PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Program Overview

U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

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Program Overview

Acknowledgments

The Centers for Disease Control and Prevention (CDC) Division of Diabetes Translation developed the Prevent T2 Lifestyle Change Program. Prevent T2 is a yearlong lifestyle change program for people at risk of developing type 2 diabetes. Prevent T2 was developed following a comprehensive review of over 25 years of scientific research on behavioral strategies that have been shown to be effective in preventing or delaying the onset of type 2 diabetes.

Key authors of the Prevent T2 Lifestyle Coach Guides and corresponding Participant materials are:

Centers for Disease Control and Prevention

Stephanie Gruss, Ph.D., M.S.W.

Ann Albright Ph.D., RD

Elizabeth Luman, Ph.D.

AFYA, Inc.

Julia Wittner, M.A.

Jann Keenan, Ed.S

Dana Conner, B.A.

Terri Moore (Graphic Design)

Michelle Bieber-Tregear, Ph.D. (Project Director)

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Diabetes Prevention Specialists and Other Contributing Experts

Nangel Lindberg, Ph.D. (Center for Health Research, Kaiser Permanente Northwest)

Jorge Ruiz, M.D. (University of Miami School of Medicine)

Hermes Florez, M.D., M.P.H., Ph.D. (University of Miami School of Medicine)

Sophia Hurley, M.S.P.T. (National Center for Health Promotion and Disease Prevention, VA)

Luis Falque-Madrid, M.P.H. (University of Zulia)

Jerry A. Schultz, Ph.D. (University of Kansas)

Alexis Williams, M.P.H., CHES (CDC)

David Dennison, M.S., CHES (CDC)

Kristina Ernst, RN, CDE, BSN (CDC)

Program focus

The Prevent T2 Lifestyle Change Program is a yearlong program designed for people with prediabetes. It is also designed for people who are at high risk for type 2 diabetes and want to lower their risk.

Program goals

Prevent T2 helps participants achieve moderate weight loss by eating well and being active.

By the end of the first six months, the goal is for participants to:

- Lose at least 5 to 7 percent of their starting weight
- Get at least 150 minutes of physical activity each week, at a moderate pace or more

By the end of the second six months, the goal is for participants to:

- Keep off the weight they have lost
- Keep working toward their goal weight, if they haven't reached it
- Lose more weight if they wish
- Keep getting at least 150 minutes of activity each week

Program structure

In order to achieve CDC recognition, your program must last for a full year and complete at least 22 modules.

We suggest meeting:

- Once a week for four months (sessions 1 to 16)
- Every other week for two months (sessions 17 to 20)
- Once a month for six months (sessions 21 to 26)

You can follow a different schedule, if you prefer. But you must complete at least 16 sessions in the first 6 months and another 6 sessions in the second six months.

Your role as a lifestyle coach

Your role is to help participants set goals, track their eating and activity, assess their progress, and solve problems. Along the way, you need to collect data and write it in your Lifestyle Coach Log.

Set the tone

Foster a supportive and respectful group culture. Encourage participants to share their thoughts and feelings. But don't pressure them to do so. Make sure all participants get a chance to speak.

Engage participants

Avoid lecturing. Instead, use teaching strategies that engage participants. Do the hands-on activities listed in the Lifestyle Coach Training Guides. When it's time to review a handout, ask for volunteers to read it to the group. Or ask them questions about it.

Participants differ in their tastes, beliefs, and interests. Tailor the program to your particular group as much as you can.

Keep an eye on the time

Make sure to cover key content within the one-hour time frame. Keep a watch or clock handy. If a discussion is going on too long, table it for another time, such as after the session.

To help you stay on track, the Lifestyle Coach Training Guides suggest how many minutes to spend on each section. They also label some activities "optional."

Support participants

Some participants may face personal barriers to lifestyle change. For instance, a participant may have trouble reading and writing. They may be able to track their eating and activity in other ways, such as recording their voice or taking a photo. Suggest they ask a friend or family member to help them fill in forms. Or do it yourself.

Another participant may have trouble reaching their fitness goal because of painful arthritis. Help them find ways they can be active, such as swimming, yoga, or Tai Chi.

Other participants may face environmental barriers to lifestyle change. For instance, they may have limited access to healthy food, transportation, childcare, a safe place to walk, technology, time, and healthcare. Help participants work through these barriers.

Participants' role

At home, participants are required to:

- Track their minutes of activity each day (starting after the *Track Your Activity* module)
- Write their minutes of activity in their Fitness Log

During sessions, participants are required to:

- Bring their Participant Notebook
- Show you their Fitness Log (starting after the *Track Your Activity* module)
- Weigh in
- Write their weight in their Weight Log

At home, participants are encouraged to:

- Track their food each day (starting after the *Track Your Food* module)
- Track more details about their activity each day (starting after the *Get More Active* module)
- Do the things you ask them to try at home

During sessions, participants are encouraged to:

- Arrive on time
- Turn off their cell phones
- Participate

Modules

Prevent T2 has 26 modules. In order to achieve CDC recognition, your program must complete at least 22 of these modules. Please see the chart below for details.

First six months of program

You must present all 16 of these modules within the first six months. *Introduction to the Program* must come first. Otherwise, there is no required order. However, we recommend that you present the next six modules in the order listed, since they provide the foundation upon which the rest of the curriculum is based. And we recommend presenting *Stay Motivated to Prevent T2* at the six-month mark.

Module names	Descriptions
Introduction to the Program	This module sets the stage for the entire Prevent T2 course. **Presented at the first session.**
Get Active to Prevent T2	This module provides the core principles of getting active. **Recommended at the second session.**
Track Your Activity	This module provides the core principles of tracking activity. **Recommended at the third session.**
Eat Well to Prevent T2	This module provides the core principles of healthy eating. **Recommended at the fourth session.**
Track Your Food	This module provides the core principles of tracking food. **Recommended at the fifth session.**
Get More Active	This module provides the core principles of increasing activity level. **Recommended at the sixth session.**

First six months of program

Module names	Descriptions
Burn More Calories Than You Take In	This module provides the core principles of caloric balance. **Recommended at the seventh session.**
Shop and Cook to Prevent T2	This module teaches participants how to buy and cook healthy food.
Manage Stress	This module teaches participants how to reduce and deal with stress.
Find Time for Fitness	This module teaches participants how to find time to be active.
Cope with Triggers	This module teaches participants how to cope with triggers of unhealthy behaviors.
Keep Your Heart Healthy	This module teaches participants how to keep their heart healthy.
Take Charge of Your Thoughts	This module teaches participants how to replace harmful thoughts with helpful thoughts.
Get Support	This module teaches participants how to get support for their healthy lifestyle.
Eat Well Away from Home	This module teaches participants how to stay on track with their eating goals at restaurants and social events.
Stay Motivated to Prevent T2	This module helps participants reflect on their progress and keep making positive changes over the next six months. **Recommended at the six-month mark.**

Last six months of program

You must present at least six of these 10 modules during the last six months. *Prevent T2—for Life!* must come last. Otherwise, there is no required order.

Module names	Descriptions
When Weight Loss Stalls	This module teaches participants how to start losing weight again when their weight loss slows down or stops.
Take a Fitness Break	This module teaches participants how to overcome barriers to taking a 2-minute fitness break every 30 minutes.
Stay Active to Prevent T2	This module teaches participants how to cope with some challenges of staying active.
Stay Active Away from Home	This module teaches participants how to stay on track with their fitness goals when they travel for work or pleasure.
More About T2	This module gives participants a deeper understanding of type 2 diabetes.
More About Carbs	This module gives participants a deeper understanding of carbohydrates.
Have Healthy Food You Enjoy	This module teaches participants how to have healthy food that they enjoy.
Get Enough Sleep	This module teaches participants how to cope with the challenges of getting enough sleep.
Get Back on Track	This module teaches participants what to do when they get off track with their eating or fitness goals.
Prevent T2—for Life!	This module helps participants reflect on their progress and keep making positive changes over the long term. **Presented at the last session.**

Lifestyle Coach Training Guides

Each module has a Lifestyle Coach Training Guide that includes the following sections:

Session Focus

This tells what the session is about.

Participant Learning Objectives

This tells what participants will learn by the end of the session.

Materials Checklist

This lists the items you will need for the session. It also lists optional items. Items that are unique to that session appear in blue, bold text.

Things to Do

This tells what to do before the session. It also tells what to do as each participant arrives and after the session is over.

Module Outline

This tells the page number of each section. It also suggests how many minutes to spend on each section.

Lifestyle Coach Script

This is meant merely as a starting point. Please use your own words.

Each script has the following sections:

Notes to Coach

Under this heading, you'll find helpful information, such as prompts for discussion questions.

When you see , write the indicated text on a flip chart or white board, if you are using one. We suggest you do this before the session starts.

Welcome and Review

As participants arrive, greet and weigh them individually. Log their weight and minutes of activity (starting after the *Track Your Activity* module). Hand out materials. Then ask participants to sit down.

Review the main points of the previous session and take questions from the group. Then participants share how things are going for them.

Objectives

Outline the session's key topics.

Session topic (varies)

Present material on a certain topic. Participants engage in group activities. For instance, they may share their thoughts and feelings, brainstorm, role-play, or discuss handouts.

Some modules call for participants to eat or do physical activity during the session. Check with your organization to make sure it's OK to do these activities.

Plan for Success

Participants make a new action plan.

Summary and Closing

Tell participants what you would like them to try at home. Review the main points of the session. Take questions from the group. Finally, tell participants the topic of the next session, and remind them to bring their Participant Notebook.

Participant Notebooks

At the first session, give each participant a Participant Notebook. Make a notebook for yourself too.

Each Participant Notebook should be a large 3-ring binder that includes the following tabbed sections:

- Participant Guides (further divided by module)
- Fitness Logs
- Food Logs
- Weight Log
- Action Plan Journal
- Other Materials

Participants should take their Participant Notebook home with them and bring it to each session. If someone forgets to bring their notebook, ask them to look on with another participant.

Participant Guide

Each module has a Participant Guide that contains handouts. Some handouts are for participants to use during sessions. Others are for participants to use at home.

You can hand out all the Participant Guides at the very first session. Or you can hand them out one at a time (one guide per session).

Fitness Log

Participants must use their Fitness Log each day to track their minutes of activity (starting after the *Track Your Activity* module). The activity must be of at least a moderate pace. They are encouraged to write down other details about their activity.

Participants must show you their Fitness Log at the start of each session. Record the minutes of activity in your Lifestyle Coach Log.

Food Log

Participants are encouraged to use their Food Log to track their eating (starting after the *Track Your Food* module). They don't need to show you their Food Log.

Weight Log

At each session, weigh participants in private and tell them how much they weigh. Record the weight in your Lifestyle Coach Log. Participants must record this number in their Weight Log.

Action Plan Journal

Participants are encouraged to make a new action plan during each session and to try it at home.

Other Materials

Here are some other participant materials.

- **Program Meeting Schedule.** Fill this out. Give it to participants before the program starts, or at the first session.
- **Quick Guide.** This provides tips for weight loss. Give it to participants at your discretion.
- **Ready, Set, Quit!** This provides tips for how to quit smoking. Give it to participants at your discretion.
- **To Learn More.** This provides a list of resources for preventing type 2 diabetes. Give it to participants at your discretion.
- **Certificate of Completion.** Fill this out. Give it to participants at the last session if you wish.

Optional activities

Here are some optional activities to consider. Discuss them with your organization to see if they make sense for your group.

Please note: Your organization does not need to do these activities in order to achieve CDC recognition. But doing them may indirectly help your organization achieve that status by increasing attendance and adherence among participants.

Prescreen participants for program readiness (optional)

If you wish, you can prescreen participants, either in person or via telephone. This lets you tell potential participants about Prevent T2 before they sign up and identify people who are not yet ready for the program.

