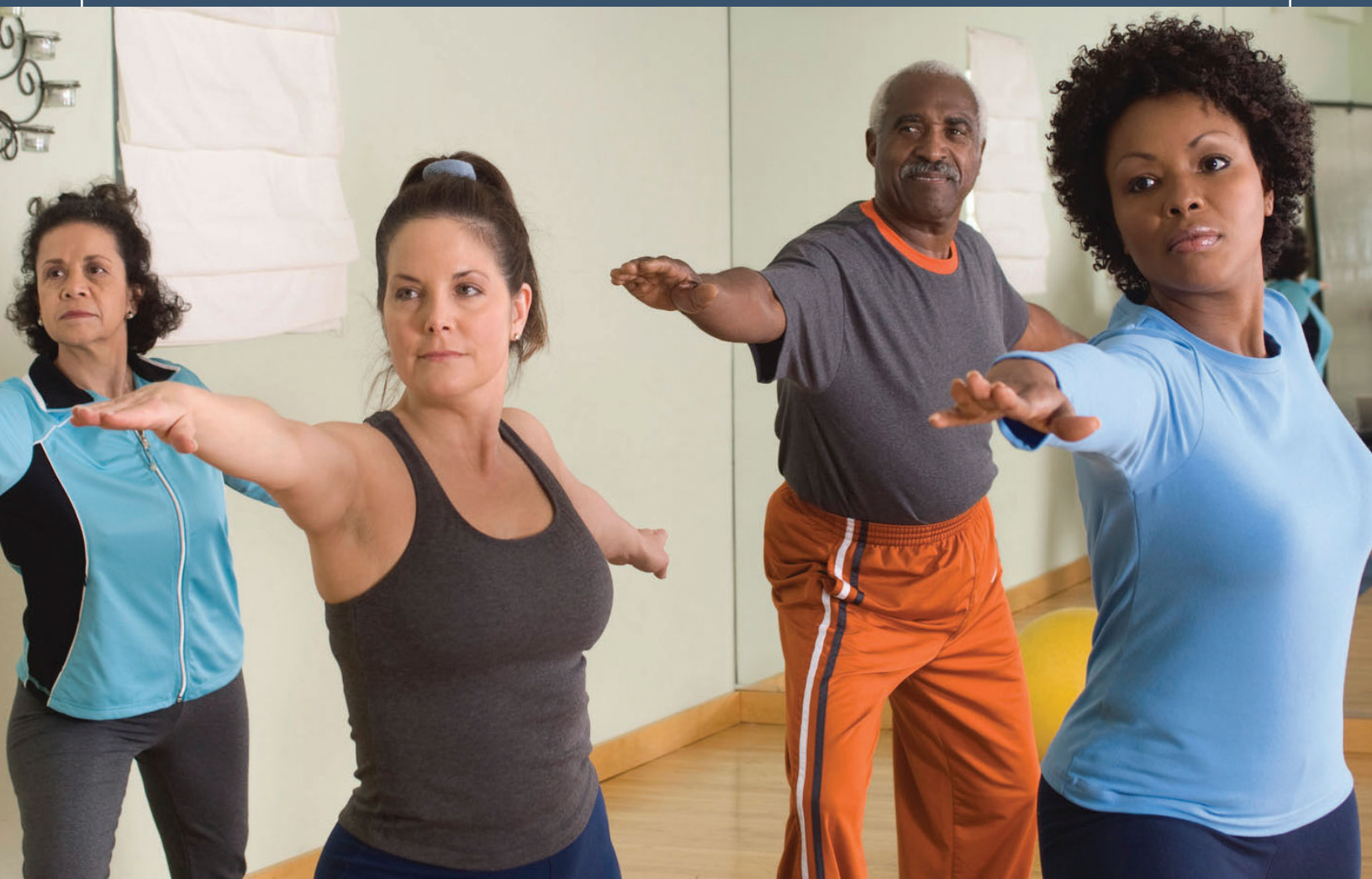
Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

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]
- ☐ 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]

[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].

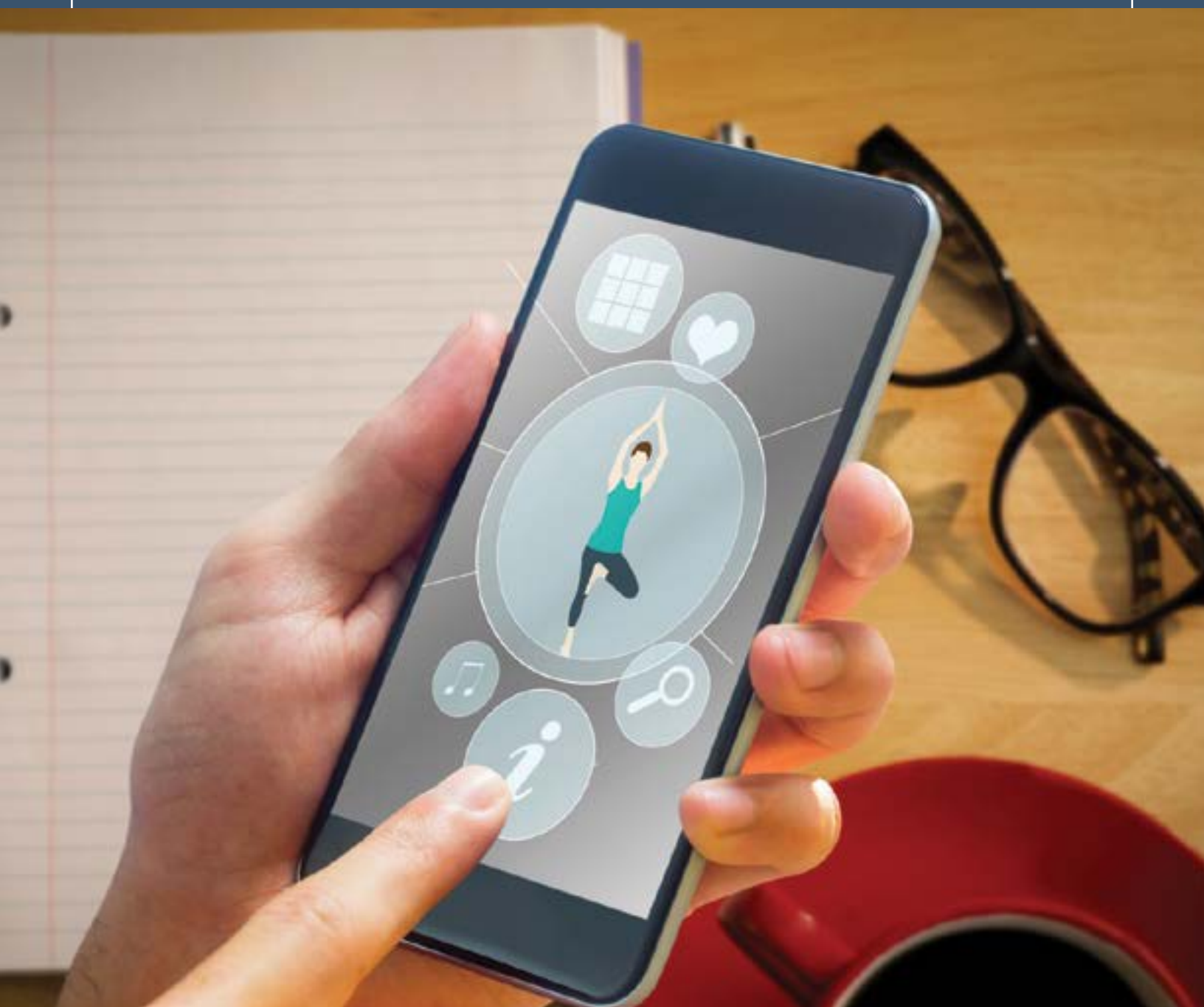
Thank you for coming to this session. Remember to bring your Participant Guide and your Action Plan Journal to the next session.

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
- ☐ 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

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



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.

Eating Well



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]

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
- ☐ Remind participants to view the “Track Your Food” Personal Success Tool module. 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

“Personalized Pledge”: 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.

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]

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]

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]



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.

Enjoy Foods in Healthy Ways



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]

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.



Module 10: Eat Well Away From Home

Lifestyle Coach Guide



Module Overview

Being mindful about the choices made while eating away from home can help prevent or delay type 2 diabetes. This module helps participants understand how to stay on track with their eating goals when ordering takeout and eating at restaurants and social events.

Participant Learning Objectives

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

- Identify factors that affect eating habits and food choices when eating away from home
- Identify ways to form habits that support healthy eating while away from home

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 eating well away from home. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: “Eating out can still be enjoyable! Our next session will provide the tips you need for eating well away from home. Bring a menu from one of your favorite restaurants. Get a menu online or choose one you already have at home. Looking forward to lots of discussion on this topic!”
 - 1–2 Days Prior: “Our next session on eating well away from home is coming up! Prior to the session, read “José’s story” in your Participant Guide on page 2. Also, don’t forget to bring a menu from one of your favorite restaurants! See you soon!”
- ☐ Collect some menus (online or paper-based, depending on your session format) to distribute to participants who come to the session without a menu.
- ☐ If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be two to three participants per group for the “Ordering From the Menu” and “Neighborhood Gathering” group activities.

Module Overview

During this session:

- ☐ As participants arrive, remind them to read José's story before the session starts if they were not able to read it before today's session.

After this session:

- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on eating well away from home. Here are some examples of messages to post:
 - "Remember! Planning ahead before eating out is a great healthy habit to develop. Have you tried this recently since our session concluded? If so, how did it go?"
 - "Think big, but start small! Some tweaks here and there when eating out can help you develop healthy new eating habits. What small changes have been working well so far?"

Module Overview

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
Factors That Affect Our Choices When Eating Out	Page 6	5 Min
New Routines for Eating Well Away From Home	Page 8	15 Min
Dining In/Out	Page 10	25 Min
Plan for Success	Page 15	5 Min
Summary and Closing	Page 16	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 eating well away from home.

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:

Eating well when you’re at home can be hard enough. But eating well when you’re away from home or ordering takeout can be difficult. Eating away from home can mean eating at a restaurant; grabbing fast food; ordering takeout; getting a snack from a vending machine; eating at a social event, such as a work party, picnic, or barbecue; or eating at your mom’s house.

Today we will talk about:

- Factors that affect eating habits and food choices when eating away from home.
- Ways to form habits that support healthy eating while away from home.

You will also make a new action plan today.

Factors That Affect Our Choices When Eating Out



Time Estimate: 5 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

In this section, use José's story to facilitate a discussion on factors that affect eating habits and food choices when eating away from home.

José's Story—Part 1 (5 minutes)

SAY:

There are many factors that affect our choices when we eat away from home. Some of these factors make it difficult for us to make healthy eating choices. Let's look at an example. Please look at "José's Story—Part 1" on page 2 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) "José's Story—Part 1."

ASK:

What factors influence José's choices when eating out?

ANSWER:

José's job requires him to go from one job site to another during the day. So, fast food is easy to pick up along the way. Also, his family encourages him to eat more than he should at family gatherings.

DISCUSS:

How do you connect with José's story? Think about your experiences when you eat out. What makes it difficult for you to eat well when you eat away from home?

Factors That Affect Our Choices When Eating Out

DO:

Encourage participants to write at least two factors in their Participant Guide. Then, elicit volunteers to share their responses. Create a summary of participant responses.



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

SAY:

Thank you to those who shared. Let's look at our list and vote for the two factors that you can relate to most. Then we'll see which one(s) our group experiences the most.



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

DO:

Read through the list and allow time for participants to vote. Once everyone has voted, quickly add up the total votes and share the two experiences everyone related to the most. Ask if anyone wants to discuss a particular experience.

DISCUSS:

What are some ways you try to make healthy choices when eating away from home?

New Routines for Eating Well Away From Home



Time Estimate: 15 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 3

This part of the session provides participants with approaches they can use to create new routines when eating at a restaurant or a social event. Encourage participants to make the best choices within their circumstances.

Dining Out—Small Steps, Big Changes (10 minutes)

SAY:

Now, let's focus on eating at restaurants. Developing healthy habits for eating at restaurants can be tough. But you can still enjoy eating out by creating routines that are healthier!

There are many reasons to love eating out at restaurants. Unfortunately, restaurants can have a lot of highly processed foods with extra calories, saturated fat, and salt. Sure, eating out less is one way to manage your weight, but you can also look for ways to make eating at restaurants work for you.

The good news is almost every restaurant has options that can support your health goals! You just need to know where to look. Whether eating out is part of your regular routine or an occasional treat, there are plenty of healthy routines you can develop for eating out.

Please look at “Dining Out—Small Steps, Big Changes” on page 3 in the Participant Guide.



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

New Routines for Eating Well Away From Home

DO:

Review the example with participants, emphasizing that there are lots of small and simple steps that can be taken when eating out. This example demonstrates the number of calories and grams of fat saved by making small modifications, as shown by Pedro, Nancy and Barbara, and Latasha.

DISCUSS:

Does anyone see anything surprising about these swaps or calorie totals?

Eat Well at Restaurants (5 minutes)

SAY:

Now, let's look at some ways to develop routines that make it easier when eating out. Please look at "Eat Well at Restaurants" on page 4 in the Participant Guide.



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

SAY:

This "Eat Well at Restaurants" guide provides you with some ways you can start new routines when eating out and choosing your food at restaurants. It provides advice for planning ahead before eating out, making healthy swaps, and controlling portion sizes. Take a moment to review some of the suggestions.

Shortly, you're going to practice using this advice using your favorite menu.



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

Participant Guide
Page 6

In this part of the session, participants will practice ordering food from a menu using the suggestions and tips they have learned.

Ordering From the Menu (10 minutes)

DO:

Remind participants that they should have their menu handy for this part of the session.

SAY:

Please look at “Ordering From the Menu” on page 6 in the Participant Guide.



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

SAY:

Using your menu and the tips provided, determine what changes you can make when ordering your food. What options will still allow you to enjoy your meal and the time spent with family or friends?

You will work with a group to help find options that make sense for you. Help each other be successful!

Remember, you may order differently than other participants in your group. For example, one person may want to adjust his or her portion size, while another may want to choose healthier options. You can learn a lot from how others order their food!

Use the worksheet provided to record your decisions and swaps. Then, there are a couple of self-reflection questions you can complete before our review.

Dining In/Out

You have 10 minutes to complete this activity. Plan for about 2–3 minutes per group member. Think about the following questions as you complete this activity:

- What can signal you to use these new routines?
- What are opportunities to practice and repeat your new routine?
- What small, healthy rewards can keep you going while your new habit is developing?



If dividing participants into small groups 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 review of their experience.

DISCUSS:

What kinds of approaches or new routines do you think you could implement today?

DO:

Ask a volunteer to share the changes he or she could make when ordering from a favorite restaurant menu.

DISCUSS:

What other helpful ideas did you discover during this activity that you could also apply and feel comfortable doing?



Eat Well at Social Events Tip Sheet (3 minutes)

SAY:

Now, we're going to shift our focus to social or family events. Please look at the "Eat Well at Social Events Tip Sheet" on page 7 in the Participant Guide



For a virtual session, use the screen share feature to display the "Eat Well at Social Events Tip Sheet" from the Participant Guide for all participants to view.

SAY:

There are things you can do before social or family events to prepare, and there are small steps you can take at events to help you form new routines. As you know, every event is different, and it's best to prepare for how you will handle healthy eating.

DO:

Direct participants to take a few moments to review the tips or review them together as a group.

Neighborhood Gathering (Optional; 10 minutes)

SAY:

Please look at "Neighborhood Gathering" on page 8 in the Participant Guide.



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

Dining In/Out

SAY:

You will work with a group for this activity. Let's all imagine we are at a neighborhood party. Think of all the delicious foods all your neighbors might bring. The challenge for your group is to make a healthy plate from the food selections at the event. Be sure to document a list of the foods at the event and the foods you chose for your plate.



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

DO:

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

When participants return, conduct a short review. If time allows, ask for one volunteer to share their group's food items at their neighborhood gathering and their final plate options.

DISCUSS:

What strategies or tips did your group use to choose your final plate options? What, if anything, did you find particularly challenging when choosing your final plate options? What, if anything, made it easier?

SAY:

Remember, every social event will be different, and it's best to plan ahead and anticipate how you will handle the abundant food options that might be available.

Dining In/Out

José's Story—Part 2 (2 minutes)

SAY:

Remember José? Let's look at what changes he was able to make when eating away from home. Please look at “José's Story—Part 2” on page 9 in the Participant Guide.



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

DO:

Read aloud or describe the ending of José's story.

SAY:

So, José is making small changes and turning them into habits while still having the food he enjoys.

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 well away from home.

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: 4 minutes

Participant Guide
N/A

SAY:

Between now and our next session, I'd like you to spend some time planning new routines for eating well away from home. That way, you'll be ready the next time you go to a restaurant or social event. Remember to use the resources provided in your Participant Guide to help you.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today we discussed how to eat well when you are away from home. We talked about:

- Factors that affect eating habits and food choices when eating away from home.
- Ways to form new habits that support healthy eating while away from home.

DISCUSS:

Do you have questions about anything we talked about today?

SAY:

Next time, we'll talk about the things you tried away from 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 11: Managing Triggers

Lifestyle Coach Guide



Module Overview

Identifying and changing behaviors associated with triggers can help prevent or delay type 2 diabetes. This module shows participants how to change unhealthy patterns associated with these triggers into healthy habits.

Participant Learning Objectives

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

- Explain what a trigger is and how they can create and re-create patterns connected to grocery shopping, eating, and sitting still
- Identify common triggers for grocery shopping, eating, and sitting still and ways to change unhealthy patterns associated with these triggers
- Identify their own triggers that lead to overeating or less healthy choices
- Describe how emotions and cues lead to food choices and eating patterns

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 triggers. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: “During our next session, we’ll talk about triggers that lead to overeating or less healthy choices. For example, do certain situations, moods, or times of day prompt you to overeat or spend more time sitting still? We will be discussing ways to help you turn these patterns into healthier ones. Don’t miss this important session!”
 - 1 to 2 Days Prior: “Our next session on managing triggers is almost here! We will be identifying triggers and brainstorming ways to build new, healthier patterns. Looking forward to diving into this important topic!”
- ☐ If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be three to four participants per group for the “Common Triggers” group activity.

After this session:

- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on triggers. Here are some examples of messages to post:
 - “What strategies have you tried for some of the common triggers we discussed during our last session? Are they working for you?”
 - “What patterns have you successfully changed since our last session on managing triggers?”

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
About Triggers	Page 5	14 Min
Common Triggers	Page 9	20 Min
My Triggers	Page 15	5 Min
Emotions and Cues Lead to Choices	Page 17	5 Min
Plan for Success	Page 19	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 triggers.

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 participants to view.

SAY:

Identifying and changing behaviors associated with triggers can help you stick with your healthy routine. Triggers are things in your life that you react to in a certain way—without even thinking about it.

Today, we will talk about:

- What a trigger is and how we create and re-create patterns connected to grocery shopping, eating, and sitting still
- Common triggers for grocery shopping, eating, and sitting still and ways to change unhealthy patterns associated with these triggers
- Your own triggers that lead to overeating or less healthy choices
- How emotions and cues lead to your food choices and eating patterns

Finally, you will make a new action plan.

About Triggers



Time Estimate: 14 minutes
Methods: Presentation, Facilitated
Discussion

Participant Guide
Page 2

This part of the session provides participants with an understanding of what a trigger is and how triggers form patterns. Use Marta's story to discuss the importance of identifying and changing unhealthy patterns related to triggers.

Marta's Story—Part 1 (14 minutes)

ASK:

What do you think we mean when we talk about triggers?

ANSWER:

A trigger is an event that kicks off an urge to do something. Triggers can be sights, smells, sounds, or feelings that you react to in a certain way, without even thinking about it. They can also be people, places, activities, or situations. For example, hearing the mail truck (trigger) causes you to go to your mailbox to get the mail (action).

SAY:

Over time, it becomes easier for a trigger to form a habit where we find ourselves repeating the same action after the same trigger. When triggers lead to making less healthy choices, they keep us from reaching new eating and physical activity goals.

In this program, we'll look at our current patterns and triggers, think about how they developed over time, and build new patterns that support our health goals. That may mean doing something new—avoiding your afternoon visit to the snack machine, skipping the treats in the grocery checkout lane, or doing some exercise while you talk on the phone. At first, that new action will seem strange, but, as you do it more, you will start to build a new pattern. Soon, turning on your TV may make you reach for your exercise band without even thinking about it. You have built a new habit!

Let's look at an example. Please look at "Marta's Story—Part 1" on page 2 in the Participant Guide.

About Triggers



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

DO:

Read (or ask a volunteer to read) Marta’s story.

SAY:

Again, this is what Marta does almost every workday.

ASK:

What are some of the things in Marta’s life that trigger her to make specific choices?

ANSWER:

- Being sleepy triggers Marta to have coffee. This in turn triggers her to eat a pastry or treat.
- Marta’s need to unwind at the end of the day triggers her to eat chips and drink beer. It also triggers her to lie on the couch instead of being active.
- Seeing a vending machine triggers Marta to want to eat a snack, even if she might not be very hungry.

SAY:

Now, let’s talk about some of the patterns that Marta has created in her day. Please look at the table under Marta’s story.

ASK:

What are the patterns that Marta wants to keep? What’s positive?

About Triggers

ANSWER:

- Having a cup of coffee to wake up
- Having time to herself before she starts the day
- Leaving her desk to take a break
- Going for a walk to the lounge
- Talking to her friend Adam
- Getting a snack
- Relaxing
- Enjoying time with her partner
- Laughing with her partner
- Getting up during the show

ASK:

What are the less healthy patterns that Marta can start to change?

ANSWER:

- Eating a highly processed pastry in the morning (300 calories)
- Eating a highly processed pastry in the afternoon (300 calories)
- Eating highly processed snacks and drinks in the evening (500 calories)
- Falling asleep in front of the TV

SAY:

Understanding our triggers and the choices associated with them gives us the ability to change them. Of course, you'll need to form new patterns consciously at first before it becomes more routine.