Hold make-up sessions (optional)

If you wish, you can offer make-up sessions. These let participants make up any sessions that they missed. These sessions may be shorter than the original sessions, but should cover the key content. Make-up sessions must be offered on a different day and not at a later time the same day.

Connect outside of sessions (optional)

Participants can connect outside of session time—or even after the program is over—for support, learning, and fun. Make sure everyone is invited to participate, but no one feels pressured to do so. You can participate, if you wish. So can participants' family members.

You can facilitate this connection by forming a social network and by setting up get-togethers.

Form a social network

There are a number of ways to form a social network. For instance, you could:

- Distribute a list of participants' phone numbers and email addresses (if participants agree)
- Form a listserv
- Form a closed Facebook group
- Link participants via behavior trackers, such as MyFitnessPal.com

Set up get-togethers

There are a number of options for get-togethers. For instance, participants could:

- Shop for healthy food
- Cook and eat a healthy meal
- Have a healthy picnic
- Go for a walk or hike
- Play soccer or kickball
- Walk or run a 3K or 5K together

Please note: These get-togethers cannot replace session content. They just enhance it.

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Lifestyle Coach Training Guide

Introduction to the Program

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Introduction to the Program

Session Focus

This introductory module helps participants change their lifestyles by moving them from the thinking phase to the action phase. It sets the stage for the entire Prevent T2 course. Prevent T2 is a proven program to prevent or delay type 2 diabetes in those at high risk.

Participant Learning Objectives

By the end of the session, participants will:

- Identify the goals and structure of Prevent T2
- Identify the basics of type 2 diabetes
- Explain how to make an action plan
- Set goals and plan basic actions

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Materials Checklist

You will need:

- ☐ Participant Notebooks (one for each participant and for you). Each Participant Notebook should be a large 3-ring binder that includes the following tabbed sections:
  - ☐ Participant Guides (further divided by module)
  - ☐ Fitness Logs
  - ☐ Food Logs
  - ☐ Weight Log
  - ☐ Action Plan Journal
  - ☐ Other Materials
- ☐ Participant Guides (one copy for each participant and for you)
- ☐ Blank Fitness Logs (multiple copies for each participant)
- ☐ Blank Food Logs (multiple copies for each participant)
- ☐ Blank Weight Logs (one copy for each participant)
- ☐ Blank Action Plan Journals (one copy for you; one copy of pages 1 and 2 and multiple copies of page 3 for participants)
- ☐ Other Materials (one copy for each participant and for you; see Program Overview)
- ☐ Lifestyle Coach Logs (multiple copies for you)
- ☐ Nametags (one for each participant and for you)
- ☐ Scale for weighing participants (use the same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a Participant Notebook.
- ☐ Ask participants to fill out and wear a nametag.
- ☐ Ask participants to sit down.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

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Module Outline

Session Content:

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

- ☐ Welcome and Introductions ..... Page 6 ..... 15 Min
- ☐ Objectives ..... Page 8 ..... 2 Min
- ☐ Program Overview ..... Page 8 ..... 15 Min
- ☐ Basics of Type 2 Diabetes ..... Page 11 ..... 10 Min
- ☐ Your Six-Month Goals ..... Page 11 ..... 7 Min
- ☐ Plan for Success ..... Page 14 ..... 8 Min
- ☐ Summary and Closing ..... Page 17 ..... 3 Min

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Lifestyle Coach Script

Notes to Coach	Welcome and Introductions (15 minutes)
Welcome! [Your name]	► **SAY:** Welcome to the first meeting of Prevent T2, a proven program to prevent or delay type 2 diabetes in those at high risk. It was developed by the Centers for Disease Control and Prevention. 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, rephrase as needed. Share your title/role in your organization, clinical area in which you work (if applicable), and experience with diabetes prevention and/or the Prevent T2 program.
■ What is your name? ■ What two items would you like to have if you were stranded on a deserted island?	**ACTIVITY:** Icebreaker ► **SAY:** Let's get to know each other a little. Choose a partner you have never met before. You and your partner will take turns asking each other these two questions: ■ What is your name? ■ What two items would you like to have if you were stranded on a deserted island?

Notes to Coach	Welcome and Introductions
The goal of this activity is to help participants get to know each other. You can do a different icebreaker, if you prefer.	I'll let you know when it's time to switch. Then you'll introduce your partner to the rest of our group and what you learned about him or her. **DO:** Let participants know when it's time to switch roles at the 2-minute mark. ► **SAY:** Now take about 30 seconds to introduce your partner to the group. **DO:** Allow participants to introduce their partner briefly.
For instance, participants may be there to: ■ Get active ■ Lose weight ■ Prevent type 2 diabetes ■ Support a friend or family member	► **SAY:** Now let's spend a few minutes talking about why you're here. **DISCUSS:** Why did you join this program? ► **SAY:** Thank you for sharing that with the group. We will get to know each other well over the coming weeks and months and support each other along the way.

Notes to Coach	Objectives (2 minutes)
	► **SAY:** During this first session, we will discuss the Prevent T2 program. We'll talk about: ■ The program's goals and structure ■ The basics of type 2 diabetes You will also set your six-month goals and make your first action plan.
	Program Overview (15 minutes)
Program goals: ■ Lose at least 5 to 7 percent of your starting weight ■ Get at least 150 minutes of physical activity each week	► **SAY:** Let's start with an overview of the program. Prevent T2 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 of this module's handouts. **DO:** Use the handout to discuss what prediabetes is, the number of people who have it, related health problems, and how to lower your risk. ► **SAY:** Now let's talk about the goals of this program. Please look at "Prevent T2 Goals" on page 3. **DO:** Read (or ask a volunteer to read) the goals for the first and second six months of the program.

Notes to Coach	Program Overview
Moderate activities include biking, brisk walking, and dancing.	► **ASK:** What does losing 5 to 7 percent of your starting weight mean? **ANSWER:** It means losing 5 to 7 pounds for every 100 pounds you weigh now. So if you weighed 200 pounds, you would lose 10 to 14 pounds. ► **SAY:** For the physical activity goal, the activity should be of at least moderate intensity. **DISCUSS:** What are some moderate activities? **DO:** Use the handout to discuss the benefits of losing weight and getting more active. ► **SAY:** Now let's talk about the structure of the program. **DO:** Hold up your Participant Notebook. ► **SAY:** Please open the Participant Notebook I gave you when you came in today. This is a really important item. Please bring it to every session. **DO:** Discuss the notebook briefly. Show participants each section. ► **SAY:** Please look at the Program Meeting Schedule. **DO:** Discuss briefly. If relevant, tell participants about make-up sessions, social networks, and get-togethers. (See "Program Overview.") Answer questions as needed.

Notes to Coach	Program Overview
	► **SAY:** At the start of each session, you'll spend some one-on-one time with me. You'll write down your weight, just as you did today. Starting in a couple of weeks, you'll also show me your Fitness Log. That's where you'll write down your minutes of activity each week. I'll keep a record of your weight and activity minutes, and so will you. This will help us track your progress. Then we'll move on to 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.

Notes to Coach	Basics of Type 2 Diabetes (10 minutes)
Participants may ask about type 1 diabetes. People with type 1 diabetes do not make insulin at all.	► **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 disease. Please look at "Type 2 Diabetes" on page 4. **DO:** Use the handout to discuss what type 2 diabetes is, how it can harm you, and the risk factors that make you more likely to get it. ► **SAY:** While you can't control all of these factors, you can control your weight and how active you are!
	Your Six-Month Goals (7 minutes)
	► **SAY:** Now let's talk about your next steps. Please look at "Your Six-Month Goals" on page 5. ► **ASK:** What is your six-month activity goal? **ANSWER:** To get at least 150 minutes of activity each week at a moderate pace or more ► **SAY:** Before you can set your six-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 5 to 7 percent of your starting weight over the next six months. Please look at the "Weight Loss by the Numbers" chart on pages 7-8. Let's say you weigh 200 pounds now. Please find that number in the blue column.

Notes to Coach	Your Six-Month Goals
	► **ASK:** If your goal is to lose 5 percent 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 7 percent of your weight? **ANSWER:** 14 pounds **DO:** Explain and go through more examples as needed. ► **SAY:** Now please find your starting weight. That's the number I told you earlier today. You do not have to say or read this out loud. Just look at it. Next, decide what percentage of your weight you will lose over the next six months: 5, 6, or 7 percent. Then find how many pounds you'll need to lose to reach that goal.

Notes to Coach	Your Six-Month Goals
	DO: Explain as needed. ► **SAY:** Let's look at "Your Six-Month Goals" on page 5 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.

Notes to Coach	Plan for Success (8 minutes)
	► **SAY:** To help you succeed in this program, you will make a new action plan at each session. Please turn to your Action Plan Journal. Let's look at "Tips for Making Your Action Plan" on page 2. As you make your action plan, you'll keep six things in mind: 1. **Be realistic.** Plan actions that are realistic for you. 2. **Make it doable.** Plan small changes. Over time, these changes will add up.
Make sure the actions are realistic and doable.	**DISCUSS:** What are some ways to do that? For example, what are some realistic actions you could take to work toward the goal of 150 minutes of activity each week?
	► **SAY:** Another thing to keep in mind as you make your action plan: 3. **Be specific.** Plan your actions in detail. Decide: ■ What you will do ■ Where you will do it ■ When you will do it ■ How long you will do it

Notes to Coach	Plan for Success
Make sure participants address what, where, when, and how long.	**DISCUSS:** What are some ways to do that? For example, what are some specific actions you could take to work toward the goal of 150 minutes of activity each week? ► **SAY:** Another thing to keep in mind as you make your action plan: 4. **Be flexible.** Review your action plan often. Look for ways to cope with challenges. If your action plan isn't working for you, revise it. 5. **Focus on behaviors.** For instance, you can control how many pounds you lose by focusing on your actions, such as what you eat and how active you are. 6. **Make it enjoyable.** Change doesn't have to be painful. It can be fun! So find activities and healthy foods that you enjoy. OK! Now it's time to make your first action plan. Let's look at "Action Plan" on page 3. First, set a goal to work on between now and the next session. The goal should help you lower your risk of type 2 diabetes.

Notes to Coach	Plan for Success
	DO: Explain as needed. ► **SAY:** Next, list three actions you will take to reach that goal. Specify where, when, and how long you will do these actions. Also list any challenges you might face and ways to cope with these challenges. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Explain as needed. Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (3 minutes)
Things to Try at Home: ■ Action Plan	► **SAY:** Between now and the next session, please put your action plan into effect. Check off each action you complete. **DO:** Answer questions as needed. ► **SAY:** We have come to the end of our meeting. Today we discussed Prevent T2. We talked about: ■ The program's goals and structure ■ The basics of type 2 diabetes You also set your six-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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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Lifestyle Coach Training Guide

Get Active to Prevent T2

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Get Active to Prevent T2

Session Focus

Physical activity can help prevent or delay type 2 diabetes. This module introduces the concept of getting active.

Participant Learning Objectives

By the end of the session, participants will:

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

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

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Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Benefits of Getting Active ..... Page 7 ..... 13 Min
- ☐ Ways to Get Active ..... Page 9 ..... 20 Min
- ☐ Plan for Success ..... Page 10 ..... 5 Min
- ☐ Summary and Closing ..... Page 11 ..... 10 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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 previous session. **DISCUSS:** What questions do you have about our last session? ► **SAY:** Let's talk about how things went with the action plan you made last time. **DISCUSS:** What went well? What didn't go so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **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 (13 minutes)
	► **SAY:** Let's start by talking about how getting active can lower your risk of type 2 diabetes. One way it does this is by helping you lose weight. 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.

Notes to Coach	Benefits of Getting Active
Benefits of getting active include: ■ 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:** 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:** We've talked about how getting active can lower your risk of type 2 diabetes. What are some other benefits of getting active? Why do you want to get active? ► **SAY:** As you know, you'll be working towards at least 150 minutes of activity each week. It may take you a while to reach that goal. But if you make small changes over time, you'll get there!

Notes to Coach	Ways to Get Active (20 minutes)
Ways to get active include: ■ Biking ■ Climbing stairs ■ Dancing ■ Doing yard work ■ Hiking ■ Jogging ■ Jumping rope ■ Lifting weights ■ Playing soccer ■ Stretching ■ Swimming ■ Using resistance bands ■ Walking briskly	▶ **SAY:** There are so many great ways to get active. You're sure to find at least one that you like. **DISCUSS:** What are some ways to get active? ▶ **SAY:** As you know, in this program, the goal is to be active at a moderate pace or more. ▶ **ASK:** What's a good way to know if you're 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:** Let's try the Talk Test right now.
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.	**ACTIVITY:** March in Place **DO:** Model how to march in place. ▶ **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 you can't sing. **DO:** Give participants a few minutes to march in place. ▶ **SAY:** Great marching everyone! You can stop now.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about getting active. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (10 minutes)
	► **SAY:** Now let's turn to the handouts that go with this module. Before our next session, I'd like you to read "Teo's Story" on page 3 and "Ways to Get Active" on page 4. It's important to work out safely. So please complete "Are You Ready to Get Active?" on page 5. It will help you decide whether to visit your healthcare provider before you get active. Also, please read the safety tips in "Be Active, Be Safe" on page 6. It can be challenging to get active. Please look at "How to Cope With Challenges" on pages 7 to 9. It shows some common challenges and ways to cope with them. Before our next session, please write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try.
This discussion is optional.	**DISCUSS:** What might you find challenging about getting active?

Notes to Coach	Summary and Closing
Things to Try at Home: ■ Teo's Story ■ Ways to Get Active ■ Are You Ready to Get Active? ■ Be Active, Be Safe ■ How to Cope with Challenges ■ Action Plan	► **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. **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Track Your Activity

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Track Your Activity

Session Focus

Tracking, or self-monitoring, can help prevent or delay type 2 diabetes. This module provides detailed instruction on how to track activity.

Participant Learning Objectives

By the end of the session, participants will:

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

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Examples of ways to time activity. These might include watch, timer, and smart phone apps.**

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Purpose of Tracking ..... Page 8 ..... 10 Min
- ☐ How to Track Your Activty ..... Page 9 ..... 23 Min
- ☐ Plan for Success ..... Page 10 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 10 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about tracking your activity 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 about our last session? ► **SAY:** Let's talk about how things went with the action plan you made last time. **DISCUSS:** What went well? What didn't go so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Tracking your minutes of activity each day can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ The purpose of tracking ■ How to track your activity You'll also get a chance to practice tracking your activity. Finally, you will make a new action plan.

Notes to Coach	Purpose of Tracking (10 minutes)
Things to track include: ■ 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 do the wash in time	► **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? ► **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 six-month weight goal. ► **ASK:** And what's the purpose of tracking your minutes of activity each day? **ANSWER:** It helps you work toward your six-month activity goal—to get at least 150 minutes of activity each week. The activity should be of at least a moderate pace. ► **SAY:** And, of course, both of these goals (weight loss and activity) help you lower your risk of type 2 diabetes.

Notes to Coach	How to Track Your Activity (23 minutes)
	► **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.
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.	**ACTIVITY:** Practice Tracking **DO:** March in place with participants. **Keep track of how long they march.** ► **ASK:** Tracking your minutes of activity has two steps. What do you think they are? **ANSWER:** 1. Time your activity. 2. Record your minutes of activity.
Ways to time your activity include: ■ Watch ■ Clock ■ Timer ■ Fitness tracker ■ Smart phone apps ■ Computer apps	**DISCUSS:** What are some ways to time your activity? **DO:** If you'd like, bring in some examples of ways to time their minutes of activity. Show participants how to use them. ► **SAY:** Great marching everyone! You can stop now. You marched for __ minutes. Let's write that in your Fitness Log. **DO:** Review the Fitness Log briefly. Help participants record those minutes of activity.

Notes to Coach	How to Track Your Activity
Ways to record your activity include: ■ Spiral notebook ■ Spreadsheet ■ Fitness tracker ■ Smart phone apps ■ Computer apps ■ Voice recording	**DISCUSS:** Besides using your Fitness Log, what are some other ways to record your minutes of activity? ► **SAY:** Ultimately, though, you'll want to record your minutes in your Fitness Log. You'll show me this log at each session.
	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about tracking your activity.

Notes to Coach	Plan for Success
	As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Try to do just a little more than last time. Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (10 minutes)
	► **SAY:** Please look at your Fitness Log again. You'll use it each day to track your minutes of activity. Remember: Track activity of at least a moderate pace—activity that you can talk through, but not sing through. And make sure to include everyday activities, like sweeping the floor briskly and mowing the lawn. There may be some days when you write down zero minutes, and that's OK. The key thing is to track every day for the rest of this program. You'll show me your Fitness Log at the start of each session. **DO:** Answer questions as needed. ► **SAY:** Let's turn to the handouts that go with this module. Between now and the next session, please read "How to Track Your Activity" on page 3. Now let's look at "How to Cope With Challenges" on page 4. It shows some common challenges and ways to cope with them. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try.
This discussion is optional.	**DISCUSS:** What might you find challenging about tracking your activity? How will you work around these challenges? ► **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.

Notes to Coach	Summary and Closing
Things to Try at Home: ■ Fitness Log ■ How to Track Your Activity ■ How to Cope With Challenges ■ Action Plan	We talked about: ■ The purpose of tracking ■ How to track your activity You also got a chance to practice tracking your 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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Eat Well to Prevent T2

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Eat Well to Prevent T2

Session Focus

Eating well can help prevent or delay type 2 diabetes. This module introduces the concept of healthy eating.

Participant Learning Objectives

By the end of the session, participants will:

- Explain how to eat well to prevent or delay type 2 diabetes
- Explain how to build a healthy meal
- Identify the items in each food group

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Tray of bite-size non-starchy veggies, with dip that is low in sugar and fat**
- ☐ **Tray of baked, low-salt corn chips and salsa**
- ☐ **Tray of bite-size fruit, with dip that is low in sugar and fat**
- ☐ **"Healthy Can Be Tasty" video: https://www.youtube.com/watch?v=k7-JJZ2jpWE**
- ☐ **Projector with Internet access to watch video**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ How to Eat Well ..... Page 7 ..... 10 Min
- ☐ How to Build a Healthy Meal ..... Page 10 ..... 10 Min
- ☐ Food Groups ..... Page 12 ..... 13 Min
- ☐ Plan for Success ..... Page 17 ..... 5 Min
- ☐ Summary and Closing ..... Page 18 ..... 10 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about eating well 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 about our last session? ► **SAY:** Let's talk about how things went with the action plan you made last time. **DISCUSS:** What went well? What didn't go so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Eating well can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ How to eat well ■ How to build a healthy meal ■ The items in each food group Finally, you will make a new action plan.
	How to Eat Well (10 minutes)
	► **SAY:** Let's start by talking about how to eat well to lower your risk of type 2 diabetes. First of all, you'll want to choose items that are low in calories. ► **ASK:** Can anyone tell me what calories are? **ANSWER:** Calories are a measure of energy. You get them from things you eat and drink. Your body burns calories the way a car burns gas.

Notes to Coach	How to Eat Well
	SAY: If you want to lose one pound per week, you'll need to cut about 3,500 calories each week. At the same time, you'll want to choose items that are low in fat. ► **ASK:** Why would you want to choose items that are low in fat? **ANSWER:** Fat is high in calories. Plus, fats that are solid at room temperature can harm your heart. ► **SAY:** You'll also want to choose items that are low in sugar. ► **ASK:** Why would you want to choose items that are low in sugar? **ANSWER:** Sweet foods can be high in calories, although not as high as fatty foods. (1 tablespoon white sugar has 48 calories. 1 tablespoon butter has 102 calories.) Plus, sweet foods make your blood sugar go up. ► **SAY:** At the same time, you'll want to choose items that are high in fiber and water. ► **ASK:** Can anyone tell me what fiber is? **ANSWER:** A type of carbohydrate that passes through your body without being digested.

Notes to Coach	How to Eat Well
	► **ASK:** And why would you want to choose items that are high in fiber and water? **ANSWER:** They fill you up without adding calories. ► **SAY:** Finally, you'll want to choose items that are high in vitamins, minerals, and protein. ► **ASK:** Why would you want to choose items that are high in vitamins, minerals, and protein? **ANSWER:** Your body needs them to be healthy. And many of us don't get enough of them. ► **SAY:** Let's turn this around. ► **ASK:** To prevent type 2 diabetes, what items will you want to limit? **ANSWER:** Items that are: ■ High in calories, fat, and sugar ■ Low in fiber and water ■ Low in vitamins, minerals, and protein

Notes to Coach	How to Build a Healthy Meal (10 minutes)
	► **SAY:** Now let's put those ideas into practice. Let's turn to the handouts that go with this module. Please look at "A Healthy Meal" on page 3. This picture shows a healthy meal. It's based on the Create Your Plate idea from the American Diabetes Association. As you can see, you'll want to make: ■ Half of your plate non-starchy veggies (such as broccoli, lettuce, and peppers) ■ A quarter of your plate grains and starchy foods (such as potatoes and oatmeal) ■ Another quarter of your plate protein foods (such as chicken, lean meat, and fish)

Notes to Coach	How to Build a Healthy Meal
Participants can use the pictures for guidance. Each food group is used just once.	You can also have: ■ A small amount of dairy foods (such as 1 cup skim milk) ■ A small amount of fruit (such as one apple, half a banana, or ½ cup berries) ■ A drink that has low or no calories (such as water, sparkling water, or coffee without sugar) These are shown at the side of the plate. **DO:** Discuss as needed. **SAY:** Please look at "Make Your Plate" on page 4. Let's label the picture together. **DO:** Help participants write the number of the correct food group on each line.

Notes to Coach	Food Groups (13 minutes)
Non-starchy veggies are low in calories, fat, and sugar. They are high in fiber. And some are full of water. Non-starchy veggies include broccoli, spinach, and peppers.	▶ **SAY:** Now let's talk about the items in each food group. Please look at "Foods to Choose" on pages 5 to 7. Let's start with non-starchy veggies. These take up half of the Make Your Plate picture. That's the largest section. Frozen veggies are just as good for you as fresh veggies. But try to limit canned veggies, which are lower in vitamins and minerals. **DISCUSS:** What are some non-starchy veggies?
This activity is optional.	**ACTIVITY:** Try Veggies **DO:** Offer participants a tray of bite-size non-starchy veggies with a dip that is low in sugar and fat, such as one made with plain nonfat yogurt, herbs, and spices. ▶ **SAY:** Here are some non-starchy veggies. This dip is low in sugar and fat. **DISCUSS:** How did the veggies and dip taste? Did they fill you up at all?

Notes to Coach	Food Groups
Grains and starchy foods vary in calories, fat, sugar, and fiber. And most of them are low in water. Healthy grains and starchy foods include beans, brown rice, and oatmeal.	► **SAY:** Now let's move on to grains and starchy foods. These 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. So look for whole grains. Also look for grains that are low in fat and sugar. **DISCUSS:** What are some healthy grains and starchy foods?
This activity is optional.	**ACTIVITY:** Try Grains **DO:** Offer participants a tray of baked, low-salt corn chips and salsa. ► **SAY:** These chips are baked, so they are low in fat. They are also made with whole grains. The salsa is low in sugar and fat. **DISCUSS:** How did the chips and salsa taste? Did they fill you up at all?