Before we read the rest of Marta's story, look back at the table under her story. In the far-right column, take a minute to think about some ways that Marta can change her less healthy patterns. Record your thoughts in the right-hand column.

DO:

Give participants a few minutes to record their ideas in the table.

DISCUSS:

What are some ideas you came up with that Marta might do to make changes to her less healthy patterns?

About Triggers



For a virtual session, encourage participants to type their ideas in the chat window in the web conferencing tool.

SAY:

Please look at “Marta’s Story—Part 2” on page 4 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) the rest of Marta’s story.

ASK:

What new patterns does Marta form?

ANSWER:

- Marta still eats something with her coffee but chooses a healthier option: quick oats with a teaspoon of maple syrup, some fresh blueberries, and a few walnuts.
- Marta takes a 10-minute walk at work with her friend Adam.
- When Marta gets hungry at work, she chooses a healthier snack—such as cut up veggies and dip, a small piece of fruit, or cheese and crackers—instead of going to the vending machine.
- Marta exercises with her partner before watching TV.
- When Marta gets hungry in the evening, she chooses a healthier snack: a light beer and 3 cups of popcorn.

SAY:

In Marta’s story, she is making a lot of changes. Remember, figure out what works for you and be realistic. You may identify just one trigger you want to change. Then, when a new pattern is formed, work on the next one!

Common Triggers



Time Estimate: 20 minutes
Methods: Presentation, Facilitated
Discussion, Group Activity

Participant Guide
Page 5

This part of the session covers common triggers related to grocery shopping, eating, and sitting still. Participants will identify other associated triggers and ways to form new behaviors.

Grocery Shopping, Eating, and Sitting Still Triggers (5 minutes)

SAY:

There are some common triggers we all face that relate to grocery shopping, eating, and sitting still. Please look at “Grocery Shopping, Eating, and Sitting Still Triggers” on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display “Grocery Shopping, Eating, and Sitting Still Triggers” from the Participant Guide for all participants to view.

DISCUSS:

Which of these triggers are familiar to you? How so?



Changing Behaviors for Grocery Shopping, Eating, and Sitting Still Triggers (15 minutes)

SAY:

Now, you will be participating in a group exercise to identify additional triggers associated with grocery shopping, eating, and sitting still, and then brainstorming ideas for ways to form new behaviors for each trigger. Please look at “Changing Behaviors for Grocery Shopping, Eating, and Sitting Still Triggers” on page 6 in the Participant Guide.



For a virtual session, use the screen share feature to display “Changing Behaviors for Grocery Shopping, Eating, and Sitting Still Triggers” from the Participant Guide for all participants to view.

SAY:

A list of grocery shopping, eating, and sitting still triggers appears in the left-hand column. Work with your group to identify other triggers associated with these topics. Record this in the left column where it says “Add Your Own.” Then, brainstorm ideas for ways to form new behaviors for each trigger. Record your ideas in the “Ways To Form New Behaviors” column. Remember to include any ideas or strategies that you’ve learned from our previous sessions that would work here.



If dividing participants into small groups 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.

Join one or more group sessions to facilitate the discussions.

When participants return, briefly discuss their new ideas.

Common Triggers

DISCUSS:

What additional grocery shopping triggers did your group identify?

What ideas did your group come up with for forming new behaviors for these grocery shopping triggers?



For a virtual session, encourage participants to type their ideas in the chat window in the web conferencing tool.

DO:

Share the following (if not mentioned by participants):

- **It's on sale, or I have a coupon for it.**
 - o Find ways to save money on healthy items instead.
 - o Don't clip coupons for unhealthy items.
- **It looks tempting.**
 - o Stay away from the tempting parts of the store, such as the candy, chip, and snack food aisles.
 - o Buy a very small amount. For example, get a single ice cream bar instead of a whole container of ice cream, and choose one with fewer calories.
 - o Buy a healthier version. But take a close look at the Nutrition Facts. Don't rely on the word "healthy" alone.
 - o Keep in mind that the store's goal is to get you to buy things. Come up with a strategy for the checkout line or the "buy one, get one free" specials on foods you are limiting.
 - o Unsubscribe from store email lists that send tempting buys via email.
- **I always buy this.**
 - o Shop with a list and stick to it.
 - o Remind yourself that you are making better choices now.
 - o Try a different store, such as a fruit and vegetable market.

Common Triggers

DISCUSS:

What additional eating triggers did your group identify?

What ideas did your group come up with for forming new behaviors for these eating triggers?



For a virtual session, encourage participants to type their ideas in the chat window in the web conferencing tool.

DO:

Share the following (if not mentioned by participants):

- **I like to nibble on this while I watch TV.**
 - o Avoid eating out of large containers and bags. Get yourself a single serving.
 - o Knit, ride a stationary bike, use resistance bands, or lift weights or water bottles while you're watching TV. Use the commercial break or the end of an episode as an opportunity to get up and move around.
 - o Chew sugar-free gum or drink a glass of water. Or nibble on non-starchy veggies, like celery, carrots, or broccoli. Or eat a piece of fruit.
 - o Eat only at the kitchen or dining room table so you start to establish a new pattern of where you eat.
- **I see the drive-through on my way home from work and I stop.**
 - o Order a healthy option from the menu.
- **I'm enjoying this time with my friends or family—I deserve this!**
 - o Swap your alcoholic drink for zero-sugar options like sparkling water, diet soda, or coffee.
 - o Use a plate to keep track of the amount of food you're eating.
- **I'm really hungry, and it's easier to open a package than to prepare a dish.**
 - o Stock up on healthy items, like baby carrots, cheese sticks, or small servings of unsalted/low-salt nuts.
 - o Prepare small servings of healthy items when you put the packages away.

Common Triggers

- **This looks or smells tempting.**
 - o Keep a supply of healthy items that you like. Make sure they are visible and ready to eat. For example, keep cut-up veggies in your fridge and a bowl of fruit on your table.
 - o If you have something you can't resist, don't add it to your shopping list. Enjoy that food or drink outside your home.
 - o Keep unhealthy items out of sight or make them hard to reach.
 - o Avoid walking by vending machines and "free" food.
 - o Keep healthy snacks on hand.
- **I don't want to waste food.**
 - o Cook smaller amounts.
 - o Store the leftovers in the fridge or freezer.
 - o Give it away.
 - o Remind yourself that your health is more important than a few bites of food.
- **I see TV commercials or social media ads of tempting foods.**
 - o Try not to look at them.
 - o Look for photos and videos of healthy food.
 - o Follow sites that include healthier recipes.

DISCUSS:

What additional triggers for sitting still did groups identify?

What ideas did your group come up with for forming new behaviors for the sitting still triggers?



For a virtual session, encourage participants to type their ideas in the chat window in the web conferencing tool.

Common Triggers

DO:

Share the following (if not mentioned by participants):

- **Watching TV or sporting events**
 - o Be active during commercials or breaks.
 - o Ride a stationary bike or walk in place while you watch TV.
 - o Do stretches or yoga while you watch TV.
- **Talking on the phone**
 - o Walk around while talking on the phone.
- **Playing video games on the computer**
 - o Limit your time on the computer so that you only play for a specific, short amount of time, then do something active.
 - o Set a timer to take a movement break.
 - o Play stand-up interactive video games.
- **Hanging out with friends and family**
 - o Plan a get-together that includes active movement, such as dancing or playing charades.
- **Waiting in the car for kids to finish school/practice**
 - o Take a short walk while waiting.
- **Looking at smartphone, apps, social media**
 - o Look at smartphone, apps, or social media while on a stationary bike.

My Triggers



Time Estimate: 5 minutes
Methods: Presentation, Facilitated
Discussion

Participant Guide
Page 9

This part of the session helps participants identify patterns they want to change, triggers associated with those patterns, and ways to change those patterns.

SAY:

The problem with triggers is that they can cause a pattern of choices that can then turn into an unhealthy eating habit. Let's focus now on triggers that affect you and how you can successfully manage those triggers.

DO:

Please look at “My Triggers” on page 9 in the Participant Guide.



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

DO:

Use ice cream as an example to explain the relationship between triggers and patterns of behavior.

My Triggers

SAY:

Imagine, for a moment, the first time you had ice cream. Maybe your grandmother bought it for you, without your parents knowing. It was a sweet and special treat. You connected the happy feeling of a special time with your grandmother with ice cream. Over your life, you had ice cream again and again—at birthday parties, on a summer vacation, as a special dessert, as a family treat after you walked to the ice cream parlor. Now, even the sight of an ice cream shop or an ad on the radio makes you want ice cream (and all those positive feelings you connect with ice cream!). Sometimes when you are feeling down, you want a big bowl of ice cream—but what you really want is a big serving of those happy feelings!

As you can see, it takes a long time to weave together these connections, and it can take time to unweave them. Although you may always have a special place in your heart for ice cream, and you can enjoy ice cream as part of healthy eating, you can create new connections, too. You can make ice cream cones with fresh fruit and light whipped cream for a birthday party. You can take a nature walk with your grandmother. You can call an old friend when you are feeling down.

DO:

Review the directions and walk through the examples provided in the Participant Guide. Then, give participants a few minutes to complete the table.

DISCUSS:

Who would like to share a pattern, trigger, and change that you've written?

SAY:

Remember, don't attempt to make all these changes at once. It takes a while to change patterns you've grown used to. Over time, the new behaviors will become more natural.

Emotions and Cues Lead to Choices



Time Estimate: 5 minutes
Methods: Presentation, Facilitated
Discussion

Participant Guide
Page 11

Participants will use a list of common cues and feelings to help them identify their unhealthy eating habits or choices associated with them. Then, they will think about why and how they will make an alternate choice.

SAY:

The way you are feeling can have a big impact on your food choices and eating patterns. We don't always make the best decisions when we're hungry, angry, lonely, or tired, or even when we're happy or celebrating. When we have spent the day making a lot of decisions, we may run out of the mental energy to make healthy ones. There's a reason that lots of highly processed foods are right next to the checkout at grocery stores!

DO:

Please look at “Emotions and Cues Lead to Choices” on page 11 in the Participant Guide.



For a virtual session, use the screen share feature to display “Emotions and Cues Lead to Choices” from the Participant Guide for all participants to view.

DO:

Review the directions and give participants a few minutes to complete the table.

DISCUSS:

Who would like to share an eating habit or choice for one of the cues and feelings?

Why do you want to change it?

What will you do to change it?

Emotions and Cues Lead to Choices

DO:

Share the following (if not mentioned by participants):

- **I feel tired.**
 - o Go to bed earlier. Drink a glass of water or chew sugar-free gum instead of eating.
- **I feel stressed.**
 - o Find a new way to care for yourself, like taking a long bath, going to bed early, or spending time in nature.
 - o Manage your feelings in a healthy way. For example, take some deep breaths, call a friend to talk, or listen to some music.
- **I feel angry.**
 - o Ease your feelings in healthy ways. For instance, talk with a friend, watch a funny movie, pray, or journal.
- **I feel nervous.**
 - o Keep your hands busy with writing a postcard, organizing your junk drawer, or working on a project or craft.
- **I feel happy.**
 - o Eat a healthier version of a food.
 - o Have a very small serving of the food you want to eat.
 - o Share the food with someone else.
 - o Make new memories of eating healthy dishes.
- **I feel bored.**
 - o Do something healthy: go for a walk, mow the lawn, or try a new healthy recipe.
- **I feel lonely.**
 - o Contact your friends or family.
 - o Meet people: take a class, join a team or club, or volunteer.
 - o Think about fostering or adopting a pet.

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 triggers and how they can lead to unhealthy choices.

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:

We have come to the end of our meeting. Today, we discussed triggers.

We talked about:

- What a trigger is and how we create and re-create patterns connected to grocery shopping, eating, and sitting still
- Common triggers for grocery shopping, eating, and sitting still and ways to change unhealthy patterns associated with these triggers
- Your own triggers that lead to overeating or less healthy choices
- How emotions and cues lead to your food choices and eating patterns

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 12: Stay Active To Prevent Type 2

Lifestyle Coach Guide



Module Overview

Staying active over the long term can help prevent or delay type 2 diabetes. This module helps participants understand how to overcome some challenges of staying active.

Participant Learning Objectives

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

- Identify some benefits of staying active
- Identify some challenges of staying active and ways to overcome them
- Reflect on how far they've come since they started this program

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 staying active to prevent type 2 diabetes. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: "During our next session, we'll discuss the benefits of staying active. We'll also discuss the challenges of staying active and how to overcome them. Please remember to have your activity logs available and completed. Stay active, everyone. You can do it!"
 - 1 to 2 Days Prior: "Our next session on staying active to prevent type 2 diabetes is almost here! Please remember to have your activity logs available and completed. Start thinking about the benefits of staying active and how you can overcome any challenges."
- ☐ If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be two to three participants per group for the "Look How Far You've Come" group activity.

After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on staying active to 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
Staying Active To Prevent T2	Page 6	14 Min
How To Overcome Challenges	Page 8	15 Min
Look How Far You've Come!	Page 11	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 staying active over the long term.

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 participants to view.

SAY:

Staying active over the long term can help you prevent or delay type 2 diabetes. Today, we will talk about:

- Some benefits of staying active
- Some challenges of staying active and ways to overcome them
- How far you’ve come since you started this program

Finally, you will make a new action plan.

Staying Active To Prevent T2



Time Estimate: 14 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

This part of the session helps participants understand how staying active over the long term can help prevent or delay type 2 diabetes. The first part of Teo's story focuses on the benefits of staying active.

Teo's Story—Part 1 (14 minutes)

SAY:

We'll start by talking about some benefits of staying active over the long term. Let's look at an example. Please look at "Teo's Story—Part 1" on page 2 in the Participant Guide.



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

DO:

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

SAY:

So, Teo has reached his weight and activity goals. His blood sugar is in the normal range now and he has lowered his risk for type 2 diabetes.

ASK:

Besides eating well, what can Teo do to hold on to these gains? How can he keep off the weight he's lost and keep his blood sugar levels normal?

ANSWER:

He can stay active.

Staying Active To Prevent T2

SAY:

Staying active has other benefits.

DISCUSS:

What are some other benefits of staying active?

DO:

Share the following (if not mentioned by participants):

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

DISCUSS:

What benefits of being more active have you experienced? Why do you want to stay active?

How To Overcome Challenges



Time Estimate: 15 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 3

In this part of the session, use the second part of Teo's story to introduce ways to overcome or succeed in the face of challenges when trying to stay active.

Teo's Story—Part 2 (5 minutes)

SAY:

We will be talking about some challenges you may face when trying to stay active and how to overcome them. It can be challenging to get active. But staying active over the long term can also be challenging. Life events may get in your way. And you may feel less motivated over time. As a result, you may find yourself going back to old habits.

Let's check back in with Teo. Please look at "Teo's Story—Part 2" on page 3 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) "Teo's Story—Part 2."

ASK:

What makes it challenging for Teo to stay active?

How To Overcome Challenges

ANSWER:

Since his wife started going to night classes, it's hard for Teo to find time to be active because he has taken over two additional nights of the week to prepare dinner for the family. Also, he's met his weight loss goal, so he feels less motivated.

DISCUSS:

What might make it challenging for you to stay active over the long term?



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

Overcoming Challenges (10 minutes)

SAY:

Please look at “Overcoming Challenges” on page 4 in the Participant Guide. Here are some sample challenges and examples and ways to be successful.



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

DISCUSS:

What are some other ways to be successful when facing these challenges?



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

How To Overcome Challenges

DO:

Encourage participants to write their ideas in the “Other Ways to Succeed” column.

Share the following (if not mentioned by participants):

- **I feel less motivated.**
 - Plan ahead.
 - Keep it fun.
- **I have less time due to life changes.**
 - Walk to get places.
 - Ask for help.
- **I have less money due to life changes.**
 - Do free activities.
 - Buy workout clothes and supplies on sale.
- **The weather is making it hard to walk outside.**
 - Dress for the weather.
 - Walk in a mall.
- **I'm injured.**
 - Find another way to be active.
 - Get more active over time.

SAY:

Whenever you are facing a challenge with staying active, be sure to turn to this page to see examples of how you can overcome them and stick to your healthy habit.

Look How Far You've Come!



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

Participant Guide
Page 8

Participants will engage in a group activity to reflect on their personal experiences with staying active.

SAY:

Let's wrap up by looking at how far you've come with your activity since you started this program. Please look at "Look How Far You've Come!" on page 8 in the Participant Guide.



For a virtual session, use the screen share feature to display "Look How Far You've Come!" from the Participant Guide for all participants to view.

SAY:

You will be placed into groups to discuss your experience with staying active.

DO:

Review the directions for this activity as stated in the Participant Guide. Each group will be discussing the following questions:

- What types of activity did you do when you first started this program? What types of activity do you do now?
- How many minutes a day were you active when you first started this program? How many minutes a day are you active now?
- How did you feel about being active when you first started this program? How do you feel about being active now?



If dividing participants into small groups is not possible for a virtual session, conduct the activity as a whole group.

Look How Far You've Come!

DO:

Share group assignments and begin small group meetings. Give participants an exact time to meet back as a whole group. Join one or more group sessions to facilitate discussion.

When groups have completed the activity, have a volunteer from each group give a brief overview of what was discussed within their group.

SAY:

Some of you have reached your physical activity goal. Some of you are still working toward it. That's fine. The important thing is that you make staying active part of your normal routine. When you form a habit and stick to it, it will become a part of your natural routine.

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 staying 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.

Summary and Closing



Time Estimate: 5 minutes

Participant Guide
Page 9

SAY:

Between now and the next session, please continue completing “Overcoming Challenges” on page 4 in the Participant Guide. Write your own ideas in the column labeled “Other Ways to Succeed.” Check off each idea you try.

I’d also like you to complete “How Will I Stay Active” on page 9. Think about why you want to stay active over the long term. Also think about the challenges you might face, and how you will overcome them. You can use “Tips for Staying Active Every Day” on pages 10 for ideas.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed staying active over the long term. We talked about:

- Some benefits of staying active
- Some challenges of staying active and ways to overcome them
- How far you’ve come since you started this program

DISCUSS:

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 13: Take Charge of Your Thoughts

Lifestyle Coach Guide



Module Overview

Taking charge of your thoughts can help you stay in control of the choices you make to protect your health and prevent or delay type 2 diabetes. This module teaches participants how to replace negative thoughts with helpful thoughts.

Participant Learning Objectives

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

- Discuss how to replace negative thoughts with helpful thoughts
- Practice replacing a negative thought with a helpful thought

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 taking charge of their thoughts. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: “Managing the way you eat and drink, your activity, and even sleep can feel very challenging at times. Did you know that how we *think* can make it easier—or harder? Join us for our next meeting where we’ll explore different ways of thinking about our situations. Bring 12 index cards for one of our activities. This will be a fun and beneficial session for everyone!”
 - 1 to 2 Days Prior: “By replacing negative thoughts with helpful thoughts, you can stay on track to achieve better health outcomes! At our next session, we will be participating in a group activity to explore this further. Bring 12 index cards for this activity. See you soon!”
- ☐ To save time, consider printing the negative thoughts card sets in advance for the “Changing Negative Thoughts” group activity.

After this session:

- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation on taking charge of their thoughts. Here are some examples of messages to post:
 - “Remember to notice how you’re thinking! Are you making excuses or finding solutions? Are you self-labeling or looking at your gains, however small? You have the tools to replace those negative thoughts with helpful messages!”
 - “Have you found an effective way to put the brakes on your negative thoughts? Some people use a word or phrase or even an image. Share what’s working for you—someone in the group might want to give it 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
Negative Thoughts vs. Helpful Thoughts	Page 5	14 Min
Replace Negative Thoughts With Helpful Thoughts	Page 7	30 Min
Plan for Success	Page 12	5 Min
Summary and Closing	Page 13	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 taking charge of your thoughts 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 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 participants to view.

SAY:

Taking charge of your thoughts can help you stay in control of the choices you make to protect your health and prevent or delay type 2 diabetes. Today, we will:

- Discuss how to replace negative thoughts with helpful thoughts
- Practice replacing a negative thought with a helpful thought

Finally, you will make a new action plan.

Negative Thoughts vs. Helpful Thoughts



Time Estimate: 14 minute
Method: Facilitated Discussion

Participant Guide
Page 2

This part of the session introduces the concepts of negative and helpful thoughts and the effect of each on choices and behavior. Use “Fabienne’s Story” to discuss the difference between negative and helpful thoughts. Then, talk about ways to prevent negative thinking.

Fabienne’s Story (14 minutes)

SAY:

Let’s start by talking about the difference between negative and helpful thoughts.

DISCUSS:

- How do you think negative thoughts get in the way of your eating and activity goals?
- How do you think helpful thoughts support your eating and activity goals?

DO:

Share the following (if not mentioned by participants):

- Negative thoughts can get in the way of your eating and activity goals, increasing your risk of type 2 diabetes.
- On the other hand, helpful thoughts help you reach your goals. So, they lower your risk of type 2 diabetes.

SAY:

Please look at “Fabienne’s Story” on page 2 in the Participant Guide.



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

ASK:

What negative thought does Fabienne have at first?

Negative Thoughts vs. Helpful Thoughts

ANSWER:

“Ugh, the weather is lousy. I’ll just skip my walk today.”

ASK:

What does Fabienne do next?

ANSWER:

Fabienne remembers how well she’s been doing at staying active. Walking every day has become part of her routine, and she’s so proud of herself!

SAY:

So, Fabienne starts out with a negative thought: skipping her walk. Then, she STOPS and remembers her success and how good it makes her feel. She knows that she is building a new habit of staying active.

ASK:

What helpful thought does Fabienne have to replace the negative thought about skipping her walk?

ANSWER:

“It’s raining, so instead of walking today, I’m going to do some chair exercises.”

SAY:

So, Fabienne is telling herself: “Yes, it’s raining out. But that won’t stop me from reaching my activity goal. I’ll still be active. I’ll just do it inside.”

DO:

Make sure participants understand the difference between negative and helpful thoughts before moving on to the next section. For example, check for understanding by asking for additional examples of helpful thoughts for Fabienne.