Notes to Coach	Food Groups
Protein foods are high in protein. They vary in calories. And they're low in sugar. But they're also low in fiber and water. Healthy protein foods include chicken without skin, lean meat, and fish. Dairy foods vary in calories and water. They give you vitamins, minerals, and protein. But they are low in fiber. Healthy dairy foods include 1 cup of skim milk or 6 ounces of plain nonfat yogurt.	▶ **SAY:** Now let's move on to protein foods. These take up a quarter of the Make Your Plate picture. Try to choose meat that is low in fat. You'll also want to limit how many egg yolks you have—these contain most of the fat. So egg whites are a better choice. **DISCUSS:** What are some healthy protein foods? ▶ **SAY:** Now let's move on to dairy foods. You can have a small amount of dairy with your meal. Try to choose dairy foods that are low in sugar and fat. **DISCUSS:** What are some healthy choices for dairy?

Notes to Coach	Food Groups
Fruit is fairly low in calories. It gives you vitamins and minerals. It's full of fiber and water. But it's higher in sugar than veggies. Healthy choices for fruit include one apple, half a banana, or ½ cup of berries.	▶ **SAY:** Let's move on to fruit. 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 sweetened canned fruit, dried fruit, and juice. They are high in sugar. Plus, juice has very little fiber, so it doesn't fill you up the way whole fruit does. **DISCUSS:** What are some healthy choices for fruit?
This activity is optional.	**ACTIVITY:** Try Fruit **DO:** Offer participants a tray of bite-size fruit with a dip that is low in sugar and fat, such as plain nonfat yogurt. ▶ **SAY:** This dip is low in sugar and fat. **DISCUSS:** How did the fruit with dip taste? Did it fill you up at all?
Drinks are high in water. They vary in calories, protein, vitamins, minerals, and sugar. Most of them are low in fiber.	▶ **SAY:** Now let's move on to drinks. You can have a drink that has no or low calories with your meal. Try to choose drinks that are low in fat and sugar.

Notes to Coach	Food Groups
Healthy drinks include water, sparkling water, and coffee without sugar. Sweet and fatty foods are high in calories. Most of them are low in vitamins, minerals, and protein. And they're often low in fiber. Plus, sweet foods are high in sugar. Sweet foods include candy, cookies, and sugar. Fatty foods include lard, bacon, and full-fat cheese.	**DISCUSS:** What are some healthy drinks? ▶ **SAY:** Now let's look at "Foods to Limit" on page 8. Sweet and fatty foods are bad for you, so don't eat too much of them. **DISCUSS:** What are some sweet foods? And what are some fatty foods?
This activity is optional. If you'd prefer, give participants the link so they can watch the video at home. A later session will address how to shop for and cook healthy food.	**ACTIVITY:** Video **DO:** Show the 2½-minute video "Healthy Can Be Tasty." **DISCUSS:** What are some healthy items that you like?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about eating well. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (10 minutes)
	► **SAY:** Please look at "Make Your Plate" on page 4, which we labeled earlier. I'd like you to finish it at home. Create a healthy meal by listing items that you like. You can use "Foods to Choose" on pages 5 to 7 for ideas. It can be challenging to eat well. Please look at "How to Cope With Challenges" on pages 9 and 10. It shows some common challenges and ways to cope with them. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try.
This discussion is optional.	**DISCUSS:** What might you find challenging about eating well?
	► **SAY:** We have come to the end of our meeting. Today, we discussed how eating well can help you prevent or delay type 2 diabetes. We talked about: ■ How to eat well ■ How to build a healthy meal ■ The items in each food group
	DISCUSS: Do you have questions about anything we talked about today?
Things to Try at Home: ■ Make Your Plate ■ How to Cope With Challenges ■ Action Plan	► **SAY:** Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Track Your Food

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Track Your Food

Session Focus

Tracking, or self-monitoring, can help prevent or delay type 2 diabetes. This module provides detailed instruction on how to track food.

Participant Learning Objectives

By the end of the session, participants will:

- Identify the purpose of tracking their food
- Explain how to track their food
- Explain how to use Nutrition Facts labels

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens
- ☐ **Dry and liquid measuring cups**
- ☐ **Measuring spoons**
- ☐ **Kitchen scale and bowl**
- ☐ **Peanut butter**
- ☐ **Box of cereal**
- ☐ **Bottle of juice**

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Ping-pong ball**
- ☐ **Dice**
- ☐ **Deck of cards**
- ☐ **Golf ball**
- ☐ **Tennis ball**
- ☐ **Baseball**
- ☐ **Computer mouse**
- ☐ **CD**
- ☐ **Nutrition Facts labels**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Purpose of Tracking ..... Page 7 ..... 10 Min
- ☐ How to Track Your Food ..... Page 9 ..... 13 Min
- ☐ Make Sense of Food Labels ..... Page 12 ..... 10 Min
- ☐ Plan for Success ..... Page 13 ..... 5 Min
- ☐ Summary and Closing ..... Page 14 ..... 10 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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 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 about our last session? ► **SAY:** Let's talk about how things went with the action plan you made last time. **DISCUSS:** What went well? What didn't go so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Tracking your food each day can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ The purpose of tracking ■ How to track your food ■ How to make sense of food labels You'll also get a chance to practice tracking your food. Finally, you will make a new action plan.
	Purpose of Tracking (10 minutes)
	► **SAY:** We'll start by talking about the purpose of tracking. Let's look at an example. Please turn to "Sally's Story" on pages 3 and 4 of this module's handouts. **DO:** Read (or have a volunteer read) the first paragraph of the story. Then discuss the differences between What Sally Thinks She Had and What Sally Really Had. ► **ASK:** How many calories does Sally think she had that day? **ANSWER:** 1,325 calories

Notes to Coach	Purpose of Tracking
2,295 – 1,325 = 970	► **ASK:** What are calories? **ANSWER:** A measure of energy. We get them from the things we eat and drink. ► **ASK:** How many calories did Sally <u>really</u> have that day? **ANSWER:** 2,295 calories ► **ASK:** What is the difference between the calories she <u>thinks</u> she had and the calories she <u>really</u> had? **ANSWER:** 970 calories ► **ASK:** So why do you think Sally hasn't lost any weight? **ANSWER:** Sally didn't track exactly what, when, or how much she ate and drank. As a result, she had more calories than she thought she did. ► **ASK:** So what's the purpose of tracking your food each day? **ANSWER:** It helps you work toward your six-month weight goal. ► **SAY:** And, of course, losing weight helps you lower your risk of type 2 diabetes.

Notes to Coach	How to Track Your Food (13 minutes)
	► **SAY:** We've talked about why it's important to track your food each day. Now we'll talk about how to do it. Let's start by talking about how to track what you eat, and when you eat it. Please look at your Food Log. **DO:** Review Food Log briefly. Ask for a volunteer to share what they ate (item), and when they ate it (time). Explain how to write these facts on the Food Log. Answer questions as needed. ► **SAY:** We've talked about tracking what you eat, and when you eat it. Now let's talk about tracking how much you eat.
The kitchen scale is used to measure an item by weight. The other tools are used to measure an item by volume—how much space it takes up.	**ACTIVITY:** Measuring Food **DO:** Pass out dry and liquid measuring cups, measuring spoons, and a kitchen scale. Tell participants what each tool is called. ► **SAY:** Here are some tools you can use to find out how much you eat. Let's practice measuring one serving. The size of one serving may be given in tablespoons. For instance, one serving of this peanut butter is 2 tablespoons. **DO:** Hold up a jar of peanut butter. ► **SAY:** If you have the tablespoon, please come up and measure 2 tablespoons of peanut butter.

Notes to Coach	How to Track Your Food
To weigh the cereal, participants should follow these steps: 1. Place the bowl on the scale. 2. Press "tare" to delete the weight of the bowl. 3. Pour the cereal into the bowl.	**DO:** Help as needed. Talk through what to do. Make sure the measurement is exact. Repeat these steps with: ■ ½ cup cereal ■ 8 ounces juice ■ 27 grams cereal
	► **SAY:** You did a great job measuring! Using these tools is the most precise way to measure. But you may not always have time to use them. So it's good to learn how to eyeball serving size too. **DO:** Refer participants to the handouts "Everyday Objects and Serving Size" (page 6) and "Hands and Serving Size" (page 7). Or look at them together. If you'd like, bring in the objects listed in the handout. Help participants practice using their hands to measure one serving.

Notes to Coach	How to Track Your Food
Ways to record your eating include: ■ Spiral notebook ■ Spreadsheet ■ Smart phone apps ■ Computer apps ■ Voice recording ■ Photo of your food	► **SAY:** Once you know how much you eat, you can record it. Please look at your Food Log again. **DO:** Explain how to write how much (amount) you eat in the log. They can record this amount in volume, weight, or piece (such as one medium apple). **DISCUSS:** Besides your log, what are some other ways to record your eating? ► **SAY:** Ultimately, though, you'll want to write these details in your Food Log.

Notes to Coach	Make Sense of Food Labels (10 minutes)
Percent Daily Values tell how much of your daily nutrient needs one serving provides. They are based on a diet of 2,000 calories a day. If you have more or less than 2,000 calories a day, your Percent Daily Values will be different. Ways to find out nutrition facts include: ■ Computer apps ■ Smart phone apps ■ Websites	► **SAY:** Now that you know how to measure one serving of an item, you can find out all sorts of useful facts about it. Please look at "Make Sense of Food Labels" on pages 8 to 10. **DO:** Review the handout 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?
This activity is optional.	**ACTIVITY:** Reading Food Labels ► **SAY:** Let's get some more practice reading food labels. **DO:** Break participants into small groups. Have them practice reading the Nutrition Facts labels you brought in. Help as needed.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about tracking your food. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (10 minutes)
Things to Try at Home: ■ Food Log ■ How to Cope With Challenges ■ Action Plan This discussion is optional.	► **SAY:** Please look at your Food Log again. I'd like you to start tracking what and when you eat. Once you get used to that, you can also track how much you eat. We'll work on tracking calories at a later session. You don't need to show me your Food Log. But I strongly recommend that you track every day. This will help you reach your weight goal and lower your risk of type 2 diabetes. For a reminder on ways to track, see "How to Track Your Food" on page 5. **DO:** Answer questions as needed. ► **SAY:** It can be challenging to track your food. Please look at "How to Cope With Challenges" on page 11. It shows some common challenges and ways to cope with them. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try. **DISCUSS:** What might you find challenging about tracking your food?

Notes to Coach	Summary and Closing
	► **SAY:** We have come to the end of our meeting. Today we discussed how tracking your food each day can help you prevent or delay type 2 diabetes. We talked about: ■ The purpose of tracking ■ How to track your food ■ How to make sense of food labels You also got a chance to practice tracking your food. **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Get More Active

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Get More Active

Session Focus

Getting more active can help prevent or delay type 2 diabetes. This module teaches participants how to increase their activity level.

Participant Learning Objectives

By the end of the session, participants will:

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

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Nametags, as needed
- ☐ Lifestyle Coach Log
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens
- ☐ **Resistance bands (one for each participant)**

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Examples of ways to track activity**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Purpose of Getting More Active ..... Page 7 ..... 5 Min
- ☐ Ways to Get More Active ..... Page 8 ..... 21 Min
- ☐ Track More Details About Your Fitness ..... Page 11 ..... 12 Min
- ☐ Plan for Success ..... Page 13 ..... 5 Min
- ☐ Summary and Closing ..... Page 14 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** You've been doing a great job getting active. Today, we'll talk about how to get even more active. Getting more active can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ The purpose of getting more active ■ Some ways to get more active ■ How to track more details about your fitness You'll also get a chance to move around a little. You'll try tracking more details about your fitness. Finally, you will make a new action plan.
	Purpose of Getting More Active (5 minutes)
	► **SAY:** The purpose of getting more active is to allow you to reach your fitness goal for this program. As you know, your goal in this program is to get at least 150 minutes of activity each week. Your pace should be at least moderate. To find out if you're being active at a moderate pace, you can do the Talk Test.