Discuss the “Tips To Manage Negative Thinking” below “Fabienne’s Story.”

Replace Negative Thoughts With Helpful Thoughts



Time Estimate: 30 minutes
Methods: Presentation, Facilitated
Discussion, Group Activity

Participant Guide
Page 4

This part of the session discusses how to identify types of negative thoughts, how to stop them, and how to replace them with helpful thoughts.

Note: You don't need to cover all the types of negative thoughts in this section. Choose the types that are most relevant to your group.

Three Steps To Replace Negative Thoughts With Helpful Thoughts (5 minutes)

DISCUSS:

If you had one habit or negative thought that you wanted to change in order to improve your health, what would that be?

SAY:

We've talked about the difference between negative and helpful thoughts. Now let's discuss how to replace negative thoughts with helpful thoughts.

Please look at "Three Steps To Replace Negative Thoughts With Helpful Thoughts" on page 4 in the Participant Guide.



For a virtual session, use the screen share feature to display "Three Steps To Replace Negative Thoughts With Helpful Thoughts" from the Participant Guide for all participants to view.

Replace Negative Thoughts With Helpful Thoughts



DO:

Use the “Three Steps To Replace Negative Thoughts With Helpful Thoughts” framework to discuss how to identify negative thoughts, put on the brakes, and think helpful thoughts instead. Pause after each step to give participants a moment to use the space provided in the Participant Guide to write down their thoughts to the questions.

Changing Negative Thoughts (25 minutes)

SAY:

Please look at “Changing Negative Thoughts” on page 5 in the Participant Guide.



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

SAY:

Recognizing the type of negative thought can help you turn it into a helpful thought. Let’s look at each type.

DO:

Review and explain the six different types of negative thoughts listed on page X in the Participant Guide:

- All or Nothing
- Making Excuses
- Filtering
- Self-Labeling
- Comparing
- Pessimistic

Replace Negative Thoughts With Helpful Thoughts

SAY:

Now, let's participate in an activity to learn more about recognizing these types of negative thoughts and how to turn them around.

Look at the examples of negative thoughts on page 5 in the Participant Guide. Take out 12 index cards. Write each negative thought on a card (one negative thought per card).

DO:

Direct participants to shuffle their cards and place them face down. Ask for a volunteer to choose one of their cards to read aloud to the group. Then, ask all participants to find that card within their deck.

Use the negative thought chosen by the participant to lead a discussion about that type of negative thought. First, ask participants which type of thought it is (All or Nothing, Making Excuses, Filtering, Self-Labeling, Comparing, Pessimistic). Then, have participants brainstorm ideas for replacing the negative thought with a helpful thought. Have participants write these ideas on the back of their card.

Repeat this process for the remaining negative thoughts.

Use the discussion points below as a guide.

DISCUSS:

All or Nothing:

- I can't eat ice cream ever again.
- Exercise is boring.

What are some helpful thoughts that could replace these all-or-nothing thoughts: If not mentioned by participants, share the following examples:

- I can have ice cream once in a while.
- When I do have ice cream, I'll measure it.
- I'll keep trying new activities until I find one that I like.

Replace Negative Thoughts With Helpful Thoughts

Making Excuses:

- It's too cold (or hot) outside to go for a walk.
- I can't meet my eating goals because my wife keeps baking cookies.

What are some helpful thoughts that could replace these excuses?

If not mentioned by participants, share the following examples:

- I will dress for the weather and walk anyway.
- I will exercise inside today.
- I will invite my wife to cook something healthy together.

Filtering:

- No one else supports my healthy lifestyle.
- I haven't stuck to my healthy eating plan this week.

What if you could switch the “bad” filter for a “good” one and focus on the good? What are some helpful “good filtering” thoughts you could think instead?

If not mentioned by participants, share the following examples:

- My friend Shelly supports it.
- I will ask for more support.
- I stuck to eating nutritious meals four out of seven days.
- I have a plan for how to stay on track in the future.

Self-Labeling:

- I'm such a weakling.
- I'm the world's worst cook.

Can you think of some helpful thoughts that could replace those self-labeling thoughts?

If not mentioned by participants, share the following examples:

- I can climb stairs without getting out of breath now.
- I'll be a little more active each week.
- My daughter liked the stir-fry I made last night.
- I'll keep learning more about cooking.
- Now I know my way around the kitchen and can make some pretty tasty and healthy meals.

Replace Negative Thoughts With Helpful Thoughts

Comparing:

- Teo has lost so much more weight than I have.
- Stella is so much stronger than I am.

Who can think of a helpful thought to replace these comparing thoughts?

If not mentioned by participants, share the following examples:

- My weight loss has slowed down, so I'll ask Teo for some tips.
- I'd like to be stronger, so I'll try using a resistance band.

Pessimistic:

- I just know I'm going to get hurt. Then I won't be able to work out.
- I just know I'm going to get type 2 diabetes since both of my parents had it.

Who can suggest a helpful thought to replace these pessimistic thoughts?

If not mentioned by participants, share the following examples:

- I'll take steps to work out safely.
- If I do get hurt, I'll find a different way to be active.
- I know a lot more about how to prevent type 2 diabetes than my parents did.
- I'll do what I can to prevent type 2 diabetes.

SAY:

When negative thoughts enter your mind, it's important to remember how well you are doing and how far you have come on your journey to prevent type 2 diabetes. It can take time to replace negative thoughts with positive ones. But keep practicing and it will become a habit.

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 taking charge of your thoughts.

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 plans.

Summary and Closing



Time Estimate: 5 minutes

Participant Guide
Pages 3-4

SAY:

Between now and our next session, I'd like you to practice taking charge of your thoughts. Follow the "Three Steps To Replace Negative Thoughts With Helpful Thoughts" on page 4. You can use "Tips To Manage Negative Thinking" on page 3 for ideas.



For a virtual session, use the screen share feature to display "Three Steps To Replace Negative Thoughts With Helpful Thoughts" from the Participant Guide for all participants to view.

DISCUSS:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed how taking charge of your thoughts can help you prevent or delay type 2 diabetes. We:

- Discussed how to replace negative thoughts with helpful thoughts
- Practiced replacing a negative thought with a helpful thought

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 Action Plan Journal to the next session.

End of meeting.



Module 14: Get Back on Track

Lifestyle Coach Guide



Module Overview

Learning to get back on track with eating and activity goals after a slip-up is important for building habits that stick. This module teaches participants what to do when they get off track.

Participant Learning Objectives

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

- Explain how to get back on track with their eating and activity goals and prevent similar slip-ups in the future by:
 - Staying positive
 - Following the five steps of problem solving

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 back on track. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: “Thank you for joining us last [day of the week when previous session was held]. We all have times when we miss our targets. Join us next time to find out how to recover and get back on track!”
 - 1 to 2 Days Prior: “Don’t forget to join us this [day of the week when next session will be held] to find out how you can get back on track after a slip-up with your eating or activity plan. We’ll talk about ways to handle it so it doesn’t stall your progress.”
- ☐ If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be two to three participants per group for the “Five Steps of Problem Solving” group activity.

After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on getting back on track. Here are some examples of messages to post:
 - “Hi there! I hope that you enjoyed our session on [day of the week when session was held]! Have you started your action plan for this week? If so, how do you feel it is going? Is it helping you to stay on track? If you haven’t done your plan, there’s still time. Start today!”
 - “Remember that even if you get off track with your eating and activity goals from time to time, you can recover. Stay positive and use the five steps of problem solving to get back on track!”

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
Everyone Gets Off Track	Page 6	9 Min
Stay Positive and Solve Problems	Page 7	35 Min
Plan for Success	Page 14	5 Min
Summary and Closing	Page 15	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 back on track with your eating and activity goals after a slip-up.

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 normal to get off track with your eating and activity goals from time to time. Today, we will talk about:

- How to get back on track with your eating and activity goals and prevent similar slip-ups in the future by:
 - Staying positive
 - Using the five steps of problem solving

Finally, you will make a new action plan.

Everyone Gets Off Track



Time Estimate: 9 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

Use Kofi's story to discuss how everyone gets off track with their eating and activity goals sometimes.

Kofi's Story—Part 1 (9 minutes)

SAY:

You've been doing a great job staying on track with your eating and activity goals. But there may be times when you fall short of your goals for a week or two. This is called a lapse, and it's very normal. Let's look at an example. Please look at "Kofi's Story—Part 1" on page 2 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) "Kofi's Story—Part 1." Then discuss.

DISCUSS:

In what ways do you identify with Kofi? What kinds of things cause you to "go off the rails," "fall off the wagon," or lapse? How do you feel when you do?

How are you different from Kofi? Think about a time when you got back on track. How did that make you feel?

DO:

Allow time for participants to share their personal challenges and feelings.

Stay Positive and Solve Problems



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

Participant Guide
Page 3

In this part of the session, participants learn about staying positive and taking action to get back on track with their eating and activity goals.

SAY:

It is important to remember that lapsing is normal. You are not alone, and you are not a failure because you have a bad day or even a bad week or two. A lapse is only a big deal if you let it become one. Don't give up, and don't give in to negative thoughts. It is important to stay positive and focused on your long-term goals.

DO:

Mention some of the examples of success that participants noted in the discussion about Kofi's story.

ASK:

What are some positive things that you can tell yourself when you find that you have lapsed?

ANSWER:

Possible answers from participants include:

- I've made so much progress.
- I can get back on track.
- My family and friends will help me.



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

Stay Positive and Solve Problems



Kofi's Story—Part 2 (5 minutes)

SAY:

Let's go back to Kofi's story and look at what he does. Please look at "Kofi's Story—Part 2" on page 3 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) "Kofi's Story—Part 2." Then discuss.

SAY:

Kofi does what we've just been talking about. He knows that he has gotten off track, but he also knows that it isn't unusual. He tells himself that even though he has gotten off track for a moment, he can recover. He decides to stay positive and take action to get back on track and prevent similar lapses in the future. He also uses the five steps of problem solving. Let's look at these steps and see how they can help you when you need help getting back on track.

Five Steps of Problem Solving (25 minutes)

SAY:

Please look at "Five Steps of Problem Solving" on page 4 in the Participant Guide.



For a virtual session, use the screen share feature to display "Five Steps of Problem Solving" from the Participant Guide for all participants to view.

Stay Positive and Solve Problems

SAY:

Problem solving has five steps:

1. Describe your problem.
2. Come up with options.
3. Choose the best options.
4. Make an action plan.
5. Try it.

We will discuss each of these steps and look at them through Kofi's situation. Write answers to our discussion in the Participant Guide.

The first step is to clearly describe your problem. What happened that took you off track? You also need to figure out what caused the problem.

Look at the section titled "Step 1: Describe Your Problem." First, Kofi clearly describes his problems. He realizes that he is doing two things that have taken him off track.

ASK:

What did Kofi do that led to him getting off track?

ANSWER:

Problem 1: He didn't eat a healthy lunch each day.

Problem 2: He didn't get enough activity each day.

ASK:

Kofi also thinks about what caused these lapses and realizes that both of these problems have the same root cause. What do you think it was?

ANSWER:

Kofi is worried about losing his job.

Stay Positive and Solve Problems

SAY:

His worry about his job is the root cause of his problems. It led to him going into work early and working through lunch, which led to him not eating a healthy lunch or getting as much activity as he should.

Once you've described your problem, the second step is to come up with options for solving it. Remember that both of Kofi's problems have the same root cause—he is worried about losing his job.

Now, you will work in groups to discuss some ideas of what Kofi can do to address the real worry that he might lose his job. Record your ideas under “Step 2: Come Up With Options” on page 5 in the Participant Guide.



If dividing participants into small groups is not possible for a virtual session, conduct the activity as a whole group.

DO:

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

ASK:

What are some ways for Kofi to deal with his worry of losing his job?

ANSWER:

Possible answers from participants include:

- Ask his boss if his job is really in danger. He may be worrying for no reason.
- Ask his boss what he can do to protect his job.
- Think of ways he can still work through lunch and meet his health goals.

Stay Positive and Solve Problems

SAY:

Let's be realistic, though. Suppose Kofi asks these questions and finds out that his job really is in danger. Kofi might feel like he has to decide if he can really afford to stick to his health goals or should focus on his job instead. Let's weigh the pros and cons.

DISCUSS:

What are the pros and the cons of Kofi setting aside his goals for now and focusing on this job?



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):

Pros:

- Kofi might keep his job.

Cons:

- Kofi gains weight.
- Kofi doesn't get enough activity.
- Kofi makes unhealthy eating choices.

Participants may fall on the side that Kofi should not set aside his goals. Or participants may fall on the side that Kofi should focus on his work. In this case, discuss how Kofi can identify small changes to make until he can get back to his healthy routine.

DISCUSS:

Now, let's focus on two more questions under Step 2.

Let's say Kofi still feels like he needs to come in early and work through lunch. How could he make sure he eats a healthy lunch and gets enough activity each day?

Stay Positive and Solve Problems

DO:

Share the following (if not mentioned by participants):

To make sure he eats a healthy lunch each day, Kofi could:

- Pack his lunch the night before or on the weekend
- Keep a stash of healthy snacks at work
- Try to buy items that he can pack quickly, such as fruit and yogurt

To make sure he gets enough activity each day, Kofi could:

- Take the stairs instead of the elevator
- Ride his bike to work
- Park in a distant part of the lot
- Walk in the evening after dinner

SAY:

Once you've come up with options to solve your problems, the third step is to choose the best options. Let's jot down the best options under "Step 3: Choose the Best Options" on page 5 in the Participant Guide.

DISCUSS:

We brainstormed lots of great options for Kofi. Which do you think were best?

DO:

Work together to choose things that Kofi can do in the coming week.

SAY:

Once you've chosen the best options to solve your problem, the fourth step is to make an action plan to put those options into practice. This is something you've been doing since you started PreventT2, so I'm sure you're very good at it by now.

Look at "Step 4: Make an Action Plan" on page 6 in the Participant Guide. You'll find a copy of a blank action plan page like you have been using. In a minute, I'm going to dismiss you back to the same groups that you were in to make Kofi an action plan to solve Problem 1.

Stay Positive and Solve Problems

ASK:

What is the first of Kofi's goals?

ANSWER:

To eat a healthy lunch each day.

SAY:

Please write “eat a healthy lunch each day” next to “Between now and the next session, my goal is to ____.” Now let's write two options we chose for Kofi by Action 1 and Action 2.

DO:

Have participants divide into the same small groups to work on an action plan for Kofi. Tell them to fill in the rest of the action plan (where, how long, challenges, ways to overcome). Give participants an exact time to meet back as a whole group.



If dividing participants into small groups is not possible for a virtual session, conduct the activity as a whole group.

DO:

Have each group share their action plan for Kofi and offer praise and guidance as needed.

SAY:

Once you've made an action plan, the fifth step is to give it a try.

Kofi's Story—Part 3 (1 minute)

Let's see how Kofi did. Please look at “Kofi's Story—Part 3” on page 6 in the Participant Guide.



For a virtual session, use the screen share feature to display “Kofi's Story—Part 3” from the Participant Guide for all participants to view.

DO:

Read (or ask a volunteer to read) “Kofi's Story—Part 3.”

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 getting back on track.

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
Page 7

SAY:

Between now and our next session, I'd like you to complete "Get Back on Track" on page 7 in the Participant Guide. Please think about issues that have caused—or may cause—you to get off track with your eating and activity goals. Choose one of these problems. Then stay positive and use the five steps of problem solving.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we talked about how to get back on track with your eating and activity goals and prevent similar lapses in the future by:

- Staying positive
- Using the five steps of problem solving

DISCUSS:

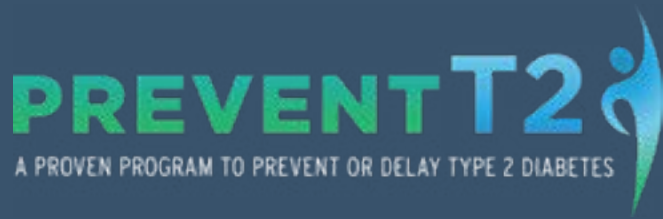
Do you have questions about anything we talked about today?

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 15: Get Support

Lifestyle Coach Guide



Module Overview

Getting support from other people is an important part of having the resources needed to make lasting changes. This module teaches participants how to get support for their healthy lifestyle.

Participant Learning Objectives

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

- Identify how to get support from family, friends, and coworkers; groups, classes, and clubs; and health care and other professionals

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 support. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: “It can be tough to engage in a healthy lifestyle without support. Our next session will provide the tips you need for getting support. I am looking forward to lots of discussion on this topic!”
 - 1 to 2 Days Prior: “Our next session on getting support is coming up! We will discuss how getting support from the people in your life is important to achieving and maintaining a healthy lifestyle.”
- ☐ 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 “Practice Getting Support” group activity.

During this session:

- ☐ Compile a list of local or online support groups, classes, and clubs that participants might be interested in that support a healthy lifestyle.

After this session:

- ☐ Remind participants to view the “Get Support” Personal Success Tool module (www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=14).
- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on getting support. Here are some examples of messages to post:
 - “Remember! Getting support from those around you is a great way to maintain your healthy lifestyle. What ways have you gotten support since our last class?”
 - “Have you used any of the tips since our last class for starting the conversation about asking for support from family, friends, or coworkers? What worked or didn’t work so well?”
- ☐ On the group’s social media page, post the compiled list of local groups, classes, and clubs that participants shared during the discussion on getting support from groups, classes, and clubs.

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
How To Get Support	Page 5	44 Min
Plan for Success	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 getting support for your healthy lifestyle.

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:

Let’s face it—it’s not easy to make lasting changes to your lifestyle. Fortunately, you don’t have to do it alone.

Getting support for your healthy lifestyle is an important part of making sure you have what you need to make changes you can stick to.

Today, we will talk about how to get support from family, friends, and coworkers; groups, classes, and clubs; and health care and other professionals.

Finally, you will make your new action plan.

Think about a time you had a big job to do. Who made it easier? How? We’ll talk about how to get these kinds of supports for your lifestyle change. How about people who meant well but weren’t really helpful? What did that look like? We’ll talk about how to manage that too.

How To Get Support



Time Estimate: 44 minutes
Methods: Presentation, Facilitated
Discussion

Participant Guide
Page 2

This part of the session focuses on the importance of getting support from family, friends, and coworkers to help support a healthy lifestyle.

Jim's Story (10 minutes)

SAY:

You've been working hard to make healthy changes to your lifestyle. Your family, friends, and coworkers can have a big impact on those efforts, for better or for worse.

Let's start by talking about some ways that family, friends, and coworkers might get in the way of your healthy lifestyle. This is not always on purpose, but it happens.

Let's look at an example. Please look at "Jim's Story" on page 2 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) the first two paragraphs of the story.

DISCUSS:

Jim's family, friends, and coworkers were unaware that they were doing things unsupportive to Jim's healthy lifestyle. How might your family, friends and coworkers unknowingly create obstacles in your healthy lifestyle?

How To Get Support

DO:

Share the following (if not mentioned by participants):

- Buy and cook unhealthy items
- Complain about the healthy items you buy and cook
- Eat unhealthy items and offer them to you
- Invite you to do things that involve sitting or lying around
- Make it hard for you to find time to be active
- Decline to do active things with you
- Tell you you're fine the way you are, so you don't need to change
- Make it difficult for you to say no by offering you a dish they made for you
- Make unhelpful comments about how and what you're eating

SAY:

Now let's turn this around.

DISCUSS:

What are some ways family, friends, and coworkers could support your healthy lifestyle?

DO:

Share the following (if not mentioned by participants):

- Agree to do active things with you
- Buy and cook healthy items
- Eat healthy items and offer them to you
- Encourage you to stick to your healthy lifestyle
- Invite you to do healthy things
- Praise you for being active
- Praise the healthy items you buy and cook
- Tell you you're making great progress

How To Get Support

SAY:

It can be challenging to begin a new healthy lifestyle, but finding ways to get support from your family, friends, and coworkers can make it easier to maintain.

Your family, friends, and coworkers care about you and want you to be well. But they might not understand what you're doing or why you're doing it. Or they might not know how to support your efforts. It's up to you to tell them.

Please look back at “Jim’s Story” on page 2 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) the rest of Jim’s story.

DISCUSS:

Jim found ways to reach out to his family, friends, and coworkers so they could understand his journey. How could you get family, friends, and coworkers to support your healthy lifestyle?

Get Support From Family, Friends, and Coworkers (5 minutes)

SAY:

Please look at “Get Support from Family, Friends, and Coworkers” on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display “Get Support from Family, Friends, and Coworkers” from the Participant Guide for all participants to view.

How To Get Support

DO:

Review the ideas for reaching out to family, friends, and coworkers for support. Discuss those ideas not mentioned in the previous discussion.

Direct participants to the conversation starters at the bottom of the page.

SAY:

Here are a couple of examples of ways to start the conversation with family, friends, and coworkers.

DISCUSS:

What are some other ways you can think of to start off the conversation with a family member, friend, or coworker?

DO:

Encourage participants to write down their ideas in the space provided at the bottom of the page.

Share the following (if not mentioned by participants):

- I don't feel great. I'm tired and exhausted all the time. I need to take care of myself.
- I want to feel more confident.
- I don't feel like I'm in control of what I eat.
- I need to set a good example for my children.



Practice Getting Support (Optional) (10 minutes)

SAY:

Getting support from family, friends, and coworkers takes practice. Let's practice right now. Please look at "Practice Getting Support" on page 5 in the Participant Guide.



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

SAY:

We are going to practice asking a family member, friend, or coworker to support your healthy lifestyle. Each of you will think about what you would say. Then, we can act it out with a partner. Use the ideas we discussed from "Get Support From Family, Friends, and Coworkers" on page 3 of the Participant Guide. Then, write down some ideas and tips you used in your role play that were helpful in asking for support.

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 tips and ideas for what went well during the role plays.

How To Get Support

Overcoming Challenges (5 minutes)

SAY:

We know that it's possible that some of our family, friends, and coworkers may not be receptive to and supportive of our healthy lifestyle. Let's talk about what those challenges are and how we can overcome them.

Please look at "Overcoming Challenges" on page 6 in the Participant Guide.



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

DISCUSS:

What are some challenges that you face now or might face when a family member, friend, or coworker isn't being supportive?



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.

DISCUSS:

If a family member, friend, or coworker is not supportive, what tips can we use to overcome that challenge?

DO:

Share the following (if not mentioned by participants):

- Explain your reason for living a healthy lifestyle.
- Share key facts about the negative effects of not following a healthy lifestyle.
- Share the consequences of developing type 2 diabetes.
- Share key facts about the positive effects of having a healthy lifestyle.
- Get active with a coworker, neighbor, or friend who wants to do so.
- Acknowledge that some people are not going to understand and find ways to manage the stress of being around them.

How To Get Support

Get Support From Groups, Classes, and Clubs (9 minutes)



For a virtual session, use the screen share feature to display “Get Support From Groups, Classes, and Clubs” from the Participant Guide for all participants to view.

SAY:

One way to get support from others in your community is to join a support group. Some support groups meet in person. Others connect online.

Support groups are for people who share a common issue. There are support groups for people who have lost a child, for people with cancer, and for people with a spouse who drinks too much. There are also support groups for people like you—who want to lower their risk of type 2 diabetes and have a healthy lifestyle.

Support group members share facts, ideas, and feelings. They listen to and encourage each other.

Another way to get support from others in your community is to join an online health community. There are health communities for people with a range of lifestyle goals. Members share tips and stories, enjoy friendly competition, and cheer each other on.

Another way to get support from others in your community is to take a class or join a club. This lets you learn about and practice healthy habits with like-minded people.

DO:

Compile a list of the local or online support groups, classes, and clubs that participants mention during this discussion to post on the group’s social media page.

How To Get Support

DISCUSS:

What are some classes and clubs that could support your healthy eating habits?

And what are some classes and clubs that could support your healthy activity habits?

What about some classes or clubs that could help you manage stress?

What are some ways to find groups, classes, and clubs that support your healthy lifestyle?

DO:

Share the following (if not mentioned by participants):

Classes and clubs that support healthy eating habits include those for:

- Healthy cooking
- Healthy meal planning

Classes and clubs that support healthy activity habits include those for:

- Dancing
- Softball
- Walking

Classes and clubs that support stress management include those for:

- Arts and crafts
- Community service/volunteering
- Being physically active

Ways to find groups, classes, and clubs that support your healthy lifestyle include:

- Asking your health care provider
- Contacting community groups
- Searching online

SAY:

Some community groups can also connect you with health care services, transportation assistance, financial help, and more.

How To Get Support

Get Support From Professionals (5 minutes)

SAY:

We've talked about how to get support from family, friends, and coworkers and from others in your community. Now let's talk about how to get support from professionals—people who have specialized training.

Please look at “Get Support From Professionals” on page 8 in your Participant Guide.



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

DO:

Review the list of professionals who could support your healthy lifestyle habits. Discuss briefly.

SAY:

I hope you'll always feel free to ask me for support.

Plan for Success



Time Estimate: 5 minutes

Participant Guide
Page 9

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 support.

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 plans.

Plan for Success

SAY:

Please look at the “Get Support Module” on page 9 in the Participant Guide.

I encourage everyone to review this “Get Support” module. This module contains suggestions for how to find social support for positive changes and a Support Action Plan that you can tailor and print.

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

DO:

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

(www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=14)

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

Summary and Closing



Time Estimate: 4 minutes

Participant Guide
Page 6

SAY:

Between now and the next session, I'd like you to continue adding challenges to the "Overcoming Challenges" chart on page 6 in the Participant Guide. In the left column, write down the challenges you encounter as you try to maintain your healthy lifestyle. In the right column, write how you will get support and overcome these challenges.

I'd also like you to reread "Get Support From Groups, Classes, and Clubs" on page 7. Think about trying some of these ideas! I will also be posting the list of groups, classes, and clubs we discussed today.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed getting support for your healthy lifestyle. We talked about how to get support from family, friends, and coworkers; groups, classes, and clubs; and health care and other professionals.

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 16: Stay Motivated To Prevent Type 2

Lifestyle Coach Guide



Module Overview

Staying motivated can help people stick to their healthy habits for preventing or delaying type 2 diabetes. This module helps participants reflect on their progress and keep making positive changes over the next 6 months.

Please note: This module should be done at the 6-month mark.

Participant Learning Objectives

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

- Reflect on how far they've come since they started this program
- Identify the group's next steps
- Set individual goals for the next 6 months

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 staying motivated to prevent type 2 diabetes. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: "During our next session, we are going to talk about staying motivated as we work to prevent type 2 diabetes. That begins with celebrating how far you've come and all the hard work you have put into this. Reply back to me with your proudest accomplishment so far that you would like to share with the group."
 - 2 to 3 Days Prior: "It's time to start thinking about next steps. How should you adjust your goals, routines, and habits to maintain your progress and stay motivated? We'll review the personal goals you set when we started. See you in a couple of days!"

- ☐ Create a document to display the accomplishments from participants during the “Look How Far You’ve Come!” section.
- ☐ Optional. Prepare a group progress report to share with participants during the session.
- ☐ Optional. Prepare individual progress reports for participants. These can be handed out during the session, emailed, or mailed to participants.
- ☐ Optional. Let participants know that you will be taking a group photo or ask participants to take a photo and text or email it to you.

After this session:

- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on staying motivated. Here are some examples of messages to post:
 - “Remember to write down or update your personal goals. Setting and reflecting on these goals will help you stay motivated and define your success.”
 - “Let’s continue the learning. Share how you met your goals or a challenge you faced head on and overcame. You can also share your updated personal goals and challenges you expect.”

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
Look How Far You’ve Come!	Page 6	19 Min
Our Next Steps	Page 10	5 Min
Your Goals for the Next 6 Months	Page 12	20 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 staying motivated over the next 6 months. 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 participants to view.

SAY:

Staying motivated over the next 6 months can help you stick to your healthy habits for preventing or delaying type 2 diabetes.

Today, we will talk about:

- How far you’ve come since you started this program
- Our group’s next steps
- Individual goals for the next 6 months

Finally, you will make a new action plan.

Look How Far You've Come!



Time Estimate: 19 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
Page—Not Applicable
(N/A)

The activities in this section celebrate the successes of the group and those of each participant.

SAY:

Let's start by looking at how far you've come since you started this program 6 months ago. Leading up to this session, I've been asking you for notes about what you each have accomplished, from changing what you eat to increasing your activity to overcoming challenges.

Let's take a look at what we have accomplished together.

DO:

Display the collection of testimonials and notes you received from participants before the session. Review a variety of accomplishments, asking for details from those willing to share.



For a virtual session, use the screen share feature to display the group's accomplishments.

DISCUSS:

I'd like to take a couple of minutes for questions or thoughts on our progress. What are your questions for me or for another member about their progress? What have you learned that was key to your progress? What are you most proud of?

DO:

Facilitate the conversation to encourage sharing and support among members. Highlight the new skills that participants have been using, barriers or problems they solved, and growth in confidence. Try to be specific, such as "Pam, you have really become an expert in making beautiful, healthy lunches."

Look How Far You've Come!

Group Progress Report (Optional; 5 minutes)

DO:

Prepare a group progress report to share with participants. Provide totals for the whole group, not individuals. The report should include:

- Pounds the group has lost (starting total body weight minus most recent total body weight)
- Percent of body weight the group has lost (total pounds the group has lost divided by total starting weight)
- Minutes of activity per week the group has added (most recent total minutes minus starting total minutes)

SAY:

Let's look at how much progress you've made as a group.

DO:

Hand out or display a report that gives the group's progress so far. Explain the report. Use a flip chart or whiteboard if you wish.



For a virtual session, use the screen share feature to display the report as you discuss the group's accomplishments.

Look How Far You've Come!

Individual Progress Report (Optional; 5 minutes)

DO:

Prepare individual progress reports for each participant. Each report should include:

- Pounds the person has lost (starting body weight minus most recent body weight)
- Percent of body weight the person has lost (pounds the person has lost divided by the person's starting weight)
- Minutes of activity per week the person has added (most recent minutes minus starting minutes)

Hand out individual progress reports to participants. Explain the report. Use a flip chart or whiteboard if you wish.

These reports are intended to be private. Be sensitive that participants may not want to share their progress with others. However, depending on your group and if participants feel comfortable sharing their individual progress, divide participants into small groups to reflect on their progress.



If your group is meeting virtually, consider scheduling one-on-one time with each participant over the phone or on a video call to review individual reports. You can also email or mail the reports in advance and review them broadly during the session.

SAY:

This report is just for you. No one else will see it unless you want to share it.

What general questions, if any, do you have?

Look How Far You've Come!

Group Photo (Optional; 5 minutes)

DO:

Create a photo memory of participants' experience in PreventT2. Plan to give it to them at the last session. Some photo options include:

- Take a photo of the entire group.
- Have participants send you a photo of themselves taken at home or offer to take photos of participants who aren't able to take and send photos on their own. Use these individual photos to create a collage of the group.

SAY:

I will give you a copy of the photo(s) at the last session. Some of you have reached your weight and activity goals. Others of you are still working toward them. But all of you have made great progress. I'm so proud of you, and I hope you're proud too.

Our Next Steps



Time Estimate: 5 minutes
Method: Facilitated Discussion

Participant Guide
N/A

In this part of the session, share the activities that will be completed in the next 6 months and what support options are available.

DISCUSS:

If we are to be successful in our work together, what would that look like?

SAY:

Now let's look at where this group is headed.

DO:

Tell participants what to expect over the next 6 months of the program. Talk about the topics that will be covered, how often the group will meet, and any get-togethers that will happen. Answer questions as needed.

SAY:

Meeting less often can make it challenging to stay motivated. So, I urge you to come to all the sessions that are left. And remember: There are other ways to get support.

DISCUSS:

What are some other ways to get support?

Our Next Steps

DO:

Share the following (if not mentioned by participants):

You can get support from:

- Family, friends, and coworkers
- Groups, classes, and clubs (online and in person)
- Health care and other professionals

Encourage your group to connect outside of session time. You can facilitate this by forming an in-person or online social network and by setting up get-togethers. (See “Program Overview” for more details.)

Tell participants that they can refer to “Module 15: Get Support” in the Participant Guide to learn more about getting support.

Your Goals for the Next 6 Months



Time Estimate: 20 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

This activity supports participants in setting goals for the next 6 months of the program.

SAY:

We've discussed this group's next steps. Now let's talk about your next steps.

You've come so far since you started this program. And you've overcome many challenges along the way. Now, it's time to check in on that new version of yourself you have been working toward over the last 6 months.

Marie's Story (10 minutes)

Please look at "Marie's Story" on page 2 of the Participant Guide.



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

DO:

Read (or ask a volunteer to read) Marie's story.

DISCUSS:

What has Marie learned about herself? What is she doing to stay motivated?

Your Goals for the Next 6 Months

DO:

Share the following (if not mentioned by participants):

- She has changed her routines and is developing new habits, which are a huge part of the new version of herself she wants to see.
- To stay motivated, she wants to be part of a couple that is committed to preventing type 2 diabetes. This is just the motivation she needs to create even more great habits.

Individual Goals for the Next 6 Months (10 minutes)

DISCUSS:

When you think about the next 6 months, what are some things you would like to do? What habits will you need to keep? What new ones do you think you will add?

SAY:

Please look at “Individual Goals for the Next 6 Months” on page 3 in the Participant Guide. First, look at the personal goals you created back in our first session. Then, take a few moments to review how you have done and if you need to revise any goals or create a new goal or two. Write your new or revised goals in the space provided.

DO:

Allow a few minutes for participants to review their personal goals and think about changes that need to be made. Answer questions and assist participants as needed.

DISCUSS:

If you have met one of your goals and need to create a new one, can you share how you were able to accomplish your goal? What new goal are you excited about?

If you haven't been able to reach your goals, what has prevented you from accomplishing them? What have you learned about trying to accomplish this goal? How do you plan to adjust your goals?

Your Goals for the Next 6 Months

SAY:

Now let's write down your next steps. In addition to your personal goals, you again have activity and weight loss goals.

As you can see, your activity goal for the next 6 months is unchanged—to get at least 150 minutes of activity each week at a moderate pace or more. Ideally, that's 30 minutes of activity 5 days a week. If, however, you would like to step it up and make a higher goal, write this new goal in the space provided.

You may want to revise your weight goal. Let's fill it out together.

First, fill in what you weigh now. Next, decide if you want to lose weight or maintain your weight in the next 6 months. Mark your choice in the Participant Guide. If your goal is to lose weight, write the weight you will reach. If your goal is to maintain your weight, write the weight you will stay at.

DO:

Help participants fill in their weight goals.

Plan for Success



Time Estimate: 5 minutes

Participant Guide
Page 4

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 staying motivated as you continue on your journey to prevent type 2 diabetes.

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 “Stay Motivated” module and “Personalized Pledge” on page 4 and 5 in the Participant Guide.

I encourage everyone to review this “Stay Motivated” module. This interactive module includes steps to stay motivated and ideas for beating self-defeating thoughts. You can create a new personalized pledge to stay committed to your goals.

DO:

Tell participants to follow the links provided to access the “Stay Motivated” module and the “Personalized Pledge.”

(“Stay Motivated” module: www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=16)

(“Personalized Pledge”: www.cdc.gov/diabetes/programs/preventt2/pledge.html?pledge=3)

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

Summary and Closing



Time Estimate: 5 minutes

Participant Guide
Page 6

SAY:

Between now and the next session, please complete “Celebrate Your Success” on page 6 in the Participant Guide. Write your ideas in the “Other Ways To Celebrate” column. Check off each idea you try.

I’d also like you to complete “How To Stay Motivated” on pages 7-9 in the Participant Guide. Write your ideas in the “Other Ways To Stay Motivated” column. Check off each idea you try.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed staying motivated over the next 6 months. We talked about:

- How far you’ve come since you started this program
- Our group’s next steps
- Individual goals for the next 6 months

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 17: When Weight Loss Stalls

Lifestyle Coach Guide



Module Overview

Taking action when weight loss stalls can help prevent or delay type 2 diabetes. This module helps participants understand how to start losing weight again.

Participant Learning Objectives

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

- Explain some reasons why weight loss can stall
- Identify other non-scale ways their body tells them that they are making progress on their health goals
- Explain the value of maintaining weight and how to start losing weight again

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 taking action when weight loss stalls. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: “Our next session is about taking action when weight loss stalls. This happens to a lot of people! Find out why in our next session and ways to start losing weight again. Please bring your favorite recipe to this session for a fun activity. Don’t miss this important session!”
 - 1 to 2 Days Prior: “Our next session is almost here! We will be discussing ways to start losing weight again when your weight loss has stalled. Don’t forget to bring your favorite recipe! We’ll be talking about how taking in fewer calories can help. See you soon!”
- ☐ If applicable, set up the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be three to four participants per group for the “Healthier Ingredient Swaps” group activity.

After this session:

- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation on when weight loss stalls. Here are some sample messages to post:
 - “What strategies from our last session have you tried in order to consume fewer calories?”
 - “Remember that increasing your activity can make your healthy food and drink choices more effective at helping you 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
Why Weight Loss Can Stall	Page 5	14 Min
How To Start Losing Weight Again	Page 8	30 Min
Plan for Success	Page 14	5 Min
Summary and Closing	Page 15	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 what to do when your weight loss stalls.

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:

Taking action when your weight loss stalls can help you prevent or delay type 2 diabetes. Today, we will talk about:

- Multiple reasons why weight loss can stall
- Other non-scale ways your body tells you that you’re making progress on your health goals
- The value of maintaining your weight and how to start losing weight again

Finally, you will make a new action plan.

Why Weight Loss Can Stall



Time Estimate: 14 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

Use Roxanne's story to introduce the discussion on reasons why weight loss might stall and ideas for small changes to successfully maintain and continue losing weight.

Roxanne's Story (4 minutes)

SAY:

Many people who make healthy lifestyle changes find that the pounds come off quickly at first. Then, all of a sudden, they start to have trouble losing weight. Their weight loss slows down or even stalls. It's normal to have these periods of slow weight loss.

Let's look at an example. Please look at "Roxanne's Story" on page 2 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) Roxanne's story.

DISCUSS:

Does this sound familiar to any of you? What have you experienced?

SAY:

If your weight loss stalls, the first step is to figure out why. One reason your weight loss may stall is that you're paying less attention to your eating and drinking patterns. Or you may have stopped being as physically active as you were when you started the program.

ASK:

How can you refocus your eating and activity patterns?

Why Weight Loss Can Stall

ANSWER:

Possible answers from participants include:

- Track your activity.
- Track what you eat and drink.

Reasons Why Weight Loss Stalls (10 minutes)

SAY:

Please look at “Reasons Why Weight Loss Stalls” on page 3 in the Participant Guide.



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

DO:

Explain that weight loss can stall for different reasons and can vary considerably among people. Tell participants that this list provides multiple reasons and that you will be discussing some of these reasons right now.

SAY:

Your weight loss may also stall because you’ve lost weight. If you haven’t changed your eating and activity goals to match your lower weight, you may start to regain weight.

ASK:

Why do you need to change your eating and activity goals when you lose weight?

ANSWER:

The less you weigh, the fewer calories you need just to maintain your weight. So in order to lose weight, you need to either take in fewer calories or burn more calories. That means you need to change your eating and activity goals to match your new weight. Your body has gotten used to the type and level of physical activity you’re doing. Try increasing the intensity or duration of your activity (meaning work a little harder or a little longer).

Why Weight Loss Can Stall

SAY:

Your weight loss may also slow down if some of the weight you've lost is muscle.

ASK:

Why might losing muscle cause weight loss to stall?

ANSWER:

Muscle burns calories, even at rest. So when you lose muscle, you don't burn as many calories.

SAY:

Finally, your weight loss may slow down once you're no longer in the early stages of lifestyle change. When you first start cutting calories to lose weight, your body at first burns stores of glycogen—a type of carbohydrate that contains water. This is commonly referred to as “water weight.” For most people, once they have lost this water weight, weight loss slows down. Only after you stop losing this water weight do you start losing body fat.

ASK:

How does stress and lack of sleep affect your weight loss?

ANSWER:

Regular stress and poor sleep may cause weight loss to stall or may cause you to gain weight.

Sleep plays a vital role in regulating hormones that affect a person's hunger and appetite. Not getting enough sleep can affect these hormones. As a result, you might eat healthier food or more food than you need.

When stressed, your body releases a hormone that promotes increased fat around your stomach. Stress also causes some people to eat larger amounts of fattier or saltier foods.

DO:

Turn participants' focus to the list of reminders at the bottom of “Reasons Why Weight Loss Stalls” on page 3 in the Participant Guide. Review the list with participants.

How To Start Losing Weight Again



Time Estimate: 30 minutes
Methods: Presentation, Facilitated
Discussion, Group Activity

Participant Guide
Page 4

In this part of the session, participants will learn ways to get back on track and start losing weight again. They will participate in a group activity to brainstorm ideas for eating and drinking fewer calories and making healthier ingredient swaps in recipes.

SAY:

Once you know why your weight loss has slowed down or stopped, the next step is to make a plan. If you have reached your weight loss goal, the plan may be to celebrate your weight loss maintenance and keep your weight at your new normal. But, if you are still actively trying to lose weight, you may need a different strategy. Let's say you find that your weight loss has stalled because you're eating a few more calories a day or burning fewer calories through activity. You can carefully track your food and make some healthy swaps. Or you can increase how long or how intensely you are physically active. Remember: It's normal to get off track from time to time. The important thing is to get back on track and learn how to continue to "tune up" your lifestyle patterns in the future.

ASK:

How can you get back on track?

ANSWER:

To get back on track, stay positive and use the five steps of problem solving:

1. Describe how you got off track.
2. Come up with options to get back on track.
3. Choose one or two of the best options.
4. Make an action plan.
5. Try it.

SAY:

Let's say you find that your weight loss has stalled because you've lost weight. And you haven't changed your eating and activity goals to match your lower weight. Before you can set new eating and activity goals, you'll need to find out how much your daily calorie needs have changed since you started this program.

How To Start Losing Weight Again

ASK:

What are daily calorie needs?

ANSWER:

The calories you need to maintain your weight. Your daily calorie needs are based on your age, sex, height, build, and weight.

ASK:

How can you find out your daily calorie needs?

ANSWER:

- Ask your health care provider.
- Use a smartphone or computer app.
- Use an online tool.

DO:

Take a few moments to share apps and online tools for finding daily calorie needs. Ask participants to share any tools or resources they have used.

Roxanne's Weight Loss (5 minutes)

SAY:

Please look at “Roxanne’s Weight Loss” on page 4 in the Participant Guide. Take a look at the graph.



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

ASK:

What has happened to Roxanne’s weight lately?

ANSWER:

It has leveled off.

How To Start Losing Weight Again

SAY:

Now let's look at the chart called "Roxanne's Daily Calorie Needs" on the same page.

ASK:

What were Roxanne's daily calorie needs before she lost weight?

ANSWER:

1,750 calories

ASK:

And what are Roxanne's daily calorie needs now?

ANSWER:

1,650 calories

ASK:

So what is the change in Roxanne's daily calorie needs?

ANSWER:

100 calories ($1,750 - 1,650 = 100$)

SAY:

Since Roxanne's daily calorie needs have changed, she decides to set new eating and activity goals. She makes small changes in her lifestyle to cut an extra 100 calories each day. Keep in mind: This is Roxanne's goal. Your goal may be different.

ASK:

How could Roxanne cut those 100 calories?

ANSWER:

Possible answers from participants include:

- Take in 100 fewer calories each day
- Burn 100 more calories each day
- Do a mixture of the two

How To Start Losing Weight Again



Ways To Take in Fewer Calories (5 minutes)

SAY:

Now let's look at some example food swaps and ways you can take in fewer calories each day. Please look at "Ways To Take in Fewer Calories" on page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display "Ways to Take in Fewer Calories" from the Participant Guide for all participants to view.

DO:

Review the lists of ideas on ways to take in fewer calories.

DISCUSS:

What ideas on these lists have you tried? What has worked well? What hasn't worked as well?