Notes to Coach	Purpose of Getting More Active
	► **ASK:** What's the Talk Test? **ANSWER:** It means you can talk, but not sing, through your activity. ► **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, you need to be a little more active each week. **DO:** Answer questions as needed.
	Ways to Get More Active (21 minutes)
	► **SAY:** We've discussed the purpose of getting more active. Now we'll talk about some ways to get more active. Let's look at an example. Please turn to "Olga's Story" on page 3 of this module's handouts. **DO:** Read (or have a volunteer read) the first paragraph of the story. ► **ASK:** How does Olga make her walks more active from Week 1 to Week 3? **ANSWER:** Olga walks longer, faster, farther, and up steeper hills.

Notes to Coach	Ways to Get More Active
To make her walks more active, Olga could: ■ Carry 1-pound cans ■ Push a stroller ■ Use 1-pound ankle or hand weights	**DISCUSS:** What are some other ways Olga could make her walks more active? ► **SAY:** During Week 4, Olga starts building 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 3 sets of 5 reps with a resistance band. ► **ASK:** What are reps? **ANSWER:** Repetitions (reps) are how many times you stretch the band in a row. ► **ASK:** And what is a set? **ANSWER:** A set is a group of reps.

Notes to Coach	Ways to Get More Active
This activity is optional. For tips on how to use resistance bands, see "Build Your Muscles" on pages 5-6 of this module's handouts.	**ACTIVITY:** Building Muscles ► **SAY:** Let's try building our muscles right now. **DO:** Pass out a resistance band to each participant. Model how to use a resistance band the right way. Lead participants in doing 2 sets of 3 reps with each arm. **Keep track of how long they do this activity.** Collect resistance bands, or let participants keep them. ► **ASK:** Let's turn back to the story. How does Olga 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.

Notes to Coach	Track More Details About Your Fitness (12 minutes)
	► **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 helpful to track some more details about your fitness. But it's not a requirement of this program.
This activity is optional.	**ACTIVITY:** Tracking More Details ► **SAY:** Let's try tracking more details right now. Please look at your Fitness Log. Let's write down some details about what you did today with the resistance band. **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 white board, if you are using one. Answer questions as needed.

Notes to Coach	Track More Details About Your Fitness
You could track: ■ Calories burned ■ Distance ■ Grade of hills ■ Number of steps ■ Speed ■ Weight lifted Ways to measure include: ■ Clock or watch ■ Fitness tracker ■ Pedometer ■ Smart phone or computer apps ■ Treadmill Ways to record include: ■ Fitness tracker ■ Smart phone or computer apps ■ Spiral notebook ■ Spreadsheet ■ Voice recording	**DISCUSS:** Besides your minutes, reps, and sets, what are some other details about your activity that you could track? What are some ways to measure your activity? And what are some ways to record your activity? ► **SAY:** Ultimately, though, you'll want to write these details in your Fitness Log. But again, the only requirement of this program is to write down your minutes of activity. **DO:** If you'd like, bring in some examples of ways to track activity. Show participants how to use them.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about getting more active. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to Try at Home: ■ Track more details about fitness (1 week) ■ Ways to Get More Active ■ Build Your Muscles ■ Action Plan	► **SAY:** Let's look at your Fitness Log again. Please keep tracking what activities you do each day, and how long you do them. Between now and our next session, I'd like you to also track some other details about your fitness. Try it for at least one week. It will help you see if you get more active. Please look at "Ways to Get More Active" on page 4 of this module's handouts. It gives ideas for how to get more active. Between now and our next session, write how you will get more active over the next few weeks. I'd also like you to look at "Build Your Muscles" on pages 5 and 6. Try some of these ideas! **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 fitness

Notes to Coach	Summary and Closing
	You also got a chance to move around a little. And you tried tracking more details about your fitness. **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Burn More Calories Than You Take In

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Burn More Calories Than You Take In

Session Focus

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

Participant Learning Objectives

By the end of the session, participants will:

- Recognize the link between calories and weight
- Explain how to track the calories they take in
- Explain how to track the calories they burn
- Explain how to burn more calories than they take in

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Old-fashioned balance**
- ☐ **Table**
- ☐ **20 red marbles**
- ☐ **20 blue marbles**
- ☐ **Sink**
- ☐ **2 or 3 balloons**
- ☐ **Needle**
- ☐ **Examples of ways to track how many calories you take in and how many calories you burn, such as spiral notebooks and smart phone and computer apps**

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Calories and Weight ..... Page 7 ..... 10 Min
- ☐ How to Track the Calories You Take In ..... Page 11 ..... 10 Min
- ☐ How to Track the Calories You Burn ..... Page 12 ..... 10 Min
- ☐ How to Burn More Calories Than You Take In. ..... Page 14 ..... 10 Min
- ☐ Plan for Success ..... Page 15 ..... 5 Min
- ☐ Summary and Closing ..... Page 16 ..... 3 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about how to lose weight by burning more calories than you take in. 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 about our last session? ► **SAY:** Let's talk about how things went with the action plan you made last time. **DISCUSS:** What went well? What didn't go so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** As you know, losing weight can help you prevent or delay type 2 diabetes. Today, we'll discuss how to lose weight by burning more calories than you take in. We will talk about: ■ The link between calories and weight ■ How to track the calories you take in ■ How to track the calories you burn ■ How to burn more calories than you take in Finally, you will make a new action plan.
	Calories and Weight (10 minutes)
	► **SAY:** Let's start by talking about the link between calories and weight. ► **ASK:** What are calories? **ANSWER:** A measure of energy ► **SAY:** When you eat or drink, you take in calories. When you are active, you burn calories.

Notes to Coach	Calories and Weight
This activity is optional. If you'd prefer, ask participants to picture it.	**ACTIVITY 1:** Poking a Balloon **DO:** Connect a balloon to a faucet. Fill it halfway with water. Poke a small hole in the balloon. Then turn on the tap so that a small, steady stream of water goes into the balloon. ► **ASK:** What is happening to the balloon? **ANSWER:** It's getting larger, since more is going in than is going out through the hole. **DO:** Poke several more small holes in the balloon, so that there is as much water going out as going in. ► **ASK:** What is happening to the balloon? **ANSWER:** It's staying the same size. **DO:** Poke several more holes in the balloon so that there is a little more water going out than going in. ► **ASK:** What is happening to the balloon? **ANSWER:** It's getting smaller. ► **SAY:** This is what happens when you burn more calories than you take in—you lose weight.

Notes to Coach	Calories and Weight
This activity is optional. If you'd prefer, ask participants to picture it.	**ACTIVITY 2:** Balancing Marbles **DO:** Place an old-fashioned balance on a table. Set out two bowls—one filled with red marbles, the other filled with blue marbles. Ask for two volunteers. ► **SAY:** The blue marbles stand for the calories you take in. The red marbles stand for the calories you burn. **DO:** Ask the first volunteer to place 10 blue marbles on one side of the balance. Ask the second volunteer to place 5 red marbles on the other side of the balance. ► **ASK:** What happens when you take in more calories than you burn? **ANSWER:** You gain weight. **DO:** Ask the second volunteer to add 5 more red marbles to the balance. ► **ASK:** What happens when you burn the same number of calories as you take in? **ANSWER:** Your weight stays the same. **DO:** Ask the second volunteer to add 5 more red marbles to the balance. ► **ASK:** And what happens when you burn more calories than you take in? **ANSWER:** You lose weight.

Notes to Coach	Calories and Weight
1 pound of body fat = 3,500 calories 3,500 calories ÷ 7 days = 500 calories/day To take in fewer calories, Paul could: ■ Bake chicken instead of frying it ■ Drink water instead of soda or juice ■ Have smaller portions ■ Snack on carrot sticks instead of potato chips To burn more calories, Paul could: ■ Be active for more time ■ Go farther or faster ■ Go up steeper hills ■ Lift heavier weights ■ Take more steps per day	▶ **SAY:** So if your goal is to lose weight, you'll want to burn more calories than you take in. Let's look at an example. Please turn to "Paul's Story" on pages 3 and 4 of this module's handouts. **DO:** Read (or have a volunteer read) the first page of the story (page 3). Discuss briefly. ▶ **SAY:** Let's say Paul chooses the first option. **DISCUSS:** How could Paul take in 500 fewer calories per day by changing his eating habits? **DO:** Refer participants to "Ways to Eat Fewer Calories" (pages 5-7), "Rethink Your Drink" (pages 8-10), and "Better Drink Choices Made Easy" (pages 11-12). Or look at them together. ▶ **SAY:** Now let's say Paul chooses the second option. **DISCUSS:** How could Paul burn 500 more calories per day by being more active? ▶ **SAY:** Again, a third option is for Paul to cut 500 calories per day through a mixture of eating and activity. **DISCUSS:** Which of the three options do you think would work best for you?

Notes to Coach	How to Track the Calories You Take In (10 minutes)
■ 1 cup oats ■ 2 cups water ■ Sprinkle cinnamon ■ 1 cup coffee ■ 1 cup skim milk	► **SAY:** We've discussed the link between calories and weight. 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 Paul wants to know how many calories are in his breakfast. So he uses a measuring cup to measure each item. He has: ■ 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
Ways to find calories in food include: ■ Lists of calories in common foods ■ Nutrition Facts labels ■ Online tools ■ Smart phone or computer apps	**DISCUSS:** Now that Paul knows these things, how could he find out how many calories are in his breakfast? ► **SAY:** Paul figures out that his breakfast has 400 calories.

Notes to Coach	How to Track the Calories You Take In
Ways to record calories include: ■ Smart phone or computer apps ■ Spiral notebook ■ Spreadsheet ■ Voice recording To learn more about how to track the calories you take in, see the *Track Your Food* handouts.	► **ASK:** What should he do with this number? **ANSWER:** Record it **DISCUSS:** How could Paul record the calories in his breakfast? ► **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 you take in. Show participants how to use them.
	How to Track the Calories You Burn (10 minutes)
	► **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.

Notes to Coach	How to Track the Calories You Burn
■ 240 pounds ■ Walking ■ 30 minutes ■ Moderate	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 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.
Ways to find calories burned include: ■ Lists of common activities ■ Online tools ■ Smart phone or computer apps	**DISCUSS:** Now that he knows these things, how could Paul find out how many calories he burns during his walk? **DO:** Refer participants to "Ways to Burn Calories" on page 13 of this module's handouts. Or look at it together. ► **SAY:** Paul figures out that his walk burns about 90 calories.

Notes to Coach	How to Track the Calories You Burn
Ways to record calories include: ■ Smart phone or computer apps ■ Spiral notebook ■ Spreadsheet ■ Voice recording To learn more about how to track the calories you burn, see the *Track Your Activity* handouts.	► **ASK:** What should he do with this number? **ANSWER:** Record it **DISCUSS:** How could Paul record the calories his walk burns? ► **SAY:** Ultimately, though, he'll want to write this number in his Fitness Log. **DO:** If you'd like, bring in some examples of ways to track the calories you burn. Show participants how to use them.
	How to Burn More Calories Than You Take In (10 minutes)
	► **SAY:** Once you know how many calories you take in and how many calories you burn in a given day, you can figure out your actual calories for that day. Let's go back to Paul. **DO:** Read (or have a volunteer read) the second page of the story (page 4). Discuss briefly. ► **SAY:** Remember, 1,700 calories per day is Paul's goal. Talk with your healthcare provider about your calorie goal. **DISCUSS:** Do you think you can reach your goal through a mixture of eating and activity?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about burning more calories than you take in. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (3 minutes)
Things to Try at Home: ■ Track for at least 1 day: ■ Calories you take in ■ Calories you burn ■ Action Plan	► **SAY:** Tracking your calories can help you burn more calories than you take in. Please look at your Food Log and Fitness 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 calories and weight ■ How to track the calories you take in ■ How to track the calories you burn ■ How to burn more calories than you take in **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 ___. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Shop and Cook to Prevent T2

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Shop and Cook to Prevent T2

Session Focus

Healthy shopping and cooking can help prevent or delay type 2 diabetes. This module teaches participants how to buy and cook healthy food.