Healthier Ingredient Swaps (10 minutes)

SAY:

Now let's practice how we can take in fewer calories by making healthier ingredient swaps. Please take out your recipe.

Please look at "Healthier Ingredient Swaps" on page 7 in the Participant Guide.



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

SAY:

For this activity, you will work in groups to find ways to include healthier ingredient swaps for your recipes. Record your healthy ingredient swaps in the space provided in your Participant Guide. And record any key takeaways from the activity that you might want to share with the whole group.

How To Start Losing Weight Again



If dividing participants into small groups 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. Join one or more group sessions to facilitate the discussions.

When participants have completed the activity, have a volunteer from each group provide some of the healthy ingredient swaps that were discussed within their group. Encourage participants to record any important whole-group takeaways in their Participant Guide.

Following this activity, encourage participants to use social media platforms to continue sharing their swaps. Ask for a volunteer who would be interested in being the swap organizer who can create a page dedicated to swaps that can be shared among the group.

How To Burn 100 Calories (5 minutes)

SAY:

Please look at “How To Burn 100 Calories” on page 8 in the Participant Guide.



For a virtual session, use the screen share feature to display “How to Burn 100 Calories” from the Participant Guide for all participants to view.

SAY:

Another way to cut 100 calories a day is to burn more calories by increasing your physical activity. This may include walking longer distances, faster, or up steeper hills. This list provides you with some ideas for burning more calories.

ASK:

Let’s say you find that your weight loss has stalled because some of the weight you’ve lost is muscle. How could you build muscle?

How To Start Losing Weight Again

ANSWER:

Possible answers from participants include:

- Do wall push-ups
- Do arm raises with weights
- Do arm curls with resistance bands
- Lift weights
- Do squats with resistance bands

SAY:

Think about the type of physical activity you are currently doing weekly. Include, as applicable, the distance, length, and number of times per week.

DISCUSS:

What are some ways that you might adjust your current physical activity routine to build more muscle and/or burn more calories?



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.

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 a stall in weight loss and how to maintain your weight or start losing weight again.

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 plans.

Summary and Closing



Time Estimate: 5 minutes

Participant Guide
Page 9

SAY:

It's a good idea to keep an eye on your Weight Log. It can help you spot trends. If you ever think your weight loss has stalled, please tell me. I'll help you figure out why so that you can start losing weight again.

DO:

If you'd like, share apps and online tools for graphing changes in weight.

SAY:

Between now and the next session, please read "Snacking and Weight Loss" on page 9 of the Participant Guide. It's important to consider how your favorite snacks might be affecting your weight loss.

We have come to the end of our meeting. Today, we discussed how taking action when your weight loss stalls can help you prevent or delay type 2 diabetes. We talked about:

- Some reasons why weight loss can stall
- Other ways besides weight loss your body tells you that you are making progress on your health goals
- The value of maintaining your weight and how to start losing weight again

DISCUSS:

What questions do you have about what we discussed 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 18: Take a Movement Break

Lifestyle Coach Guide



Module Overview

Taking a 2-minute movement break every 30 minutes can help people meet their physical activity goals and prevent or delay type 2 diabetes. This module introduces ways participants can overcome barriers to taking movement breaks. If including an activity break during this session, be sure to review and follow your program's safety policy.

Participant Learning Objectives

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

- Describe the link between sitting still and type 2 diabetes
- Identify some challenges of taking movement breaks and ways to overcome them

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 group to prepare and motivate them for this upcoming session on taking a movement break. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: "Movement breaks every 30 minutes can help you meet your physical activity goals and prevent or delay type 2 diabetes. Our next session will focus on the importance of movement breaks and some challenges we might face. I am looking forward to lots of discussion on this topic!"
 - 1 to 2 Days Prior: "Our next session is on taking movement breaks! We'll be discussing a lot of ways that you can fit this important break into your daily routine. Don't miss this important topic!"

During this session:

- ❑ Ensure you have access to the CDC resource guide “Physical Activity Breaks for the Workplace” for the “Take a Movement Break” part of this session. [www.cdc.gov/workplacehealthpromotion/initiatives/resource-center/pdf/Workplace-Physical-Activity-Break-Guide-508.pdf]

After this session:

- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation on taking movement breaks. Here are some examples of messages to post:
 - “Remember! Don’t forget to participate in our movement break challenge with your partner! How many breaks have you taken this week with your partner? Remember to record all of your breaks to share when we meet next time.”
 - “Have you encountered any new movement break challenges? Remember to refer to the “How To Overcome Challenges” chart for ideas to overcome these challenges. Or reach out to our group for new ideas.”

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
Sitting Still and Type 2 Diabetes	Page 6	24 Min
How To Overcome Challenges	Page 10	20 Min
Plan for Success	Page 12	5 Min
Summary and Closing	Page 13	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 taking movement breaks.

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 participants to view.

SAY:

Taking a 2-minute movement break every 30 minutes can help you prevent or delay type 2 diabetes. Today, we will talk about:

- The link between sitting still and type 2 diabetes
- Some challenges of taking movement breaks and ways to overcome them

We’ll also get a chance to take a movement break.

Finally, you will make a new action plan.

Sitting Still and Type 2 Diabetes



Time Estimate: 24 minutes

Methods: Presentation, Facilitated Discussion, Group Activity

Participant Guide
Page 2

Participants will learn the importance of taking movement breaks and how they can incorporate these breaks into their daily routine.

Terry's Story (14 minutes)

SAY:

Let's start by talking about the link between sitting still and type 2 diabetes. Many of us spend most of our day sitting still.

Please look at "Terry's Story" on page 2 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) the first four paragraphs of the story. (Read all but the last paragraph.)

DISCUSS:

How about you? How much of your day do you spend sitting still?

DO:

Discuss answers based on what participants do for a living. For instance, some may have desk jobs. Some may be on their feet all day. Others may be retired.

Sitting Still and Type 2 Diabetes

SAY:

Studies show that the more time you spend sitting still, the greater your risk of health problems. These include type 2 diabetes, obesity, heart problems, and some types of cancer.

That's why experts say it's important to get out of your seat. They suggest taking a 2-minute movement break every 30 minutes. The break doesn't need to be long or vigorous. The key is to move.

Let's go back to the story.

DO:

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

SAY:

A 2-minute movement break every 30 minutes may seem overwhelming, as it did for Terry. Remember that taking small steps is a good place to start! Start small like Terry did. If you can take a movement break every few hours at first, that's a great start. When that gets to become more routine, then decrease the amount of time between breaks.

If helpful, set reminders to take movement breaks. For example, set your phone alarm or a timed message to display on your computer.

ASK:

Now, let's talk about what Terry does during her movement breaks. What does Terry do?

ANSWER:

She stands up during her train ride. At work, she walks around her office while she talks on the phone and uses an exercise ball at the computer.

ASK:

What could you do for a 2-minute movement break right now?

Sitting Still and Type 2 Diabetes



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.

ANSWER:

Possible answers from participants include:

- Dance
- Do side steps
- March or jog in place
- Touch your toes
- Walk around
- Climb stairs
- Use common household items such as soup cans, water bottles, or laundry detergent jugs as hand weights.
- Use a chair with no wheels to do squats or practice leg raises.

Take A Movement Break (10 minutes)

SAY:

Let's take a 2-minute movement break right now. I am going to share with you some examples of movement breaks that can be done throughout the day, and then we will practice doing a movement break together.

Please look at “Take a Movement Break” on page 2 in the Participant Guide.

Sitting Still and Type 2 Diabetes



DO:

Share the CDC resource guide “Physical Activity Breaks for the Workplace.” [www.cdc.gov/workplacehealthpromotion/initiatives/resource-center/pdf/Workplace-Physical-Activity-Break-Guide-508.pdf]



For a virtual session, use the screen share feature to display the CDC resource guide “Physical Activity Breaks for the Workplace” for all participants to view.

SAY:

This resource provides a lot of information about incorporating physical activity in the workplace, but of course you can incorporate these movement ideas anywhere.

DO:

Share links to the movement videos and exercises. Select links to show participants samples of some of the videos, such as the Latin Chair Salsa Workout or 5-Minute Yoga at Your Office Desk.

Ask participants which exercise they would like to do together for a fun 2-minute movement break.

Take the 2-minute movement break with participants and have fun!

How To Overcome Challenges



Time Estimate: 20 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 3

In this part of the session, participants discuss the challenges of taking movement breaks and ways to overcome them.

SAY:

Let's talk about some challenges of taking movement breaks. Please look at "How To Overcome Challenges" on page 3 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:

Let's focus our attention on the left-hand column "Challenge." Listed here are two common challenges to taking movement breaks. Take a moment to write some challenges that you can think of that you might face.

DISCUSS:

What do you think might be challenging about taking a 2-minute movement break every 30 minutes?



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.

How To Overcome Challenges

SAY:

The middle column focuses on ways to overcome these challenges. Many of these ideas can be used for lots of challenges we might face. Take a moment to review these ideas.

DISCUSS:

Let's brainstorm together. What are some other ways to overcome these challenges? Let's write these in the third column "Other Ways To Overcome."

DO:

Ask participants what other challenges they wrote down that they would like to discuss.

SAY:

Taking a movement break in one's daily routine can be a challenge in our busy lives. I encourage you to refer back to this list to try these ideas when facing new challenges.

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 taking a movement break.

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:

Between now and the next session, we will have a movement break challenge! If you want to participate in the challenge, you will work with a partner, exchange contact information, and set times where you will contact one another to participate in a movement break. Keep a record of the activity and how many times you create a movement break. We will share in the next session. Participating in the challenge is optional.

DO:

Have participants who want to participate pair up and exchange their contact information.

Following the meeting, post a reminder on the group's social media page to participate in this movement break challenge.

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed how taking a 2-minute movement break every 30 minutes can help you prevent or delay type 2 diabetes. We talked about:

- The link between sitting still and type 2 diabetes
- Some challenges of taking movement breaks and ways to overcome them

We also got a chance to take a movement break.

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 19: Keep Your Heart Healthy

Lifestyle Coach Guide



Module Overview

People who are at risk for type 2 diabetes are also at risk for heart problems. This module helps participants understand how to keep their hearts healthy.

Participant Learning Objectives

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

- Explain why heart health matters
- Explain how to keep their hearts healthy
- Explain why they should limit salt and how to do it
- Explain how to make healthier choices about fats

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 keeping your heart healthy. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: “How is your heart? In our upcoming session, we’ll be talking about why heart health matters and how you can keep your heart healthy. Don’t miss it!”
 - 1 to 2 Days Prior: “It’s almost time for our session on heart health. Bring any questions you have about keeping your heart healthy to the session!”
- ☐ Set aside some time to preview the following suggested resources for use in this session:
 - “7 Strategies to Live a Heart-Healthy Lifestyle” [www.cdc.gov/chronicdisease/resources/infographic/hearthealth.htm]
 - “Heart Disease” [www.cdc.gov/heartdisease/index.htm]
 - Ready, Set, Quit! handout.
 - “What is Cholesterol?” [www.youtube.com/watch?reload=9&app=desktop&v=inagswqMDds]
 - “ABCs of Heart Health” (English) [millionhearts.hhs.gov/files/4_Steps_Forward_English.pdf]

- ☐ For “The Heart of the Matter” activity, write each symptom or disease on a sticky note. Participants will sort each note into one of three categories: brain, heart, or arteries.
- ☐ Optional. Set up a digital whiteboard to conduct the “The Heart of the Matter” activity for a virtual session.

After this session:

- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on heart health. Here are some examples of messages to post:
 - “Since our last session, do you have any questions about keeping your heart healthy? Please post any questions to the group.”
 - “Have you tried exchanging a healthy fat for an unhealthy fat in a recipe yet? Or tried cooking a food in a heart-healthy way?”
 - “Can you share any tips on lowering the amount of salt you eat?”
- ☐ Share these CDC video links with participants to help them learn more about high blood pressure:
 - “High Blood Pressure Basics” [www.youtube.com/watch?v=mjTMZ_sm0LQ]
 - “Treating High Blood Pressure” [www.youtube.com/watch?v=XbLmloyDJuE]

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
The Heart of the Matter	Page 5	14 Min
Ways To Keep Your Heart Healthy	Page 7	15 Min
Be Heart Smart About Fats	Page 13	15 Min
Plan for Success	Page 17	5 Min
Summary and Closing	Page 18	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 keeping your heart healthy to support your health goals. Before we start, let's spend a few minutes going over what we discussed last time. I can answer any questions you may have.

DO:

Briefly summarize the previous session.

DISCUSS:

What questions do you have for me about what we discussed 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:

Since you are at risk for type 2 diabetes, you are more likely to have problems with your heart or arteries. So, it’s important to keep your heart healthy. Today, we will talk about:

- Why heart health matters
- How to keep your heart healthy
- Why you should limit salt and how to do it
- How to make healthier choices about fats

Finally, you will make a new action plan.

The Heart of the Matter



Time Estimate: 14 minutes
Methods: Presentation, Facilitated
Discussion, Activity

Participant Guide
Page 2

This section introduces the importance of a healthy heart. Participants will discuss what can go wrong if their hearts aren't healthy and why they want to have healthy hearts.

SAY:

Let's talk about our hearts. Please look at "The Heart of the Matter" on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display "The Heart of the Matter" from the Participant Guide for all participants to view.

SAY:

Your heart is amazing. With each beat, it pumps oxygen-rich blood and nutrients, like glucose, vitamins, and amino acids, to the cells in your body. Blood travels through tubes called arteries. When your heart is healthy, it pumps just the right amount of blood at the right speed to all parts of your body.

When something goes wrong with your heart or arteries, it's a big deal for your health. Your organs, including your brain, might not get enough oxygen or nutrients, and your heart might have to work harder to pump blood.

SAY:

I bet you know something about strokes and heart attacks, and maybe even problems with arteries. Let's play a short game to find out.

DO:

Hand out the sticky notes you prepared before the session randomly to participants. Then write three headings on a flipchart: Brain, Heart, and Arteries.

The Heart of the Matter



For a virtual session, use a digital whiteboard to conduct the activity or conduct the activity as a whole group.

SAY:

Each sticky note is something that can go wrong with your brain, heart, or arteries. Some sticky notes may work in more than one category.

Let's take turns placing our sticky notes in the category that matches the symptom or problem written on the note. After you place your note, explain why you placed the note in that category.

DO:

Encourage participants to select the proper category and explain. If participants are unsure, give a hint or encourage them to ask another participant for help.

Share the following matches as needed during the activity:

Brain	Heart	Arteries
Sudden death Numbness Vision loss Trouble speaking or walking Weakness Stroke	Sudden death Heart attack or myocardial infarction (MI) Chest and arm pain	Chest pain (angina) Getting out of breath easily Kidney problems Pain or cramping in your legs Numbness Sexual dysfunction

SAY:

These issues give us good reasons for keeping our hearts healthy. With a healthy heart, we can stay active and live a long and healthy life.

On page 2 in your Participant Guide, there are two resources listed where you can learn more about heart disease and living a heart-healthy lifestyle. While you're there, write one or two things you learned today about problems that could happen with your brain, heart, and arteries.

If you need more support to manage heart disease or just have questions, talk to your primary care physician and consider asking for a referral to a specialist.

Ways To Keep Your Heart Healthy



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

Participant Guide
Page 3

This part of the session provides participants with an understanding of ways to keep their hearts healthy and changes they can make for their own health goals.

SAY:

We've discussed why having a healthy heart matters. Now we'll talk about how to keep your heart healthy. Please look at "Ways To Keep Your Heart Healthy" on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display "Ways to Keep Your Heart Healthy" from the Participant Guide for all participants to view.

Smoking, High Blood Pressure, and High Cholesterol (10 minutes)

SAY:

Let's start by talking about the three biggest health risks for heart disease. They are:

- Smoking
- High blood pressure (also called hypertension)
- High blood cholesterol, especially low-density lipoprotein or LDL cholesterol

ASK:

Why should you quit smoking for a healthy heart?

ANSWER:

Smoking causes cardiovascular disease—it harms your blood vessels by making them thicker and narrower so that it's harder for your heart to pump blood around your body. Smoking also makes your blood sticky and thick, so it forms clots more easily. This raises your risk of having a stroke or a heart attack.

Ways To Keep Your Heart Healthy

DO:

Distribute or email the Ready, Set, Quit! handout to participants so they can review this helpful resource on quitting smoking.

SAY:

Next, let's talk about blood pressure and how salt affects it.

ASK:

Why should you worry about your blood pressure going up?

ANSWER:

High blood pressure can lead to damage in your blood vessels and increase your risk of heart attack and stroke.

SAY:

Blood pressure is the force of your blood pushing against the walls of your blood vessels, just like water pressure on the insides of a pipe or a garden hose. When that pressure gets too high and stays that way, it makes your heart and blood vessels work harder.

Over time, your blood vessels can get tiny tears (like tearing cloth) where fat can collect, clogging up the blood vessels. That makes the blood vessels narrower, and your blood pressure goes even higher, causing more damage.

ASK:

What does salt have to do with your blood pressure?

ANSWER:

When there is too much sodium (from salt) in your blood, it draws water into your blood vessels, which raises your blood pressure. This can cause swelling in your fingers, feet, and ankles.

Ways To Keep Your Heart Healthy

SAY:

Sodium is important for keeping the right balance of fluid in your body. However, too much salt can be a problem for some people. Over time, uncontrolled high blood pressure can make some people more likely to develop heart disease or have a stroke.

Talk to your doctor about your blood pressure. They will tell you what it should be and whether you need to take medicine to help control it. It's very important that you take your medicine exactly how your doctor prescribes it.

A list of ideas for cutting back on salt is in your Participant Guide. Take a moment to read these ideas after our session today.

DISCUSS:

What other things have you tried to reduce your salt intake?



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

DO:

Tell participants to write strategies they would like to try in the space provided in their Participant Guide. Give participants a few minutes to record some strategies.

SAY:

Now let's talk about blood cholesterol, the third biggest health risk for your heart. Let's watch a short video on cholesterol from the American Heart Association.

DO:

Play the video “What is Cholesterol?” from the American Heart Association. [www.youtube.com/watch?reload=9&app=desktop&v=inaqswqMDds]

Ways To Keep Your Heart Healthy



For a virtual session, use the screen share feature to display the “What is Cholesterol?” video. Note that some presentation tools may require special configuration for the audio to play through to participants.

DO:

After watching the video, answer questions as needed. Also remind participants that additional information has been included in the Participant Guide.

ASK:

If your blood cholesterol level is within a healthy range, what can you do to keep it healthy?

ANSWER:

- Replace unhealthy fats with healthy fats instead of avoiding all fats.
- Choose leaner cuts of meat and fish and remove the skin from chicken and turkey.
- Avoid processed foods, which often contain large amounts of unhealthy fat, salt, and sugar.

SAY:

Smoking, high blood pressure, and high blood cholesterol are not the only risk factors for heart disease.

ASK:

What are three additional risk factors that you can think of?

ANSWER:

Drinking alcohol, lack of physical activity, and stress can be bad for your heart, too.

Ways To Keep Your Heart Healthy

SAY:

Heavy drinking of alcoholic beverages can cause heart disease, irregular heartbeat, high blood pressure, and stroke.

Drinking less alcohol is better for your health than drinking more. If you consume alcohol, limit your drinks to:

- One drink per day for women
- One to two drinks per day for men

Remember to rethink your drink. If you drink alcohol, follow it with a tall glass of water with fruit or herbs for flavor.

You already know that staying physically active—at least 150 minutes a week at a moderate pace or more—helps you to control blood sugar (glucose), maintain a healthy weight, and manage blood pressure. It also helps reduce your risk of heart disease.

Stress isn't just bad for your mood. The stress you feel can also affect your heart. It can increase your heart rate and blood pressure. Over time, stress can cause real damage to your arteries and your heart. Staying active can help manage stress. Learning other strategies to manage stress is important.

DO:

Consider revisiting topics related to physical activity and stress presented in other modules if needed.

Healthy Heart Strategies (5 minutes)

SAY:

Please look at “Healthy Heart Strategies” on page 6 in the Participant Guide.



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

Ways To Keep Your Heart Healthy

SAY:

The “Healthy Heart Strategies” list has good reminders for some of the things we just talked about. Take a few moments to review these strategies. Then record one strategy you think you can try this week.

DISCUSS:

Does anyone have any other strategies not listed here that they would like to add or share with the group?



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

Be Heart Smart About Fats



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

Participant Guide
Page 8

This section provides an overview of dietary fats divided into two categories: fats to limit or avoid (saturated), and fats to use instead (unsaturated) that provide some benefits to the body, such as omega-3 fatty acids. After looking at examples of each, participants consider ways to replace fats in their diets.

SAY:

Please look at “Be Heart Smart About Fats” on page 8 in the Participant Guide.



For a virtual session, use the screen share feature to display “Be Heart Smart About Fats” from the Participant Guide for all participants to view.

SAY:

Let’s spend some time talking about fats and how they affect your heart. We all need fat in our diet. Healthy fats give us energy and help us grow, absorb vitamins, and stay healthy. They help us to feel full sooner and longer, so we don’t eat too much.

There are certain fats, saturated fats, that should be avoided or limited. So, the goal isn’t to avoid all fat, but instead to replace unhealthy fats with healthier ones.

Fats To Limit or Avoid (5 minutes)

SAY:

Please look at “Fats To Limit or Avoid” on page 9 in the Participant Guide.



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

Be Heart Smart About Fats

SAY:

Some fats can harm your heart and blood vessels. You can avoid eating too much saturated fat by replacing them with healthier fats.

DO:

Ask participants to review the examples of fats to avoid or limit on page 9 in the Participant Guide.

DISCUSS:

Think about how often you eat these types of fats. What food on this list will be hard to avoid or limit? Why?

DO:

Use examples shared during the discussion as examples for swaps with healthier fats later in the session.

SAY:

Now let's see which fats are healthier for your heart. Some of them might surprise you!

Healthy Fats To Use Instead (5 minutes)

SAY:

Please look at “Healthy Fats To Use Instead” on page 10 in the Participant Guide.