Participant Learning Objectives

By the end of the session, participants will:

- Identify healthy food
- Explain how to shop for healthy food
- Explain how to cook healthy food

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Sale fliers from local grocery stores**
- ☐ **"Make It Fast, Make It Good" video: https://www.youtube.com/watch?v=rB5TUIo2p_A**
- ☐ **"Budget-Stretching Healthy Meals" video: https://www.youtube.com/watch?v=ixl3-kg59xU**
- ☐ **Projector with Internet access to watch videos**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Healthy Food: A Review ..... Page 7 ..... 8 Min
- ☐ How to Shop for Healthy Food ..... Page 9 ..... 15 Min
- ☐ How to Cook Healthy Food ..... Page 10 ..... 15 Min
- ☐ Plan for Success ..... Page 13 ..... 5 Min
- ☐ Summary and Closing ..... Page 14 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about healthy shopping and cooking. 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Healthy shopping and cooking can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ Healthy food ■ How to shop for healthy food ■ How to cook healthy food Finally, you will make a new action plan.
	Healthy Food: A Review (8 minutes)
	► **SAY:** In order to shop and cook healthy, you need to know which items are healthy. Let's do a quick review. ► **ASK:** Which items should you choose? **ANSWER:** Choose items that are: ■ Low in calories, fat, and sugar ■ High in fiber and water ■ High in vitamins, minerals, and protein

Notes to Coach	Healthy Food: A Review
To learn more about healthy eating, see the handouts that go with the *Eat Well to Prevent T2* module.	▶ **ASK:** And which items should you limit? **ANSWER:** Limit items that are: ■ High in calories, fat, and sugar ■ Low in fiber and water ■ Low in vitamins, minerals, and protein ▶ **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 ▶ **ASK:** Which food group takes up a quarter of your plate? **ANSWER:** Grains and starchy foods ▶ **ASK:** And which food group takes up the last quarter of your plate? **ANSWER:** Protein foods ▶ **SAY:** Remember—you can also have: ■ A small amount of dairy foods ■ A small amount of fruit ■ A drink that has low or no calories

Notes to Coach	How to Shop for Healthy Food (15 minutes)
Ways to save time and money before you shop include: ■ Find out about sales. ■ Gather coupons. ■ Find recipes. ■ Plan meals and snacks. ■ Check your kitchen. ■ Make a shopping list. ■ Have a healthy snack.	► **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 turn to "Jerry's Story" on page 3 of this module's handouts. **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 even before you get to the grocery store. **DISCUSS:** What are some steps to take before you shop that can save time and money?
This activity is optional.	**ACTIVITY:** Use Sale Fliers **DO:** Pass out sale fliers from local grocery stores. Ask participants to circle healthy items that are on sale. **DISCUSS:** Which items did you circle? Why?

Notes to Coach	How to Shop for Healthy Food
Ways to save time and money while you shop include: ■ Look for the lowest unit price. ■ Use food labels. ■ Stick to your list. ■ Choose family packs. ■ Avoid prepared meals. ■ Buy items on sale.	► **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?
	How to Cook Healthy Food (15 minutes)
Ways to save time when you cook include: ■ Clean as you cook. ■ Cook large batches. ■ Cut up veggies or fruit in advance. ■ Use a slow cooker. ■ Use leftovers.	► **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?

Notes to Coach	How to Cook Healthy Food
Ways to make healthy food that you enjoy include: ■ Change your favorite dishes. ■ Choose good quality items. ■ Grill or roast veggies and meat. ■ Learn healthy cooking methods. ■ Try new cooking styles and ingredients. Ways to cook with less fat include: ■ Coat pans with healthy cooking spray. ■ Simmer in water or stock. ■ Steam or microwave. ■ Use nonstick cookware.	**DISCUSS:** And what are some ways to make healthy food that you enjoy? What are some ways to cook with less fat?

Notes to Coach	How to Cook Healthy Food
This activity is optional.	**ACTIVITY:** Watch Videos **DO:** Show "Make It Fast, Make It Good" (2:20 minutes) and/or "Budget-Stretching Healthy Meals" (1:56 minutes). Discuss briefly. Or give participants the links so they can watch the videos at home.
This activity is optional.	**ACTIVITY:** Field Trip **DO:** Take a field trip outside of session time. Practice healthy shopping and cooking with the group. You can even do a cooking demo!

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about healthy shopping and cooking. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
Things to Try at Home: ■ My Meals and Snacks ■ My Shopping List ■ Shop and cook ■ Action Plan	► **SAY:** Please look at "My Meals and Snacks" on pages 6 and 7. Between now and our next session, use this handout to plan one week of healthy meals and snacks. You can use "Jerry's Meals and Snacks" on pages 4 and 5 for ideas. I'd also like you to complete "My Shopping List" on page 9. Make a list of the items you need for the meals and snacks you planned. You can use "Jerry's Shopping List" on page 8 for ideas. Then use your shopping list to go shopping. You can use "Healthy Shopping Tips" on pages 10 and 11 for ideas. Finally, cook the meals and snacks you planned. You can use "Healthy Cooking Tips" on pages 12 to 14 for ideas. **DO:** Answer questions as needed.

Notes to Coach	Summary and Closing
	► **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: ■ Healthy food ■ How to shop for healthy food ■ How to cook healthy food **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Manage Stress

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Manage Stress

Session Focus

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 identify:

- Some causes of stress
- The link between stress and type 2 diabetes
- Some ways to reduce stress
- Some healthy ways to cope with stress

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Small mats or pillows (one for each participant)**
- ☐ **Soothing music**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Causes of Stress ..... Page 8 ..... 5 Min
- ☐ Stress and Type 2 Diabetes ..... Page 8 ..... 8 Min
- ☐ Ways to Reduce Stress ..... Page 10 ..... 8 Min
- ☐ Healthy Ways to Cope with Stress ..... Page 10 ..... 17 Min
- ☐ Plan for Success ..... Page 13 ..... 5 Min
- ☐ Summary and Closing ..... Page 14 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about how to manage stress. 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **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 cope with stress You'll also get a chance to practice relaxing. Finally, you will make a new action plan.

Notes to Coach	Causes of Stress (5 minutes)
Causes of stress include: ■ Conflict with other people ■ Health problems ■ Money problems ■ New job or baby ■ Not enough time ■ Too many duties ■ Unhappy with job ■ Vacation ■ Wedding	► **SAY:** We'll start by talking about some causes of stress. There are many things in our lives that can cause stress. Let's look at an example. Please turn to "Barbara's Story" on pages 3 and 4 of this module's handouts. **DO:** Read (or have a volunteer read) the first three paragraphs of the story on page 3. **DISCUSS:** What are some things that make you feel stressed?
	Stress and Type 2 Diabetes (8 minutes)
	► **SAY:** We've talked about some causes of stress. Now let's look at the link between stress and type 2 diabetes. Feeling stressed can: 1. Change your body chemistry in a way that makes you more likely to get type 2 diabetes 2. Cause you to act in unhealthy ways Let's go back to the story.

Notes to Coach	Stress and Type 2 Diabetes
	DO: Read (or have a volunteer read) the two lists on page 3. **DISCUSS:** How do you feel when you are under stress? ► **SAY:** As we've said, stress can cause you to act in unhealthy ways. Let's go back to the story. **DO:** Read (or have a volunteer read) the first paragraph and the two lists on page 4. **DISCUSS:** How do you act when you feel stressed? ► **SAY:** As you know, making unhealthy food choices, watching too much TV, and slacking off on fitness can raise your risk of type 2 diabetes. That's why it's so important to reduce and cope with stress.

Notes to Coach	Ways to Reduce Stress (8 minutes)
	► **SAY:** Unfortunately, there's no surefire way to prevent stress. You may lose your job. Someone you love may get sick, or even die. But there are ways to make your life less stressful. Let's go back to the story. **DO:** Read (or have a volunteer read) the rest of the story, starting with "Barbara has trouble saying 'no'" on page 4. **DISCUSS:** Do you ever have a hard time saying "no"? ► **SAY:** We've talked about saying "no." Now let's discuss some other ways to reduce stress in your life. Please look at "Ways to Reduce Stress" on page 5 of this module's handouts. **DO:** Review the handout. Discuss briefly.
	Healthy Ways to Cope with Stress (17 minutes)
	► **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 cope. Please look at "Healthy Ways to Cope with Stress" on pages 6 and 7 of this module's handouts.

Notes to Coach	Healthy Ways to Cope with Stress
	DO: Review the handout. Discuss briefly.
This activity is optional. You likely won't have time to do all of these techniques. So start with the technique you think would work best for your group. It's better to do one technique well than do all of them poorly. If it's too crowded to lie down, participants can stay in their chairs.	ACTIVITY: Practice Relaxing ► **SAY:** The handout lists some ways to relax. Let's practice relaxing right now. **DO:** If there's room to lie down, pass out one small pillow or mat to each participant. Ask participants to find a space on the floor. Allow them to sit or lie down on their mats. Have them leave at least one foot between themselves and their neighbors. Lower the lights. Put on soothing music. Ask participants to close their eyes. Walk around the room as you talk. ► **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 the jaw, shoulder, arm, chest, leg, and foot muscles in turn. Answer questions as needed.

Notes to Coach	Healthy Ways to Cope with Stress
	► **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. ► **SAY:** Now let's imagine. Imagine a scene that makes you feel peaceful. Try to picture yourself there. **DO:** Give participants a few minutes. Answer questions as needed. ► **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. Turn off music. Turn on lights. **DISCUSS:** What did you think of these ways to relax? Did you find any of them helpful?

Notes to Coach	Healthy Ways to Cope with Stress
	► **SAY:** Keep in mind: It may take time to see results. Relaxing takes practice. Try to practice for at least 10 minutes a day. At first, it may be easier to relax if you lie down in a dark, quiet room. But in time, you'll be able to relax anytime, anywhere.
	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about how to manage stress. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
	► **SAY:** Please look at "Ways to Reduce Stress" on page 5 again. Between now and our next session, write how you will make your life less stressful. I'd also like you to practice saying "no." Pick something each day that you don't want or need to do, but would normally say "yes" to. Instead of saying "yes," say "no"! **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 cope with 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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**
Things to Try at Home: ■ Ways to Reduce Stress ■ Practice saying "no" ■ Action Plan	

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Find Time for Fitness

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Find Time for Fitness

Session Focus

It can be challenging to fit in at least 150 minutes of activity each week. This module teaches participants how to find time for fitness.

Participant Learning Objectives

By the end of the session, participants will:

- Identify some benefits of being active
- Recognize the challenge of fitting in fitness
- Explain how to find time for fitness

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Fitness apps and trackers**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Benefits of Being Active: A Review ..... Page 7 ..... 10 Min
- ☐ The Challenge of Fitting in Fitness ..... Page 8 ..... 10 Min
- ☐ How to Find Time for Fitness ..... Page 8 ..... 18 Min
- ☐ Plan for Success ..... Page 11 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about finding time for fitness. 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** It can be challenging to fit in at least 150 minutes of activity each week. Today, we will talk about: ■ Some benefits of being active ■ The challenge of fitting in fitness ■ How to find time for fitness Finally, you will make a new action plan.
	Benefits of Being Active: A Review (10 minutes)
Benefits of being active include: ■ 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:** Let's start by doing a quick review of the benefits of being active. Being active can lower your risk of type 2 diabetes in two ways. ► **ASK:** Does anyone recall what they are? **ANSWER:** Being active can help you: ■ Lose weight ■ Lower your blood sugar ► **SAY:** So being active can lower your risk of type 2 diabetes. **DISCUSS:** What are some other benefits of being active?