For a virtual session, use the screen share feature to display “Healthy Fats To Use Instead” from the Participant Guide for all participants to view.

Be Heart Smart About Fats



SAY:

Healthy fats can help reduce bad cholesterol levels in your blood and reduce your risk of heart disease.

Some healthy fats contain omega-3 fatty acids, which are good for your heart. Omega-3 fatty acids can help reduce your risk of heart disease and stroke.

The “Foods High in Healthy Fats” list can help you choose healthier fats or maybe even try a new food.

DISCUSS:

Do you have any questions about foods on this list? Can you share how you might swap a fat that should be avoided with a healthier fat from this list?

Cook With Healthy Fats (5 minutes)

SAY:

Now for the fun—let’s talk about cooking with healthy fats!

Please look at “Cook With Healthy Fats” on page 12 in your Participant Guide.



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

DO:

Arrange participants in pairs or groups of three.



If dividing participants into small groups is not possible for a virtual session, conduct the activity as a whole group.

Be Heart Smart About Fats

DO:

Explain that you will call out a food or type of cooking. Groups will then quietly discuss for one minute to come up with a two-part answer: 1) if they want to “reduce” or “avoid” it 2) suggest a healthy fat replacement or a healthier cooking method.

Share the following example:

Food: Deep-Fried Chicken

Answer: 1) **Avoid** and 2) **Remove skin and sauté in olive oil.**

Share the following foods and methods or your own ideas, guiding the conversation to healthier swaps and methods (instead of just avoiding all fats):

- Processed dressings
- Sour cream
- Butter or lard
- Salad with creamy dressing
- Bacon
- Pork chop with excess fat
- Whole milk
- Ice cream

After each group shares their answers, you can have the entire group comment on which example they liked best.



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

SAY:

Take a moment to review the ideas we just shared about limiting, avoiding, and replacing fats in both our foods and the way we cook. There is space in your Participant Guide to note the ideas you liked and want to try.

Keep in mind that swapping fats in recipes may take some practice, and many recipes suggest cutting out all the fat. This should not be your goal. Having the right fats in your diet is very important.

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? Are you ready for a new routine?

Also, keep in mind what we discussed today about keeping your heart healthy.

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 plans.

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 keeping your heart healthy.

We discussed:

- Why heart health matters
- How to keep your heart healthy
- Why you should limit salt and how to do it
- How to make healthier choices about fats

Between now and our next session, I'd like you to look again at "Cook With Healthy Fats" on page 12 in your Participant Guide. Write your ideas for healthy choices in the "Other Ideas" column. Check off each idea you try. And be sure to share your ideas with the group!

DO:

Encourage participants to share ideas, successes, and even failed dishes or recipes on the group's social media page.

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 20: Shop and Cook To Prevent

Lifestyle Coach Guide



Module Overview

Shopping for healthy foods and incorporating them into cooking routines can be challenging. This module addresses these challenges by providing meaningful examples and suggestions for adding healthy foods prepared at home.

Participant Learning Objectives

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

- Identify foods that can support their health goals
- Explain how to shop for foods that can support their health goals no matter where they get their food
- Explain how to cook the foods they love in new ways and discover new favorite foods

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 shopping and cooking to prevent type 2 diabetes. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: “Next week we will look at ways to save money on healthy food you purchase. We have a fun activity planned. Bring sale flyers from your favorite stores or a screenshot or printout of an online ad to compare prices and review food choices. Let me know if you have questions!”
 - 1 to 2 Days Prior: “Our next session is coming up soon. Don’t forget to gather some sale flyers or online ads. We’ll also talk about how to cook in healthier ways and easily add in healthier options to the meals you already make at home.”
- ☐ If the session will be held in person, collect sale flyers or online ads from local grocery stores, dollar stores, drug stores, and big box stores for participants to use for the “Use Sale Flyers” activity. For a virtual session, save web links or screenshots of sales ads to share with participants.
- ☐ Optional. For the “Live Cooking Demonstration” activity (in person or online), perform a dress rehearsal and prepare ingredients and equipment prior to the session. If a participant cooking demonstration is preferred (in person or online), ask for volunteers well in advance. Then work with them to rehearse and prepare prior to the session.
- ☐ Optional. For the “Field Trip” activity to a store, coordinate a time and place well in advance and share your goals and outcomes with participants.

After this session:

- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation on shopping and cooking to prevent type 2 diabetes. Here are some examples of messages to post:
 - “Have you adapted one of your favorite meals with a healthy addition? We’d all love to see a picture and hear how it went.”
 - “Have you made any changes to how you shop for groceries? What have you changed to make it easier to buy healthier food? What did you learn?”

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
Healthy Food: A Review	Page 5	4 Min
How To Shop for Healthy Food	Page 7	20 Min
How To Cook Healthy Food	Page 10	20 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 shopping for and cooking healthy food 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 participants to view.

SAY:

Healthy shopping and cooking can help you prevent or delay type 2 diabetes.

Today, we will talk about:

- Foods that can support your health goals
- Shopping for foods that support your health goals no matter where you get your food
- Cooking the foods you love in new ways and discovering new favorite foods

Finally, you will make a new action plan.

Healthy Food: A Review



Time Estimate: 4 minutes
Methods: Facilitated Discussion

Participant Guide
N/A

This part of the session provides participants with a review of what types of foods can help prevent or delay type 2 diabetes. Use the facilitated discussion to remind participants that less processed foods are better choices and help them recall strategies to incorporate more quality foods into their diets.

SAY:

In order to shop and cook healthier, you need to know which items are healthy. Let's do a quick review

DISCUSS:

Previously, we discussed some tips for selecting healthy foods. What tips do you remember?



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

DO:

Share the following (if not mentioned by participants):

- Know what foods are high in sugar, fat, and salt—often found in processed foods.
- Choose foods that include fiber, vitamins, and minerals, which are found in vegetables, whole grains, and fruit.
- Choose less processed meat, chicken, fish, and dairy more often.
- Choose leaner cuts of meat and chicken.

DISCUSS:

Would anyone like to share their experiences using these tips to select healthy food?

Healthy Food: A Review

SAY:

Now let's review what a healthy plate looks like.

ASK:

Which food group takes up half of your plate?

ANSWER:

Non-starchy veggies (such as broccoli, greens, such as spinach or lettuce, and peppers)

ASK:

Which food group takes up a quarter of your plate?

ANSWER:

Grains and starchy foods (such as potatoes and oatmeal)

ASK:

And which food group takes up the last quarter of your plate?

ANSWER:

Protein foods (legumes, such as beans and lentils, white-meat chicken, fish, and lean meats like 95% lean ground beef, sirloin, pork chops, or pork tenderloin)

SAY:

Remember—you can also have:

- A small amount of dairy foods – try to choose those that are low in sugar and fat.
- A small amount of fruit – frozen fruit can be just as good for you as fresh fruit, but try to limit juice, dried fruit, and canned fruit with added sugar.
- A drink that has low or no calories – such as water or unsweetened iced tea.

DO:

Remind participants that they can review the Eat Well to Prevent T2 module to review what was learned about healthy eating.

How To Shop for Healthy Food



Time Estimate: 20 minutes

Methods: Presentation, Facilitated Discussion, Activity

Participant Guide
Page 2

This part of the session provides a first-hand experience about the challenges faced when trying to shop for healthy food.

Jerry's Story (5 minutes)

SAY:

Now that we've reviewed healthy food, we'll talk about how to shop for healthy food. Let's look at an example. Please look at "Jerry's Story" on page 2 in the Participant Guide.



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

DO:

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

SAY:

You can shop for healthy food without spending a lot of time or money. To get the most from your shopping trip, it's a good idea to prepare before you get to the store.

DISCUSS:

What are some steps to take before you shop that can save time and money?

How To Shop for Healthy Food

DO:

Share the following (if not mentioned by participants):

- Find out about sales.
- Gather coupons.
- Find recipes.
- Plan meals and snacks.
- Check your kitchen.
- Make a shopping list.
- Have a healthy snack.
- Find ways to add healthy sides to prepared meals when in a hurry.

Use Sale Flyers (15 minutes)

DO:

Tell participants to take out their sale flyers from local grocery stores, dollar stores, drug stores, and big-box stores.

If the session is in person, share your sale flyers with those participants who may need some.

Ask participants to circle healthy items that are on sale. Ask them to compare prices between stores.

Give participants time to review their sale flyers and complete the exercise.



For a virtual session, share sales ads using the screen share feature to display screenshots or using the chat function to send web links.

DISCUSS:

Which items did you circle? Why? Did anything surprise you?

How To Shop for Healthy Food

SAY:

OK. Let's say you've prepared for your shopping trip. You're at the store with your shopping list and coupons.

DISCUSS:

What are some steps to take while you shop that can save time and money?

DO:

Share the following (if not mentioned by participants):

- Look for store-brand and generic items.
- Use food labels to make the best choice possible between two items.
- Stick to your list.
- Choose family packs.
- Limit frozen or prepared meals and combine with a healthy grain or vegetable.
- Choose frozen vegetables instead of canned.
- Buy items on sale.
- If you subscribe to a meal delivery kit service, read the nutrition information and make the same healthy choices you would if you were buying the ingredients yourself.

How To Cook Healthy Food



Time Estimate: 20 minutes

Methods: Facilitated Discussion, Video Presentation, Field Trip, Demonstration

Participant Guide
N/A

In this part of the session, participants will learn ideas for preparing healthier meals through new cooking methods, making small changes to meals they already make, and combining prepared foods with fresher options.

SAY:

We've discussed how to shop for healthy food. Now let's talk about how to cook healthy food. You can cook healthy food that you enjoy without spending a lot of time.

DISCUSS:

What are some ways to save time when you cook healthy food?

DO:

If not mentioned by participants, share the following ways to save time when you cook:

- Cook large batches so you can freeze some for later.
- Cut up veggies or fruit in advance or use chopped frozen vegetables and fruit if you do not have access to fresh ones.
- Use a slow cooker or instant pot.
- Use leftovers.
- Combine prepared foods with fresh vegetables, fruits, or grains.

DISCUSS:

And what are some ways to make healthy food that you enjoy? What are some ways to cook with less fat? If we need to use prepared foods, like from a wholesale club or the frozen section, how can we combine them with healthy options?

How To Cook Healthy Food

DO:

Share the following (if not mentioned by participants):

- Slice of pizza with a fresh salad including cucumbers, tomatoes, and other raw vegetables
- Boxed macaroni and cheese—use half of the fat and mix in steamed broccoli, green onions, and tuna
- Canned soup with extra veggies added
- Quick quiche with a prepared pie shell, frozen spinach, egg substitute, and low-fat cheese

SAY:

Other ways to make healthy food that you enjoy include:

- Make small changes to your favorite dishes.
- Choose less processed items—try whole potatoes instead of frozen tater tots.
- Grill or roast veggies and meat.
- Try out new cooking methods that help you enjoy your favorite foods prepared in new ways.
- Try new cooking styles and ingredients.

Watch Videos (Optional; 10 minutes)

DO:

Consider sharing one or more of the following videos. Discuss briefly. Or give participants the links so they can watch the videos at home.

- “Make It Fast, Make It Good!” (2:20 minutes) [www.youtube.com/watch?v=rB5TUlo2p_A]
- “Budget-Stretching Healthy Meals” (1:55 minutes)[www.youtube.com/watch?v=ixl3-kg59xU]
- “Make Every Bite Count with The Dietary Guidelines for Americans, 2020-2025” (2:14 minutes) [www.youtube.com/watch?v=CsUMzYUMNig&ab_channel=USDA]

Also consider sharing these additional consumer resources available from the Dietary Guidelines for Americans website. [www.dietaryguidelines.gov/resources/consumer-resources]

How To Cook Healthy Food

Field Trip or Live Cooking Demonstration (Optional; Time Varies)

DO:

Take a field trip outside of session time. Practice healthy shopping and cooking with the group. You or an interested participant can even do a live cooking demo during the session!

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 healthy shopping and cooking.

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 look at “My Meals and Snacks” on page 5 of the Participant Guide. Between now and our next session, use this list to plan options for breakfasts, snacks, lunches, and dinners. You can use “Jerry’s Meals and Snacks” on pages 3 and 4 for ideas.

I’d also like you to complete “My Shopping List” on pages 9 to 11. Make a list of the items you need for the meals and snacks you planned. You can use “Jerry’s Shopping List” on pages 6 to 8 for ideas.

Then use your shopping list to go shopping. You can use “Healthy Shopping Tips” on pages 12 and 13 for ideas.

Finally, cook the meals and snacks you planned. You can use “Healthy Cooking Tips” on pages 15 and 16 for ideas.



For a virtual session, use the screen share feature to display the resources mentioned above from the Participant Guide for all participants to view.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed how healthy shopping and cooking can help you prevent or delay type 2 diabetes. We talked about:

- Foods that can support your health goals
- Shopping for foods that support your health goals no matter where you get your food
- Cooking the foods you love in new ways and discovering new favorite foods

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].

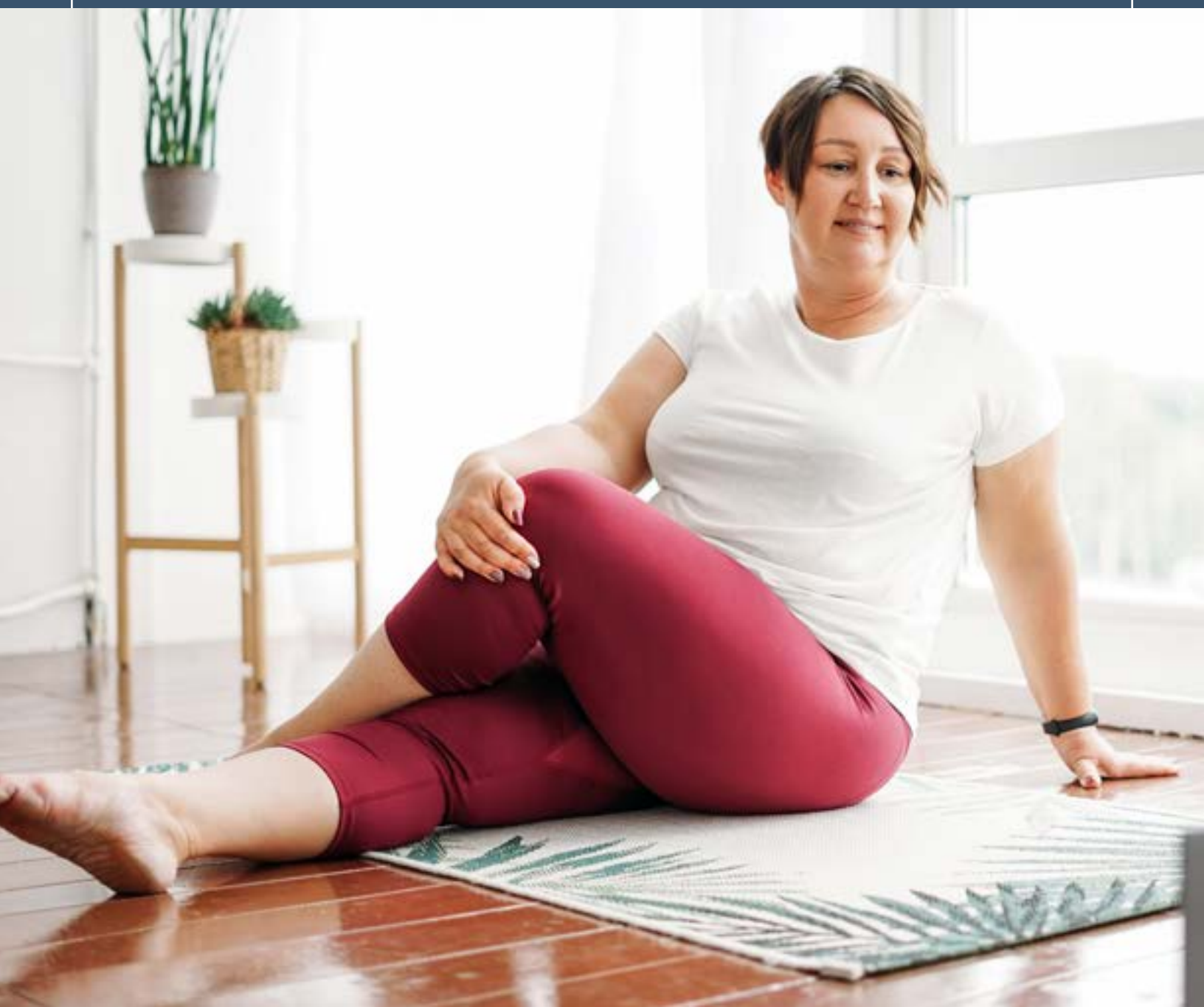
Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.



Module 21: Find Time for Physical Activity

Lifestyle Coach Guide



Module Overview

It can be challenging to fit in at least 150 minutes of physical activity each week. This module will teach participants how to find ways to make time to be active.

Participant Learning Objectives

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

- Identify some benefits of being active
- Describe the challenges of fitting in physical activity
- Explain how to find time for physical 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 finding time for physical activity. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: “Finding time in your busy schedule to be active can be a challenge. In our next session, we will find ways to make time for physical activity in your weekly schedule. See you soon!”
 - 1 to 2 Days Prior: “In our next session, we will discuss the challenges you face to make time for physical activity. Be prepared to share some of your challenges in our session!”
- ☐ Arrange for a previous PreventT2 participant to speak with your group, either in person, online, or in a recorded message/video for the “The Challenge of Fitting in Physical Activity” discussion.
- ☐ To save time, consider printing the routine activity cards in advance for the “Fitting in Physical Activity” brainstorming game. For a virtual session, create a Word document or digital whiteboard containing two routine activities assigned to each participant.

After this session:

- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation on finding time for physical activity. Here are some examples of messages to post:
 - “Remember! Post your favorite workout that you make time for every week.”
 - “Share a photo of your workout to help keep yourself and the group accountable this week.”
 - “Share a new workout that you tried and how it made you feel. Let’s work together to continue making time in your daily routine for physical activity!”

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
Benefits of Being Active: A Review	Page 5	5 Min
The Challenge of Fitting In Physical Activity	Page 6	25 Min
How To Find Time for Physical Activity	Page 10	14 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 finding time for physical activity. 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 participants to view.

SAY:

It can be challenging to fit in at least 150 minutes of physical activity each week. Today, we will talk about:

- Some benefits of being active
- Challenges of fitting in physical activity
- How to find time for physical activity

Finally, you will make a new action plan.

Benefits of Being Active: A Review



Time Estimate: 5 minute
Method: Facilitated Discussion

Participant Guide
Page—Not Applicable
(N/A)

This part of the session allows participants to review the benefits of being active.

SAY:

Let's start by reviewing the benefits of being active. Being active can lower your risk of type 2 diabetes in two ways.

ASK:

What are the two ways that being active can lower your risk of type 2 diabetes?

ANSWER:

Being active can help you:

- Lose weight
- Lower your blood sugar

DISCUSS:

In addition to lowering your type 2 diabetes risk, what are some other benefits of being active?



For a virtual session, encourage participants to use a digital whiteboard or the group chat feature to type their responses for additional benefits of being active.

DO:

Share the following benefits of being active (if not mentioned by participants):

- 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
- Improved sexual health
- Stronger muscles

The Challenge of Fitting In Physical Activity



Time Estimate: 25 minutes
Methods: Facilitated Discussion, Group Activity, Guest Speaker

Participant Guide
Page 2

This part of the session covers the challenges of fitting in physical activity when you have a busy lifestyle.

Mark's Story—Part 1 (5 minutes)

SAY:

As you know, this program's goal is for you to get at least 150 minutes of physical activity a week. For example, that could be 30 minutes 5 days a week at a moderate pace or more.

ASK:

How can you tell whether you are being active at a moderate pace?

ANSWER:

Do the Talk Test. That means you can talk while you do the activity, but you can't sing while you do it.

SAY:

It can be challenging to find time during the week to reach your activity goal. Let's review an example. Please look at "Mark's Story—Part 1" on page 2 in the Participant Guide.



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

DO:

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

The Challenge of Fitting In Physical Activity



DISCUSS:

What challenges did Mark face when trying to find time to be physically active?

ANSWER:

Participants' answers may include:

- Mark takes care of his grandkids during the week.
- Mark works at the library on weekends.
- After a long day, Mark likes to take time for himself by watching tv and relaxing.

Fitting in Physical Activity (10 minutes)

SAY:

Please look at “Fitting in Physical Activity” on page 3 in the Participant Guide.

Mark's days are busy, but there are ways for him to fit in some physical activity and keep his other commitments.

We are now going to do a short group activity. In your groups, which I have preassigned, please talk about Mark's situation. Then brainstorm some ways you think Mark can fit physical activity into his daily schedule.

DO:

Participants will complete this activity in groups of two to three. If using virtual group breakout rooms, share the group assignment and begin small group meetings. Give participants an exact time to meet back as a whole group.

Join one or more group sessions to facilitate the discussion.



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

The Challenge of Fitting In Physical Activity

DO:

After breakout group discussions, have a volunteer from each group share one to two ideas from their group.

Some suggestions from participants may include:

- While Mark is taking care of his grandkids, he can incorporate family walks or dance parties with them.
- While Mark is working at the library, he can incorporate walking laps around the library or doing chair exercises.

Mark's Story—Part 2 (2 minutes)

SAY:

Please look at “Mark’s Story—Part 2” on page 3 in the Participant Guide.

DO:

Read (or ask a volunteer to read) the conclusion of “Mark’s Story—Part 2.”

DISCUSS:

Now let’s talk about our own experiences. First, what is going well? What positive choices have you made recently to stay active?



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

SAY:

Don’t forget that you are making positive choices and making progress. Now let’s talk about overcoming our challenges.

The Challenge of Fitting In Physical Activity

Time Crunches (3 minutes)

DISCUSS:

Even if you meet your physical activity goal often, challenges still come up. What challenges do you have when it comes to reaching 150 minutes of physical activity a week? Write them down under “Time Crunches” on page 4 in the Participant Guide.

SAY:

When you are trying to find time to be active, look at the activities you have planned and see where you can be creative with fitting in your physical activity.

Personal Experience (optional; 5 minutes)

DO:

Arrange for a former PreventT2 participant to join the session and share how the guest is able to overcome the challenges of fitting in time for physical activity. Or, consider recording an audio or video interview ahead of time to share with participants.



For a virtual session, invite your guest to join the online session. Encourage participants to come with questions related to fitting in time for physical activity.

How To Find Time for Physical Activity



Time Estimate: 14 minutes

Methods: Facilitated Discussion, Activity

Participant Guide
Page 5

This part of the session will show participants ways they can find time in their schedules for physical activity despite their challenges.

Tips for Fitting in Physical Activity (4 minutes)

SAY:

We've talked about some of the challenges you face when finding time to reach your activity goal. Now, let's brainstorm some ways to address them and fit physical activity into your daily life.

DISCUSS:

What are some ways you can fit in physical activity anytime during the day?

DO:

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

- Schedule it.
- Change your schedule.
- Use a fitness app or tracker.
- Find ways to fit it into the activities you already have planned.

DO:

If you'd like, share some fitness apps and trackers. Allow participants to share apps and trackers that they find helpful.

How To Find Time for Physical Activity

Fitting in Physical Activity Brainstorming Game (10 minutes)

SAY:

Now let's come up with some ways to be more active during our regular routines. We are going to play a game. I will give each of you two index cards. Each card will have a common routine activity. On each card you will write one idea for being more active when you are doing this common routine. I'll give you 3 minutes to finish.



For a virtual session, assign two routine activities to each participant aloud or by displaying the assignments in a Word document or on a digital whiteboard.

DO:

Hand out two common routine activity cards to each participant. You can start with the following routines and add your own if needed:

- Shopping
- Getting around town
- Watching TV
- Doing tasks or chores
- Socializing
- Working

Allow participants 3 minutes to write down one idea for each index card.

Explain that you will call out a common routine activity. Volunteers with that common routine activity card will share the idea they wrote down on that index card. Allow other participants to add their ideas and discuss.

Note: Many ideas are listed in the Participant Guide. You may want to come up with two more routine activities that are not listed, such as being active while running errands.

How To Find Time for Physical Activity

DISCUSS:

How can you be physically active if going outside isn't possible or the area is unsafe?

DO:

Share the following (if not suggested by participants):

- Keep workouts simple and use items around your home to work out.
- Check with local community centers for physical activity offerings.
- Look for free workout classes in gyms, parks, and other community locations.
- Look online for free beginner workout videos.

SAY:

You have provided great ideas to add physical activity to your regular routines. There are more ideas on pages 6-8 in your Participant Guide. If you discovered something new today, add it to the list on page 8 of your Participant Guide.

Remember to also share new ideas for finding time for physical activity on our social media page.

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 finding time to fit in physical 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.
- 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 plans.

Summary and Closing



Time Estimate: 5 minutes

Participant Guide
N/A

SAY:

Between now and the next session, re-read “Tips for Fitting In Physical Activity” on page 5 in the Participant Guide. Remember to check off each tip you try, and on the last page, write how you will find time to reach your activity goal. Be sure to include ideas from today’s discussion.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed a common barrier to physical activity—time.

We talked about:

- Some benefits of being active
- Challenges of fitting in physical activity
- How to find time for physical activity

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 22: Get Enough Sleep

Lifestyle Coach Guide



Module Overview

Getting enough sleep helps your body process fat and use insulin correctly, and also helps your brain know when you've had enough to eat. This module explains why sleep is important and provides suggestions for getting a good night's sleep.

Participant Learning Objectives

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

- Explain why sleep matters
- Identify some strategies for getting the rest they need

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 enough sleep. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: "Thank you for joining us last [day of the week when previous session was held]. We all have times when we don't sleep well, but if it becomes a way of life, it can interfere with your efforts to prevent type 2 diabetes. Join us next time to find out why sleep is so important and how you can get enough."
 - 1 to 2 Days Prior: "Don't forget to join us this [day of the week when next session will be held] to find out why sleep is important in preventing type 2 diabetes and what you can do to make sure you get enough."

After this session:

- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on getting enough sleep to prevent type 2 diabetes. Here are some examples of messages to post:
 - “Hi there! I hope that you enjoyed our session last [day of the week when session was held]. What ideas are you trying to make sure that you are getting enough sleep this week? Please post and let us all know how you are doing!”
 - “How did you sleep last night? Whether it was a good night or not such a good night, what factors do you think contributed to it?”
- ☐ If possible, try to make a one-on-one connection with each of your group participants this week. Talk with them about what they included in their action plan and whether they are following up on it and encourage them to stick with it.

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 4	1 Min
Why Sleep Matters	Page 5	9 Min
How To Get a Good Night’s Rest	Page 7	35 Min
Plan for Success	Page 12	5 Min
Summary and Closing	Page 13	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 enough sleep.

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 participants to view.

SAY:

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

- Why sleep matters
- Some strategies for getting the rest you need

Finally, you will make a new action plan.

Why Sleep Matters



Time Estimate: 9 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

In this part of the session, participants explore the reasons why sleep matters.

DISCUSS:

Let's start by talking about why sleep matters. How do you think sleep affects your health?



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

DO:

Share the following (if not mentioned by participants):

If you don't get enough sleep, you are more likely to:

- Be drowsy during the day
- Get sick
- Have high blood pressure
- Have trouble thinking, paying attention, and getting things done
- Lose control of your car
- Be depressed
- Eat more
- Have high blood sugar
- Gain weight

ASK:

How do you think sleep affects your risk for type 2 diabetes?

Why Sleep Matters

ANSWER:

Studies show that if you don't get enough sleep, insulin doesn't work as well. Your body doesn't process fat as well. And your brain has trouble knowing when you've had enough to eat.

SAY:

If you would like to learn more, visit CDC's Sleep for a Good Cause webpage. [www.cdc.gov/diabetes/library/features/diabetes-sleep.html]

How To Get a Good Night's Rest



Time Estimate: 35 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
Page 3

This part of the session presents a first-person account of how difficult it can be to get a good night's rest. Participants will discuss why getting enough sleep can be challenging and consider evening routines that support an appropriate amount of sleep.

SAY:

We've discussed why sleep matters. Now let's talk about some challenges of getting enough sleep and routines for getting more rest.

To be at our best, most adults need at least 7 hours of sleep a night. But few of us get it. We live in a 24/7 society. About 1 in 4 Americans say they sleep poorly.

For people with type 2 diabetes, that fraction is even higher. About 1 in 2 Americans with diabetes say they sleep poorly.

Jenny's Story—Part 1 (10 minutes)

SAY:

Let's look at an example. Please look at "Jenny's Story—Part 1" on page 3 in the Participant Guide.

DO:

Read, or ask a volunteer to read, "Jenny's Story."



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

DISCUSS:

How about you? How many of you get less than 7 hours of sleep a night?

How To Get a Good Night's Rest



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

DISCUSS:

How do you feel when you don't get enough sleep? What suggestions do you think Jenny's doctor will provide?

DO:

Encourage participants to write their responses in their Participant Guide.

Jenny's Story—Part 2 (2 minutes)

DO:

Read, or ask a volunteer to read, “Jenny's Story—Part 2” to finish the discussion.



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

How To Overcome Challenges To Getting a Good Night's Rest (15 minutes)

SAY:

Now let's talk about some challenges to getting enough sleep. Please look at “How To Overcome Challenges To Getting a Good Night's Rest” on page 4 in the Participant Guide.

How To Get a Good Night's Rest



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

DISCUSS:

What makes it hard for you to get a good night's sleep?



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

DO:

Write the challenges on a flip chart or whiteboard if you are using one.

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

- I stay up too late getting things done.
- I stay up too late so I can have time to myself.
- I'm too hot or too cold.
- My bed partner is restless or noisy.
- There's too much noise.
- There's too much light.
- I'm thirsty.
- I keep getting up to use the bathroom.
- I have sleep apnea.

Suggest participants write down their own challenges in the chart on page 7 in their Participant Guide if not already listed.

How To Get a Good Night's Rest

SAY:

Now, let's brainstorm

DISCUSS:

What are some ways we can get a better night's sleep?



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

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

- I stay up too late getting things done. – Ask family and friends to help you.
- I stay up too late so I can have time to myself. – Find more mindful moments during the day to focus on yourself.
- I'm too hot or too cold. – Dress for the weather.
- My bed partner is restless or noisy. – Ask your partner to sleep on his or her side or stomach.
- There's too much noise. – Turn on a fan.
- There's too much light. – Wear a sleep mask.
- I'm thirsty. – Have a drink at least 2 hours before bedtime.
- I keep getting up to use the bathroom. – Avoid drinking close to bedtime.
- I have sleep apnea. – Use your continuous positive airway pressure (CPAP) machine as recommended.

DO:

Encourage participants to write down other ways to sleep well in the third column of the chart on page 4 of the Participant Guide.

How To Get a Good Night's Rest

Ways To Unwind (8 minutes)

SAY:

It's also a good idea to follow a bedtime routine that helps you wind down. Try to start your bedtime routine a couple of hours before going to bed.

DISCUSS:

What new routines might help you unwind and prepare for a better night's sleep?



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

DO:

Share the following (if not mentioned by participants):

- Five minutes of deep breathing before bed
- Dimming the lights at a specific time each night
- Light stretching just before bed
- For at least an hour before bed, avoid looking at screens (televisions, computers, smart phones)

SAY:

Some sleep challenges may be a sign of a health problem. If you have any concerns about your health, please tell your health care provider.

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 adding new routines to help you sleep.

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:

Between now and our next session, please review “How To Overcome Challenges To Getting a Good Night’s Rest” on page 4 in the Participant Guide. Try a couple of the suggestions that might help you.

Remember to keep adding your own ideas in the “Other Ways To Sleep Well” column. Check off each idea you try.

Please also complete “Ways To Unwind” on page 8. Write what helps you unwind at the end of the day.

DO:

Answer questions as needed.

SAY:

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

- Why sleep matters
- Some strategies for getting the rest you need

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 23: Stay Active Away From Home

Lifestyle Coach Guide



Module Overview

Staying active away from home can help prevent or delay type 2 diabetes. This module explains how participants can stay on track with their activity goal when they travel for work or pleasure.

Participant Learning Objectives

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

- Identify ways to overcome the challenges of staying active away from home

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 text message, email, app, or social media to prepare and motivate them for this upcoming session on staying active away from home. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: “Our next session on staying active away from home is in one week. It will be an informative session, and you will leave with some great strategies to try on your next trip!”
 - 1 to 2 Days Prior: “Our next session on staying active away from home is almost here! Have you found a great resource for staying active? Be ready to tell the group about it! Remember to have your Participant Guide on hand. See you soon!”

After this session:

- ☐ Communicate with your participants via text message, email, app, or social media group to continue the conversation on how to stay active away from home. Here are some examples of messages to post:
 - “Since our last session, have you had an opportunity to travel and be active away from home? Have you faced any challenges? Please share your wins and challenges with the group.”
 - “Have you found a new way to stay active away from home, such as a YouTube workout or a yoga app? Please share what you find with the group!”

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
How To Overcome Challenges	Page 5	44 Min
Plan for Success	Page 8	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 staying active away from home.

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 participants to view.

SAY:

Staying active when you’re away from home can help you prevent or delay type 2 diabetes.

Today, we will talk about some challenges to staying active away from home and ways to overcome them. You will also make a new action plan.

How To Overcome Challenges



Time Estimate: 44 minutes
Methods: Presentation, Facilitated
Discussion

Participant Guide
Page 2

In this part of the session, participants will explore ways to overcome the challenges of staying active away from home.

SAY:

Whether you travel for work or for pleasure, it can be challenging to stay on track with your activity goal when you're away from home.

Sherry's Story—Part 1 (25 minutes)

SAY:

Let's look at an example. Please turn to "Sherry's Story—Part 1" on page 2 in the Participant Guide.

DO:

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



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

SAY:

Now let's talk about some challenges of staying active away from home.

How To Overcome Challenges

DISCUSS:

What makes it hard for you to stay active when you're away from home? Write your response on page 3 in your Participant Guide.

DO:

Encourage participants to share their responses.



For a virtual session, encourage participants to type their ideas in the chat window or use a virtual whiteboard tool to record and display everyone's suggestions.

SAY:

Now, let's brainstorm ways to overcome these challenges. How have you been successful at staying active while away from home? Write your response on page 3 in your Participant Guide.

DO:

Encourage participants to share their responses.



For a virtual session, encourage participants to type their ideas in the chat window or use a virtual whiteboard tool to record and display everyone's suggestions.

Sherry's Story—Part 2 (19 minutes)

SAY:

Please look at "Sherry's Story—Part 2" on page 4 of your Participant Guide.



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

How To Overcome Challenges

DO:

Read (or ask a volunteer to read) the conclusion of Sherry's story.

DISCUSS:

Sherry found creative ways to keep her active routine while away from home.

You've also worked hard to build new routines to stay active. Have you found any resources that help?

DO:

Encourage participants to share activity resources that can be used while away from home, such as music or video playlists, or tips and suggestions for overcoming challenges and maintaining routines or building habits.

Remind them to bring their Activity Logs whenever they travel so they can keep tracking.



Continue to foster a sense of community by encouraging participants to share activity resources through your group's social media platform.

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 staying active away from home. You might have to temporarily adapt your activity routine to a new setting.

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 plans.

Summary and Closing



Time Estimate: 5 minutes

Participant Guide
N/A

SAY:

The key takeaway from today's session is that you can still be active away from home. You just need to be a little creative! And even if you do get off track with your activity goal, it's not the end of the world. The important thing is to get back on track and prevent similar problems in the future.

Between now and the next session, complete the "Common Challenges" chart on page 4 in your Participant Guide. Write down your own ideas and check off each idea you try.

Then, at the bottom of the chart there is space for you to write your own personal challenges and some ways you've found to overcome them.

DO:

Answer questions as needed.

SAY:

We've come to the end of our meeting. Today, we talked about how you can still be active even if you are away from home. We've also discussed how to identify challenges and ways to overcome them.

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 24: More About Type 2

Lifestyle Coach Guide



Module Overview

This module gives participants a deeper understanding of type 2 diabetes. Learning more about this condition can motivate participants to prevent it. It can also help them understand how type 2 diabetes is managed.

Participant Learning Objectives

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

- Identify the basics of type 2 diabetes
- Explain how type 2 diabetes is diagnosed
- Explain how type 2 diabetes is managed

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 type 2 diabetes and how it is managed. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: “During our next session, we will take a deeper look into type 2 diabetes. You will learn about how type 2 diabetes is diagnosed and managed. See you soon!”
 - 1 to 2 Days Prior: “It’s almost time for our session on reviewing the basics of type 2 diabetes. Bring any questions you have about diabetes management to the session!”
- ☐ Optional. Schedule a guest speaker to come and speak to participants about how the person manages type 2 diabetes.

After this session:

- ☐ Communicate with your participants via text message, email, app, or social media to continue the conversation on the basics of type 2 diabetes and how to manage it. Here are some examples of messages to post:
 - “Since our last session, are there any questions about type 2 diabetes that you still have? Please post any questions to the group.”
 - “What are some tips you would give someone on managing type 2 diabetes? Please share your tips with the group.”
 - “Do you know anyone with type 2 diabetes? How did his or her life change and what does that person do to manage it? Please share your responses and discuss with other participants on our private social media page.”

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
Basics of Type 2 Diabetes: A Review	Page 5	15 Min
How Type 2 Diabetes Is Managed	Page 7	29 Min
Plan for Success	Page 11	5 Min
Summary and Closing	Page 12	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 learn more about 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 participants to view.

SAY:

You’ve been working hard to prevent or delay type 2 diabetes by losing weight and being active. Today, we will learn more about that disease.

We will talk about:

- The basics of type 2 diabetes
- How type 2 diabetes is diagnosed
- How type 2 diabetes is managed

Finally, you will make a new action plan.

DO:

Let participants know that some people who go through the program may still develop type 2 diabetes. Point out that even if they do develop type 2 diabetes, what they learn in this program will help them manage it successfully.

Basics of Type 2 Diabetes: A Review



Time Estimate: 15 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

This part of the session concentrates on a basic review of type 2 diabetes. Participants will learn how to find out if they have type 2 diabetes.

The Basics of Type 2 Diabetes (10 minutes)

DISCUSS:

What do you know about type 2 diabetes?

DO:

Use this discussion to gauge the group's understanding of type 2 diabetes. Correct any misconceptions and focus on gaps in knowledge of the basics of type 2 diabetes.

SAY:

Let's start with a review of the key facts. Please turn to "Basics of Type 2 Diabetes" on page 2 in the Participant Guide.



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

DO:

Use the Participant Guide to review what type 2 diabetes is, how it can cause harm, and the risk factors that make a person more likely to get it. Answer any questions.

Participants may ask about type 1 diabetes. Explain that people with type 1 diabetes do not make insulin or make very little insulin.

Basics of Type 2 Diabetes: A Review

SAY:

While you can't control all these factors, you can control what you eat and how active you are!

How To Find Out if You Have Type 2 Diabetes (5 minutes)

SAY:

We've reviewed the basics of type 2 diabetes. Now, let's discuss how to find out if you have it.

Most people who are in the early stages of type 2 diabetes don't have any symptoms. So, they don't know they have it.

ASK:

What is the best way to find out if you have it?

ANSWER:

Get your blood sugar tested.

SAY:

Since you are at risk for type 2 diabetes, it's important to get your blood sugar checked on a regular basis. As we discussed in our first session, your health care provider will use the A1C—or hemoglobin (Hb) A1C—test to measure your average blood sugar levels over the past 3 months. This is a commonly used test to diagnose prediabetes and diabetes.

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.

The sooner you find out you have diabetes, the better you can manage it. That way, you can prevent the health problems we just talked about.

How Type 2 Diabetes Is Managed



Time Estimate: 29 minutes
Methods: Presentation, Facilitated Discussion, Guest Speaker

Participant Guide
Page 3

This part of the session will help participants understand how type 2 diabetes is managed.

Mike and Henry's Story (15 minutes)

SAY:

The goal of managing type 2 diabetes is to keep your blood sugar in a healthy range so you can avoid diabetes complications or stop them from worsening.

Let's look at an example. Please turn to "Mike and Henry's Story" on page 3 in the Participant Guide.



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

DO:

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

SAY:

Most people with type 2 diabetes have eating and physical activity goals very much like yours. Like you, they are trying to reach and stay at a healthy weight. They may also track their eating and activity.

We are trying to prevent type 2 diabetes through behavior change, but if you do get diabetes, it's not the end of the road. There are a lot of things you can do to manage it. Diabetes self-management education and support (DSMES) services can help you learn how to best manage diabetes.

How Type 2 Diabetes Is Managed

It's important to go for DSMES services when you first find out you have diabetes so you can learn how to take care of yourself. However, there are three other times DSMES can help you:

- During your yearly follow-up visits with your doctor when checking your progress and getting help to prevent complications.
- When new situations affect the way you take care of yourself, like being diagnosed with a new health condition, change in mobility, depression, or money problems.
- When other life changes occur that affect the way you take care of yourself, like a change in your living situation, your doctors or insurance plan, or your job.

Your doctor can refer you to DSMES services.

DISCUSS:

What worries you the most about the possibility of being diagnosed with type 2 diabetes?

DO:

Allow participants to share their concerns with the whole group.

Participants may share that they worry about:

- Type 2 diabetes medication management
- Overall health
- Daily quality of life
- Types of food they would no longer be able to eat

Emphasize that the main goal is to prevent type 2 diabetes through lifestyle change.

Consistently making healthy eating choices and remaining active will help correct the course that would lead to type 2 diabetes and related health complications.

SAY:

Are there any questions or concerns about how type 2 diabetes is managed?

How Type 2 Diabetes Is Managed

DO:

Answer any questions or concerns participants may have.

DISCUSS:

How would your life change if you had type 2 diabetes?



For a virtual session, encourage participants to use the group chat feature to type their answers in the web conferencing tool.

DO:

Share the following (if not mentioned by participants):

- You would need to track your blood sugar.
- You would have to take medicine.
- You would need to have more provider visits and lab tests.
- You could develop serious health problems, like heart disease, kidney disease, and blindness.

DISCUSS:

What will you do to prevent type 2 diabetes?

DO:

Inform participants that in order to prevent type 2 diabetes, participants might work harder to meet their eating and physical activity goals and track their food and activity.

How Type 2 Diabetes Is Managed

Guest Speaker (optional) (14 minutes)

DO:

Invite a guest speaker who has type 2 diabetes to describe (in a positive, non-scary way) the reality of managing diabetes. Invite participants to ask questions.



For a virtual session, invite the guest speaker to the video conferencing tool for the presentation.

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 the basics of type 2 diabetes and how it is managed.

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 look at “Life With Type 2 Diabetes” on page 4 in your Participant Guide. Between now and our next session, think about how your life would change if you had type 2 diabetes. What will you do to prevent it? Write down your thoughts in your Participant Guide.

DISCUSS:

Do you have any questions about anything we talked about today?

SAY:

Do you know anyone with type 2 diabetes? If you do know someone with type 2 diabetes, ask that person how his or her life changed and what that person does to manage it. Please share your responses and discuss with other participants on our private social media page.

Next time, we’ll talk about the things you tried at home, including your action plan. We will also talk about the role carbohydrates play in relation to type 2 diabetes.

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 25: More About Carbs

Lifestyle Coach Guide



Module Overview

Learning more about carbohydrates (carbs) can help people make informed decisions about what to eat to prevent or delay type 2 diabetes. This module gives participants a deeper understanding of carbs.

Participant Learning Objectives

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

- Describe the link between carbs and type 2 diabetes
- Identify the different types of carbs
- Describe a healthy approach to carbs

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 that highlights the role of carbs. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: “Have you heard that you can’t eat carbs with prediabetes? In our upcoming session on carbs, find out how carbs give your body energy, vitamins, minerals, and fiber. Don’t miss this informative session!”
 - 1 to 2 Days Prior: “Get that food log ready! Our next session, More about Carbs, is coming up. We’re going to be looking at your favorite carbs, seeing how often you eat them, and figuring out if you need a healthy swap or not!”