Notes to Coach	The Challenge of Fitting in Fitness (10 minutes)
	► **SAY:** As you know, this program's goal is for you to get at least 150 minutes of activity a week, at a moderate pace or more. That's equal to 2½ hours. ► **ASK:** What's a good way to know if you're 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 to reach this fitness goal. Let's look at an example. Please turn to "Mark's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the first three paragraphs of the story. **DISCUSS:** How about you? What makes it challenging to fit in your 150 minutes a week?
	How to Find Time for Fitness (18 minutes)
Ways to fit in fitness anytime include: ■ Schedule it. ■ Tweak your schedule. ■ Use a fitness app or tracker.	► **SAY:** We've talked about the challenge of finding time to reach your fitness goal. Now, let's brainstorm some ways to fit fitness into your daily life. **DISCUSS:** What are some ways to fit in fitness anytime?

Notes to Coach	How to Find Time for Fitness
Ways to fit in fitness while you get to places include: ■ Get off the bus one stop early. ■ Park your car farther away. ■ Walk or ride your bike. Ways to fit in fitness while you watch TV include: ■ Dance. ■ Lift weights. ■ March in place. To fit in fitness while you get things done, move briskly while you: ■ Rake your lawn ■ Sweep your floor ■ Walk your dog	**DO:** If you'd like, share some fitness apps and trackers. **DISCUSS:** What are some ways to fit in fitness while you get to places? What are some ways to fit in fitness while you watch TV? What are some ways to fit in fitness while you get things done?

Notes to Coach	How to Find Time for Fitness
Ways to fit in fitness while you socialize include: ■ Join a walking club. ■ Take a fitness class. ■ Talk on the phone with a friend while you march in place, walk, or climb stairs. ■ Walk with a family member or friend. Ways to fit in fitness at work include: ■ Join a nearby gym. ■ Take a brisk walk during your lunch break. ■ Take part in a fitness program at work. ■ Walk around or march in place while you talk on the phone.	What are some ways to fit in fitness while you socialize? What are some ways to fit in fitness at work, if you have a desk job?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about finding time for fitness. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
Things to Try at Home: ■ Mark's Story ■ Tips for Fitting in Fitness ■ Action Plan	► **SAY:** Please look at "Mark's Story" on page 3. Between now and the next session, please write what makes it challenging to fit in your 150 minutes a week. I'd also like you to read "Tips for Fitting in Fitness" on pages 4 to 7. Check off each tip you try. On the last page, write how you will find time to reach your fitness goal. **DO:** Answer questions as needed. ► **SAY:** We have come to the end of our meeting. Today, we discussed a common barrier to fitness—time. We talked about: ■ Some benefits of being active ■ The challenge of fitting in fitness ■ How to find time for fitness **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Cope with Triggers

Cope with Triggers

Session Focus

Coping with triggers can help prevent or delay type 2 diabetes. This module teaches participants how to cope with triggers of unhealthy behaviors.

Participant Learning Objectives

By the end of the session, participants will identify:

- Some unhealthy food shopping triggers and ways to cope with them
- Some unhealthy eating triggers and ways to cope with them
- Some triggers of sitting still and ways to cope with them

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ What Is a Trigger? ..... Page 8 ..... 8 Min
- ☐ How to Cope with Unhealthy Shopping Triggers ..... Page 9 ..... 12 Min
- ☐ How to Cope with Unhealthy Eating Triggers ..... Page 10 ..... 12 Min
- ☐ How to Cope with Triggers of Sitting Still ..... Page 11 ..... 6 Min
- ☐ Plan for Success ..... Page 12 ..... 5 Min
- ☐ Summary and Closing ..... Page 13 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about coping with 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Coping with triggers can help you prevent or delay type 2 diabetes. Triggers are things in your life that you react to in a certain way—without even thinking about it. Today, we will talk about: ■ Some unhealthy food shopping triggers and ways to cope with them ■ Some unhealthy eating triggers and ways to cope with them ■ Some triggers of sitting still and ways to cope with them Finally, you will make a new action plan.

Notes to Coach	What Is a Trigger? (8 minutes)
	► **SAY:** Let's start by talking about what a trigger is. 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. Some triggers are helpful. For instance, when you touch something very hot, you let go. But other triggers are harmful. These include triggers that keep you from reaching your eating and fitness goals. Let's look at an example. Please turn to "Marta's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the first four paragraphs of the 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 act in unhealthy ways? **ANSWER:** ■ Being sleepy triggers Marta to have coffee. This in turn triggers her to eat something unhealthy (pastry). ■ Feeling stressed triggers Marta to eat and drink something unhealthy (chips and 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.

Notes to Coach	How to Cope with Unhealthy Shopping Triggers (12 minutes)
Unhealthy shopping triggers and ways to cope include: **I'm hungry.** ■ Have a healthy snack, like baby carrots, before you go shopping. **I feel sad/anxious/ stressed/mad.** ■ Put off the shopping trip until you feel better. **It's on sale, or I have a coupon for it.** ■ Don't clip coupons for unhealthy items. **It looks tempting.** ■ Stay away from tempting parts of the store. **I always buy this.** ■ Shop with a list, and stick to it. **It's for my spouse/kids/ grandkids.** ■ Show your love in a healthy way.	► **SAY:** Let's start by talking about how to cope with unhealthy shopping triggers. **DISCUSS:** What triggers you to buy unhealthy food items? **DO:** Write the triggers on a flip chart or white board, if you are using one. ► **SAY:** Now let's brainstorm. **DISCUSS:** What are some ways to cope with these triggers?

Notes to Coach	How to Cope with Unhealthy Eating Triggers (12 minutes)
Unhealthy eating triggers and ways to cope include: **I'm hungry.** ■ Eat something healthy, like an apple. **I like to nibble on this while I watch TV.** ■ Avoid eating out of large containers and bags. **I feel sad/anxious/ stressed/mad.** ■ Ease your feelings in healthy ways. **I feel bored.** ■ Do something healthy. **I feel lonely.** ■ Contact your friends or family. **This is easy to get or make.** ■ Stock up on healthy items that are easy to get or make, like baby carrots. **I don't want to waste food.** ■ Freeze the leftovers.	► **SAY:** We've talked about how to cope with unhealthy shopping triggers. Now let's talk about eating triggers. **DISCUSS:** What triggers you to make unhealthy choices about eating? **DO:** Write the triggers on a flip chart or white board, if you are using one. ► **SAY:** Now let's brainstorm. **DISCUSS:** What are some ways to cope with these triggers?

Notes to Coach	How to Cope with Triggers of Sitting Still (6 minutes)
Triggers of sitting still and ways to cope include: **I'm tired.** ■ Get more sleep at night. ■ Take a short nap. **I feel sad/stressed/ anxious/mad.** ■ Ease your feelings in healthy ways. **My joints/feet hurt.** ■ Find ways to be active that are easy on your body. **I always lie on the couch and watch TV after dinner.** ■ Ride a stationary bike while you watch TV. ■ Be active during ads.	► **SAY:** We've talked about how to cope with unhealthy shopping and eating triggers. Now let's talk about some triggers of sitting still. **DISCUSS:** What triggers you to sit still, instead of being active? **DO:** Write the triggers on a flip chart or white board, if you are using one. ► **SAY:** Now let's brainstorm. **DISCUSS:** What are some ways to cope with these triggers?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about coping with triggers. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
	► **SAY:** Between now and the next session, please complete "How to Cope with Triggers" on pages 4 to 7. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try. I'd also like you to complete "My Triggers" on page 8. What triggers you to shop and eat in unhealthy ways? What triggers you to sit still, instead of being active? And how will you cope with these triggers? You can use "Common Triggers" on page 9 for ideas. **DO:** Answer questions as needed. ► **SAY:** We have come to the end of our meeting. Today, we discussed coping with triggers. We talked about: ■ Some unhealthy shopping triggers and ways to cope with them ■ Some unhealthy eating triggers and ways to cope with them ■ Some triggers of sitting still and ways to cope with 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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**
Things to Try at Home: ■ How to Cope with Triggers ■ My Triggers ■ Action Plan	

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Keep Your Heart Healthy

Keep Your Heart Healthy

Session Focus

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

Participant Learning Objectives

By the end of the session, participants will:

- Explain why heart health matters
- Explain how to keep your heart healthy
- Explain how to be heart smart about fats

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ The Heart of the Matter ..... Page 8 ..... 5 Min
- ☐ Keep Your Heart Healthy ..... Page 9 ..... 13 Min
- ☐ Be Heart Smart About Fats ..... Page 10 ..... 20 Min
- ☐ Plan for Success ..... Page 11 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about keeping your heart healthy. 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **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 ■ How to be heart smart about fats Finally, you will make a new action plan.

Notes to Coach	The Heart of the Matter (5 minutes)
Problems with the heart or arteries include: ■ Chest pain (angina) ■ Getting out of breath easily ■ Kidney problems ■ Narrow or blocked arteries in your legs ■ Numbness ■ Sexual problems ■ Sudden death ■ Thickened heart muscle ■ Vision loss Participants may want to keep their heart healthy to stay active and live a long and healthy life. Some may have a family history of heart problems.	► **SAY:** Your heart is pretty amazing. With each beat, it pumps oxygen-rich blood to every cell in your body. The blood travels through tubes called arteries. When something goes wrong with your heart or arteries, it's a big deal for your health. **DISCUSS:** What are some problems you could have with your heart or arteries? ► **ASK:** What happens if an artery to your brain gets blocked? **ANSWER:** You may have a stroke. ► **ASK:** What happens if an artery to your heart gets blocked? **ANSWER:** You may have a heart attack. **DISCUSS:** Why do you want to keep your heart healthy?

Notes to Coach	Keep Your Heart Healthy (13 minutes)
Participants may already: ■ Be active ■ Be trying to reach and stay at a healthy weight ■ Eat foods that are high in fiber, water, vitamins, minerals, and protein ■ Eat foods that are low in calories and fats ■ Manage stress Participants may want to start cutting back on salt and alcohol. They may also want to quit smoking. To learn more about how to quit smoking, see the handout called "Ready, Set, Quit!"	► **SAY:** We've discussed why heart health matters. Now we'll talk about how to keep your heart healthy. Please look at "Ways to Keep Your Heart Healthy" on page 3 of this module's handouts. **DO:** Use the handout to discuss things to do each day to keep your heart healthy. Also discuss what to ask your healthcare provider and tests for heart health. Explain that salt (sodium) can raise your blood pressure. ► **SAY:** As you can see, some of the things you already do to prevent type 2 diabetes are also good for your heart. **DISCUSS:** Which of these things are you already doing to prevent type 2 diabetes? And which of these things do you want to start doing to keep your heart healthy?

Notes to Coach	Be Heart Smart About Fats (20 minutes)
	► **SAY:** As we've said, it's important to limit foods that are high in fats, especially unhealthy fats. Let's spend some time talking about fats and how they affect your heart. We all need a certain amount of fat in our diet. It gives us energy and helps us absorb vitamins. It helps us grow and stay healthy. At the same time, fat is very high in calories. In fact, it has more calories than any other food. So in order to reach or stay at a healthy weight, you'll want to limit fat. Plus, some fats are good for your heart and arteries. Others are bad for your heart and arteries. Please look at "All About Fats" on pages 4 and 5. Let's get to know the different types of fats. **DO:** Use the handout to discuss unhealthy and healthy fats. ► **SAY:** We've discussed the different types of fats. Now let's talk about how to cook the healthy way. Please turn to "All About Fats" on page 6. **DO:** Use the handout to discuss ways to avoid unhealthy fats and limit healthy fats when you cook. **DISCUSS:** What are some other ways to cook the healthy way?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about keeping your heart healthy. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to Try at Home: ■ All About Fats ■ Action Plan	► **SAY:** Between now and our next session, I'd like you to complete "All About Fats" on page 6. Write your ideas in the column that says "Other Ideas." Check off each idea you try. **DO:** Answer questions as needed. ► **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 ■ How to be heart smart about fats **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Take Charge of Your Thoughts

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Take Charge of Your Thoughts

Session Focus

Taking charge of your thoughts can help prevent or delay type 2 diabetes. This module teaches participants how to replace harmful thoughts with helpful thoughts.