During this session:

- ☐ If conducting this session in person, offer and provide some materials for participants to take and use to prepare their vision board poster for the final session.

After this session:

- ❑ Communicate with your participants via email, text message, app, or social media to continue the conversation about carbs. Here are some examples of messages to post:
 - “Since our session on carbs, share any menu ideas that you’ve tried that include a healthy approach to carbs.”
 - “Remember to prepare your vision board poster for our final session as a group. I’m looking forward to seeing and hearing about your future goals!”

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
Carbs and Type 2 Diabetes	Page 5	5 Min
Types of Carbs	Page 8	14 Min
A Healthy Approach to Carbs	Page 12	10 Min
Desmond’s Story	Page 15	10 Min
My Carbs	Page 17	5 Min
Plan for Success	Page 18	5 Min
Summary and Closing	Page 19	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 learn more about carbohydrates, also known as carbs.

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 participants to view.

SAY:

Understanding carbs can help you make healthier food choices to prevent or delay type 2 diabetes. Today, we will talk about:

- The link between carbs and type 2 diabetes
- Different types of carbs
- A healthy approach to carbs

Finally, you will make a new action plan.

Carbs and Type 2 Diabetes



Time Estimate: 5 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 2

This part of the session explains the link between carbohydrates and type 2 diabetes.

DISCUSS:

What do you already know about carbs?

DO:

Encourage participants to share what they already know about carbs.

Use this discussion to gauge the group's understanding of the link between carbs and type 2 diabetes. Correct any misconceptions, such as all carbs are bad or that they don't contain fiber. Focus on gaps in knowledge during the rest of the discussion.

SAY:

Let's talk about the link between carbs and type 2 diabetes. Your body breaks down or converts most carbs into glucose.

ASK:

What is glucose?

ANSWER:

It's a type of sugar in your blood that is the main energy source for the body. The carbs we eat, including other sugars, like fructose (fruit sugar), sucrose (cane sugar), and lactose (milk sugar), are broken down into glucose to fuel your body.

SAY:

So, when you eat more carbs, your body makes more glucose, which increases your blood sugar. This sugar leaves the blood and goes into their cells. This sugar gives their cells energy.

Carbs and Type 2 Diabetes

ASK:

What hormone in the body helps sugar leave the blood and enter the cells?

ANSWER:

Insulin.

SAY:

In people with type 2 diabetes, the body doesn't use insulin well. So, sugar builds up in their blood instead of going into their cells. That means the cells don't get enough energy. And as you know, high blood sugar can cause many health problems over time.

Please look at "Carbs and Type 2 Diabetes" on page 2 in the Participant Guide.



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

SAY:

Carbs provide your body with energy. A variety of foods contain carbs. However, all carbs are NOT created equal. The difference is in the fiber and nutrient content. Look at the examples. An apple contains carbs, but it also contains vitamins, minerals, and fiber. On the other hand, jellybeans also contain carbs. But they have no vitamins, no minerals, and no fiber. What they do have is a lot of added sugar!

ASK:

Recall what you've learned about processed foods. What happens to a food when it's processed?

ANSWER:

Processed foods are often stripped of their nutrients (that is, their vitamins, minerals, and fiber).

Carbs and Type 2 Diabetes

SAY:

Carbohydrates from more processed foods can be converted to sugar more quickly in the body. Look at the example of the sweet potato. A baked sweet potato is different than mashed sweet potatoes with marshmallows or sweet potato chips.

This doesn't mean you can't enjoy your favorite carbohydrate foods and beverages from time to time, like jellybeans! You just need to think about how often you eat those foods, how much you eat, and whether you want to make a swap or change to support your healthy eating goals. That's what we'll be focusing on in this session.

Types of Carbs



Time Estimate: 14 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 3

In this part of the session, participants will gain an understanding of the three main types of carbs and the various foods that fit into these categories.

SAY:

We've discussed the link between carbs and type 2 diabetes. Now let's talk about the various types of carbs. Please look at "Types of Carbs" on page 3 in the Participant Guide.



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

SAY:

The three main types of carbs are starches, sugars, and fiber. Let's walk through each of these types.

Starches (5 minutes)

DISCUSS:

What are some examples of starchy food?

DO:

Share the following (if not mentioned by participants):

- Corn
- Potatoes
- Kidney beans
- Lentils
- Bread
- Pasta

Types of Carbs

SAY:

Starches include three types of food: starchy veggies; beans, peas, and lentils; and grain foods.

ASK:

Here is a list of starchy veggies. What is the difference between starchy versus non-starchy veggies?

ANSWER:

The key distinction is that starchy vegetables have more carbs.

DO:

Guide participants through beans, peas, and lentils, and then grain foods.

ASK:

Why are whole grains more nutritious than refined grains?

ANSWER:

Whole grains provide fiber, as well as essential vitamins, unlike refined grain foods. Refined grains are stripped of valuable nutrients in the refining process.

Sugars (4 minutes)

DO:

Guide participants through the section on sugars, emphasizing that there are many foods and beverages that we consume that also contain a lot of added sugar.

SAY:

Foods in this category, like jellybeans, are often termed “empty calories” because they contain high calories without additional nutritional value such as vitamins, minerals, and fiber. Think about highly processed foods like sugar, syrup, lemonade, soda, salty snacks, and sweets. They give you short-term energy but don’t have many other nutritional benefits!

Types of Carbs

ASK:

What other food or beverages can you think of that contain “empty calories”?

ANSWER:

Possible answers from participants may include:

- Soda
- Pastries
- Pies
- Pancake syrup
- Packaged frozen snacks (pizza rolls, hot pockets)
- Sugary coffee drinks

Fiber (5 minutes)

DO:

Guide participants through the section on fiber. Emphasize how fiber is removed through food processing when producing refined flours, such as white flour used in making bread and pastries.

ASK:

What are other kinds of food that contain fiber?

Types of Carbs

ANSWER:

Possible answers from participants may include:

- Apples and pears (with peel)
- Broccoli
- Strawberries
- Lentils
- Kidney beans
- Chickpeas
- Oats
- Sweet potatoes
- Swiss chard
- Artichokes
- 100% whole-grain breads (seven grain, dark rye)

NOTE:

If a participant asks about dietary fiber supplements, explain that a fiber supplement can help reduce risks.

A Healthy Approach to Carbs



Time Estimate: 10 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 10

In this part of the session, participants learn how to take a healthy approach to carbs in their everyday lives.

SAY:

We've discussed the various types of carbs. Now, we'll talk about how to take a healthy approach to carbs so you can make the changes that you need.

Please look at "A Healthy Approach to Carbs" on page 10 in the Participant Guide.



For a virtual session, use the screen share feature to display "A Healthy Approach to Carbs" from the Participant Guide for all participants to view.

DO:

Discuss nutrient-dense foods.

ASK:

What are some nutrient-dense carbohydrate foods you can think of?

DO:

Tell participants to add their ideas in the space provided in the Participant Guide.

A Healthy Approach to Carbs

ANSWER:

Possible answers from participants may include whole grains, fruits, vegetables, beans, peas, lentils, non-fat or low-fat milk or yogurt, etc.:

- Quinoa
- Buckwheat
- Sweet potatoes
- Bananas
- Oranges
- Blueberries
- Kidney beans

DO:

Review the key points listed in the “Make Your Plate” and “Choose Carbs Wisely” sections on page 11 in the Participant Guide.

SAY:

Now, look at the list of ideas presented that you could try.

DISCUSS:

What other ideas do you have that you can add to this list?

DO:

Give participants a few minutes to brainstorm some ideas. Then, discuss their ideas as a group.

SAY:

Finally, there are some examples of healthy carbs meals in your Participant Guide on page 13.

ASK:

What healthy carb choices are presented in these meals?

A Healthy Approach to Carbs

ANSWER:

Possible answers from participants may include:

- Whole-grain oatmeal
- Blueberries
- Almonds
- Whole-grain toast
- Bananas
- Whole-grain and whole-wheat pasta
- Brown rice
- Whole-grain tortillas
- Black beans

Desmond's Story



Time Estimate: 10 minutes
Methods: Presentation, Facilitated
Discussion

Participant Guide
Page 15

Participants will apply the information they have learned about carbs and use “Desmond’s Story” to brainstorm ways he can limit, change, and swap his food choices.

SAY:

We’ve discussed how to take a healthy approach to carbs, so now let’s put into practice some of the things you have learned about carbs in today’s session.

Please look at “Desmond’s Story—Part 1” on page 15 in the Participant Guide.



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

DO:

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

Then, read the directions that follow the story.

DISCUSS:

Let’s brainstorm ways we can help Desmond choose carbs wisely and make some healthy swaps. What ideas do you have?

Desmond's Story

DO:

Share additional ideas with participants, if needed.

- Breakfast: Limit jam, orange juice, and pastries; swap low-fiber high-sugar cereals for oatmeal; measure sugar and syrup; eat yogurt with no added sugar.
- Lunches: Ask for mixed brown and white rice in burritos; try frozen cauliflower rice in a stir-fry; try a half-portion with extra veggies; swap drinks for low- or no-calorie options; use vegetable wraps, skinny bread, or whole-grain bread instead of white bread.
- Dinners: Try less processed corn or potato options like baked sweet potatoes or corn on the cob; experiment with other grains for pastas; limit beer or wine; enjoy fruit (in moderation) instead of cake or other highly processed desserts; use the plate method to make sure there are enough vegetables and protein.
- Snacks: Limit snacks whenever possible; choose simple snacks like fruit, nuts, and other nourishing foods.

SAY:

Please look at “Desmond’s Story—Part 2” on page 17 in the Participant Guide.

DO:

Read (or ask a volunteer to read) the conclusion of “Desmond’s Story—Part 2.”

SAY:

Remember, you can make healthier carb choices in small steps. Start small with one big change. In time, this change will become a habit, and then you can make additional changes from there.

My Carbs



Time Estimate: 5 minutes
Method: Presentation

Participant Guide
Page 18

Participants will apply the information they have learned about carbs to their own lifestyles. They will identify where healthy changes related to carbs are needed and what changes they will make.

SAY:

By now you may be thinking about ways you need to make healthy changes to the carbs you eat. Is it the kinds of carbs you're eating? Is it how many you're eating? Let's take a moment to put it down on paper.

Please look at "My Carbs" on page 18 in the Participant Guide.



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

DO:

Review the directions and examples in the Participant Guide with participants. If time allows, give participants a few minutes to begin working on this. Or, encourage participants to work on this between now and the next session so they can identify what changes they might need to make.

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 carbs.

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 plans.

Summary and Closing



Time Estimate: 5 minutes

Participant Guide
N/A

SAY:

Before we wrap up today's session, please look at "Create a Vision Board Poster" on page 20 in the Participant Guide.

The next time we meet, it will be our final session as a group. I am excited to know what your vision is for your future. Therefore, I would like for each of you to create a vision board poster that includes images and words that represent your long-term goals after this program is complete. A vision board is a visual representation or a collage of the things that you want to have, be, or do in your life. Don't worry! You don't have to be crafty to do a vision board.

Let's look at some tips and ideas on this page for creating your board.

DO:

Review the tips and ideas presented in the Participant Guide. Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we learned more about carbs. We discussed:

- The link between carbs and type 2 diabetes
- Different types of carbs
- A healthy approach to carbs

DISCUSS:

Do you have questions about anything we talked about today?

Summary and Closing



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 26: Prevent Type 2 for Life!

Lifestyle Coach Guide



Module Overview

Keeping a healthy lifestyle going can help prevent or delay type 2 diabetes. This module helps participants reflect on their progress and keep making positive changes over the long term.

Participant Learning Objectives

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

- Reflect on how far they've come since they started this program
- Explain how to keep their healthy lifestyle going once this program ends
- Set their goals for the next 6 months

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 keeping their healthy lifestyle going after the program. Here are some sample messages you can send out to participants for this module:
 - 1 Week Prior: "Our last session is coming up! We will reflect on how far you have come in this journey and set some long-term goals. Remember to bring your vision board poster to share with the group. See you soon!"
 - 1 to 2 Days Prior: "It is almost time for our final session to reflect on this journey. Do you have your vision board poster ready to show? Be sure to bring it to our next class to share. See you soon!"
- ☐ If preparing a group progress report, email or mail it to participants so they can review it during the session.
- ☐ If preparing individual progress reports, email or mail them to participants so they can review them during the session.
- ☐ Let participants know that you would like some of them to share some testimonials about their journey through the PreventT2 lifestyle change program. Ask participants to email you if they would like to share their testimonials during the last session.
- ☐ If you are inviting a guest speaker to this session, provide the speaker with suggested talking points specific to the needs of the group. You will also want to share access to the conferencing tool as appropriate.

During this session:

- ☐ If there are any participants who want to discuss their individual progress report, schedule a day/time to meet with them privately.

After this session:

- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on how to keep a healthy lifestyle after the program. Include messages on how to keep up with goals for the upcoming months. Here are some examples of messages to post:
 - “Since our final session, how have you maintained your healthy lifestyle after the program? Have you faced any challenges? Please share your wins and challenges with the group.”
 - “What is one goal you have achieved since our last meeting? Please share with the group.”
 - “Are there any routines you have included in your day that are helping you maintain your healthy lifestyle? Share any tips with the group.”

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	1 Min
Session Focus	Page 4	1 Min
Look How Far You’ve Come!	Page 5	19 Min
Keep Up the Good Work!	Page 9	19 Min
Your Goals for the Next 6 Months	Page 13	5 Min
Plan for Success	Page 15	5 Min

Welcome and Review



Time Estimate: 1 minute
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 keep your healthy lifestyle going over the long term. 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 participants to view.

SAY:

Keeping your healthy lifestyle going over the long term can help you prevent or delay type 2 diabetes. Today, we will talk about:

- How far you’ve come since you started this program
- How to keep your healthy lifestyle going once this program ends
- Your goals for the next 6 months

Finally, you will make a new action plan.

Look How Far You've Come!



Time Estimate: 19 minutes

Methods: Presentation, Facilitated Discussion

Participant Guide
N/A

This part of the session allows participants to reflect on their journey throughout the type 2 diabetes program. Begin by asking how far participants have come since they started the program. Then, use the questions provided to guide the discussion.

SAY:

Let's start by talking about how far you've come since you started this program a year ago. Throughout this year, I've been asking you for notes about what you have accomplished, from changing what you eat to increasing your activity to overcoming challenges.

DO:

Display the updated collection of testimonials and notes you received from participants before this session. Review a variety of accomplishments, asking for details from those willing to share.



For a virtual session, use screen sharing to display the group's accomplishments.

DISCUSS:

I'd like to take a couple minutes for thoughts on our progress. Who would like to share what you learned that was key to your progress? What questions do you have for me or each other?



For a virtual session, encourage participants to use a digital whiteboard or the group chat feature to type their answers.

Look How Far You've Come!

DO:

Facilitate the conversation to encourage sharing and support among members.

Group Progress Report (optional; 5 minutes)

DO:

Hand out a report that summarizes the group's total progress in the program.

The report could include:

- Pounds the group has lost (starting total body weight minus most recent total body weight)
- Percent of body weight the group has lost (pounds the group has lost divided by total starting weight)
- Minutes of activity per week the group has gained (most recent total minutes minus starting total minutes)

SAY:

Let's look at how much progress you've made as a group.



For a virtual session, use screen sharing to display the report.

DO:

Explain the report.

Encourage participants to share personal achievements or proudest moments throughout the program. Participants can write their achievements on sticky notes and add them to a flip chart or whiteboard as they share with the group.

Look How Far You've Come!



For a virtual session, encourage participants to use a digital whiteboard or the group chat feature to share their responses.

SAY:

Take a moment to look at all we have accomplished in this program. It's pretty amazing.

Individual Progress Report (optional; 10 minutes)

DO:

Hand out a report to each participant that describes that person's progress so far. Explain the report. Use a flip chart or white board, if you wish.

The report should include:

- Pounds the person has lost (starting body weight minus most recent body weight)
- Percent of body weight the person has lost (pounds the person has lost divided by starting weight)
- Minutes of activity per week the person has gained (most recent minutes minus starting minutes) starting total minutes)



If your group is meeting virtually, consider scheduling one-on-one time with each participant over the phone or on a video call to review individual reports. You can also email or mail the report in advance and review during the session.

SAY:

This report is just for you. No one else will see it.

Are there any general questions?

Look How Far You've Come!

DO:

Inform participants that those who volunteered to give their testimonials will have the opportunity to share with the group at this time.



For a virtual session, use the spotlight feature in the video conferencing tool to enlarge the video of each participant as the person gives a testimonial.

SAY:

Let's get started with our first testimonial. This has been a long journey for each of you.

DO:

Call on participants who volunteered to share their journey. Ask the following questions to guide the conversation:

- What has kept you motivated during this journey?
- What has been the most challenging time for you during this process?
- What strategies did you personally use to stay on track with your healthy eating?
- What were your healthy go-to meals?
- What would you tell someone who was starting this same program?

Be sure to engage the group by asking if anyone else had a similar or different experience.

Allow participants 3 minutes to share before moving to the next activity.

Keep Up the Good Work!



Time Estimate: 19 minutes

Methods: Presentation, Facilitated Discussion,
Guest Speaker

Participant Guide
Page 2

This part of the session allows participants to reflect on and discuss how to keep a healthy lifestyle after the program ends.

Rashaad's Story (5 minutes)

SAY:

You've come so far since you started this program. And you've overcome many challenges along the way. Your next challenge is to keep your healthy lifestyle once this program ends.

Let's look at an example. Please look at "Rashaad's Story" on page 2 in the Participant Guide.



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

DO:

Read (or ask a volunteer to read) the first three paragraphs of the story.

DISCUSS:

Have any of you lost weight in the past, only to gain it back?

ASK:

So why is it important to keep your healthy lifestyle going over the long term?

ANSWER:

If you don't sustain your healthy habits, you can lose the progress you've made. Your risk of type 2 diabetes can go up again.

Keep Up the Good Work!

SAY:

Let's go back to the story.

DO:

Read (or ask a volunteer to read) the last three paragraphs of the story.

DISCUSS:

How about you? How will you get support once this program ends?

And how will you stay motivated once this program ends?

SAY:

Write your responses on page 2 in the Participant Guide.

DO:

Tell participants that they can get support and stay motivated by staying connected to the social network that was created prior to the class.

Become a Program Champion (1 minute)

SAY:

You can also become a Program Champion for the PreventT2 program by giving your own testimonials for future classes or even becoming a guest speaker. As a guest speaker, you can share your experiences and give advice to future students.

DO:

Highlight how to become a Program Champion and the DSMES resource in the Participant Guide.

Keep Up the Good Work!

Vision Board Poster (optional; 3 minutes; completed in More About Carbs)

SAY:

In our previous session, we discussed the vision board poster you were to create for homework and bring to this session. Just to recap, the instructions were to create a vision board poster that features images and words that represent your long-term goals after this program is complete.

Are there any volunteers who would want to share their vision board first?



For a virtual session, switch the web conferencing tool's view to gallery and have participants hold their posters up to their webcam or phone.

DO:

Allow participants to share their vision board poster with the whole group. Encourage participants to keep their vision board posters at home on display where they will see their goals on a regular basis.

As an optional step, participants can upload photos of their vision boards to the group's private social media page.

SAY:

Thank you for sharing your vision board posters with the whole group. Put your vision board poster somewhere that will be visible to you every day, so you will be encouraged.

Keep Up the Good Work!

Guest Speaker (optional; 10 minutes)

DO:

Present a guest speaker who has participated in PreventT2. Ask the speaker to describe how to get support and stay motivated once the program ends. Invite participants to ask questions.



For a virtual session, invite the guest speaker to the video conferencing tool for the presentation.

Your Goals for the Next 6 Months



Time Estimate: 5 minutes
Methods: Presentation, Facilitated Discussion

Participant Guide
Page 4

This part of the session allows participants to plan their goals for the next 6 months.

SAY:

Now let's write down your next steps. Please look at "Your Goals for the Next 6 Months" on page 4 in your Participant Guide.

You again have activity and weight loss goals.

As you can see, your activity goal for the next 6 months is unchanged—to get at least 150 minutes of activity each week at a moderate pace or more.

But you may want to revise your weight goal. Let's fill it out together.

First, fill in what you weigh now. That's the weight we discussed before this session.

Next, decide if you want to lose weight or maintain your weight in the next 6 months. Mark your choice in your Participant Guide.

- If your goal is to lose weight, write the weight you will reach.
- If your goal is to maintain your weight, write the weight you will stay at.

DO:

Help participants fill in their weight goals.

SAY:

Now, let's look back at your personal goals from our midpoint session. Review your progress and, if you need to, update or create new goals that will be your focus after the program.

Your Goals for the Next 6 Months

DO:

Allow participants to share their personal goals that were meaningful to them throughout the program.

After the participants have shared, use the “Skills To Live By” list in the Participant Guide on page 5 to discuss the healthy lifestyle skills they learned in the program.

SAY:

Continue to make healthy food choices and be more active to achieve your goals and keep your A1C levels in a healthy range. You’ve learned many healthy lifestyle skills in this program. I urge you to keep using these skills in the months and years to come. If you need to review any of these skills, refer to your Participant Guide.

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 keeping your healthy lifestyle after the program is complete.

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: 10 minutes

Participant Guide
N/A

SAY:

We have come to the end of PreventT2. Today, we discussed how keeping your healthy lifestyle going can help you prevent or delay type 2 diabetes. We talked about:

- How far you've come since you started the program
- How to keep your healthy lifestyle going once the program ends
- Your goals for the next 6 months

DISCUSS:

Do you have any questions about anything at all?

SAY:

And now it's time to celebrate!

DO:

Hold a small celebration. Here are some ideas:

- Eat healthy snacks.
- Give each participant a group photo.
- Give certificates of completion.
- Have a round of applause.
- Toast with sparkling water.



For a virtual session, hold the small celebration by having participants bring their own healthy snacks and drinks, email certificates of completion ahead of time, and include music to celebrate.

End of meeting.