Participant Learning Objectives

By the end of the session, participants will:

- Recognize the difference between harmful and helpful thoughts
- Explain how to replace harmful thoughts with helpful thoughts

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Harmful Thoughts vs. Helpful Thoughts ..... Page 8 ..... 8 Min
- ☐ Replace Harmful Thoughts with Helpful Thoughts ..... Page 9 ..... 30 Min
- ☐ Plan for Success ..... Page 15 ..... 5 Min
- ☐ Summary and Closing ..... Page 16 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about taking charge of your thoughts. 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Taking charge of your thoughts can help you prevent or delay type 2 diabetes. Today, we will discuss how to manage your thoughts. We will talk about: ■ The difference between harmful and helpful thoughts ■ How to replace harmful thoughts with helpful thoughts Finally, you will make a new action plan.

Notes to Coach	Harmful Thoughts vs. Helpful Thoughts (8 minutes)
	► **SAY:** Let's start by talking about the difference between harmful and helpful thoughts. Harmful thoughts get in the way of your eating and fitness goals. So they raise your risk of type 2 diabetes. Helpful thoughts help you reach your eating and fitness goals. So they lower your risk of type 2 diabetes. Let's look at an example. Please turn to "Anna's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the first three paragraphs of the story. ► **ASK:** What harmful thought does Anna have at first? **ANSWER:** "The weather is lousy. I'd better skip my walk today." ► **ASK:** What helpful thought does Anna replace this with? **ANSWER:** "It's raining, so I'll walk in the mall instead. It will also give me the chance to run some errands." ► **SAY:** So Anna is telling herself: "Yes, it's raining out. But that won't stop me from reaching my fitness goal. I'll still take a walk. I'll just do it inside." **DO:** Make sure participants understand the difference between harmful and helpful thoughts before moving on to the next section. Discuss the tips to prevent harmful thinking below "Anna's Story."

Notes to Coach	Replace Harmful Thoughts with Helpful Thoughts (30 minutes)
You don't need to cover all the types of harmful thoughts in this section. Choose the types that are most relevant to your group. All or Nothing Thoughts and helpful thoughts to replace them with include: **I can't eat ice cream ever again.** ■ I can have ice cream once in a while. ■ When I do have ice cream, I'll measure it. **Exercise is boring.** ■ I haven't found an activity that I enjoy yet. ■ I'll keep trying new activities until I find one that I like.	► **SAY:** We've talked about the difference between harmful and helpful thoughts. Now let's discuss how to replace harmful thoughts with helpful thoughts. Please look at "3 Steps to Replace Harmful Thoughts with Helpful Thoughts" on page 4 of this module's handouts. **DO:** Use the handout to discuss how to identify harmful thoughts, put on the brakes, and think helpful thoughts instead. ► **SAY:** There are many different types of harmful thoughts. Here are some of them. We'll start with All or Nothing Thoughts. That's where you see only the extremes. You don't see anything in between. **DISCUSS:** What are some All or Nothing Thoughts you might have about changing your lifestyle? **DO:** Write the harmful thoughts on the flip chart or white board, if you are using one. **DISCUSS:** What are some helpful thoughts you could replace these with?

Notes to Coach	Replace Harmful Thoughts with Helpful Thoughts
Excuses and helpful thoughts to replace them with include: **It's too cold/hot outside to go for a walk.** ■ I will dress for the weather and walk anyway. ■ I will work out indoors. **I can't meet my eating goals because my wife keeps making cookies.** ■ I find the cookies tempting. ■ I will ask my wife to make something healthy instead.	► **SAY:** Now let's talk about Making Excuses. That's where you blame situations, things, or other people for your mistakes. **DISCUSS:** What are some excuses you might make about changing your lifestyle? **DO:** Write the harmful thoughts on the flip chart or white board, if you are using one. **DISCUSS:** What are some helpful thoughts you could replace these with?

Notes to Coach	Replace Harmful Thoughts with Helpful Thoughts
Filtering Thoughts and helpful thoughts to replace them with include: **No one else supports my healthy lifestyle.** ■ My friend Shelly supports it. ■ I will ask for more support. **I haven't stuck to my diet at all this week.** ■ I stuck to my diet four out of seven days. ■ I have a plan for how to stay on track in the future.	► **SAY:** Now let's talk about Filtering Thoughts. That's where you ignore the good and focus on the bad. **DISCUSS:** What are some Filtering Thoughts you might have about changing your lifestyle? **DO:** Write the harmful thoughts on the flip chart or white board, if you are using one **DISCUSS:** What are some helpful thoughts you could replace these with?

Notes to Coach	Replace Harmful Thoughts with Helpful Thoughts
Self-Labeling Thoughts and helpful thoughts to replace them with include: **I'm such a weakling.** ■ I can climb the stairs without getting out of breath now. ■ I'll be a little more active each week. **I'm the world's worst cook.** ■ My daughter liked the stir-fry I made last night. ■ I'll keep learning more about cooking.	► **SAY:** Now let's talk about Self-Labeling Thoughts. That's where you call yourself something bad. **DISCUSS:** What are some Self-Labeling Thoughts you might have about changing your lifestyle? **DO:** Write the harmful thoughts on the flip chart or white board, if you are using one. **DISCUSS:** What are some helpful thoughts you could replace these with?

Notes to Coach	Replace Harmful Thoughts with Helpful Thoughts
Comparing Thoughts and helpful thoughts to replace them with include: **Teo has lost so much more weight than I have.** ■ My weight loss has slowed down. ■ I'll ask Teo for some tips. **Stella is so much stronger than I am.** ■ I'd like to be stronger. ■ I'll try using a resistance band.	► **SAY:** Now let's talk about Comparing Thoughts. That's where you compare yourself with other people and find yourself lacking. **DISCUSS:** What are some Comparing Thoughts you might have about changing your lifestyle? **DO:** Write the harmful thoughts on the flip chart or white board, if you are using one. **DISCUSS:** What are some helpful thoughts you could replace these with?

Notes to Coach	Replace Harmful Thoughts with Helpful Thoughts
Gloom and Doom Thoughts and helpful thoughts to replace them with include: **I just know I'm going to get hurt. Then I won't be able to work out.** ■ I'll take steps to work out safely. ■ If I do get hurt, I'll find a different way to be active. **I just know I'm going to get type 2 diabetes, since both of my parents had it.** ■ 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:** Now let's talk about Gloom and Doom Thoughts. That's where you assume the worst. This type of thinking often leads to giving up. **DISCUSS:** What are some Gloom and Doom Thoughts you might have about changing your lifestyle? **DO:** Write the harmful thoughts on the flip chart or white board, if you are using one. **DISCUSS:** What are some helpful thoughts you could replace these with?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about taking charge of your thoughts. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to Try at Home: ■ 3 Steps to Replace Harmful Thoughts with Helpful Thoughts ■ Action Plan	► **SAY:** Between now and our next session, I'd like you to practice taking charge of your thoughts. Follow the "3 Steps to Replace Harmful Thoughts with Helpful Thoughts" on page 4. You can use "Replace Harmful Thoughts with Helpful Thoughts" on pages 5 and 6 for ideas. **DO:** 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 talked about: ■ The difference between harmful and helpful thoughts ■ How to replace harmful thoughts with helpful thoughts **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 ___. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Get Support

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Get Support

Session Focus

Getting support from other people can help prevent or delay type 2 diabetes. This module teaches participants how to get support for their healthy lifestyle.

Participant Learning Objectives

By the end of the session, participants will explain how to get support from:

- Family, friends, and coworkers
- Groups, classes, and clubs
- Professionals

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **List of local groups, classes, and clubs that participants might be interested in**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Get Support from Family, Friends, and Coworkers ..... Page 8 ..... 18 Min
- ☐ Get Support from Groups, Classes, and Clubs ..... Page 12 ..... 13 Min
- ☐ Get Support from Professionals..... Page 14 ..... 7 Min
- ☐ Plan for Success ..... Page 15 ..... 5 Min
- ☐ Summary and Closing ..... Page 16 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Let's face it—it's not easy to make lasting changes in your lifestyle. Fortunately, you don't need to do it alone. Getting support for your healthy lifestyle can help you prevent or delay type 2 diabetes. Today, we will talk about how to get support from: ■ Family, friends, and coworkers ■ Groups, classes, and clubs ■ Professionals Finally, you will make a new action plan.

Notes to Coach	Get Support from Family, Friends, and Coworkers (18 minutes)
They hinder your healthy lifestyle when they: ■ Buy and cook unhealthy items ■ Complain about the healthy items you buy and cook ■ Criticize you for failing to reach your eating and fitness goals ■ 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 ■ Refuse to do active things with you ■ Tell you you're fine the way you are, so you don't need to change	► **SAY:** You've been working hard to make healthy changes in 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 turn to "Jim's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the first two paragraphs of the story. **DISCUSS:** How might family, friends, and coworkers hinder your healthy lifestyle?

Notes to Coach	Get Support from Family, Friends, and Coworkers
To support your healthy lifestyle, they could: ■ 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 active things ■ Praise you for being active ■ Praise the healthy items you buy and cook ■ Tell you you're making great progress	▶ **SAY:** Now let's turn this around. **DISCUSS:** How could family, friends, and coworkers support your healthy lifestyle?

Notes to Coach	Get Support from Family, Friends, and Coworkers
To get them to support your healthy lifestyle, you could: ■ Share facts about type 2 diabetes and how to prevent it ■ Tell them why you are trying to lead a healthy lifestyle ■ Ask them nicely to support your efforts ■ Give them regular updates on your progress ■ Set family rules You could also invite them to: ■ Be active with you ■ Plan and shop for healthy meals with you ■ Cook and eat healthy food with you	► **SAY:** 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. **DISCUSS:** How could you get family, friends, and coworkers to support your healthy lifestyle?

Notes to Coach	Get Support from Family, Friends, and Coworkers
This activity is optional.	**ACTIVITY:** Practice Getting Support ► **SAY:** Getting support from family, friends, and coworkers takes practice. Let's practice it together right now. **DO:** Break participants into small groups. Have them practice asking family, friends, and coworkers to support their healthy lifestyle. Tell them to use "How to Get Support: Family, Friends, and Coworkers" on page 4 for ideas. If you'd like, you can ask for volunteers to show their role-play to the whole group.

Notes to Coach	Get Support from Groups, Classes, and Clubs (13 minutes)
	► **SAY:** We've talked about how to get support from family, friends, and coworkers. Now let's talk about how to get support from other people in your community 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—people who want to lower their risk of type 2 diabetes and live 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, compete with each other, 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.

Notes to Coach	Get Support from Groups, Classes, and Clubs
Classes and clubs that support healthy eating habits include those for: ■ Healthy cooking ■ Healthy meal planning Classes and clubs that support healthy fitness habits include those for: ■ Dancing ■ Softball ■ Walking Ways to find groups, classes, and clubs that support your healthy lifestyle include: ■ Ask your healthcare provider. ■ Contact community groups. ■ Search online.	**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 fitness habits? What are some ways to find groups, classes, and clubs that support your healthy lifestyle? ► **SAY:** Some community groups can also connect you with healthcare, transportation, financial help, and more. **DO:** If possible, provide a list of local groups, classes, and clubs that participants might be interested in.

Notes to Coach	Get Support from Professionals (7 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. These are people who have specialized training. Please turn to "How to Get Support: Professionals" on page 7. **DO:** Review handout. Discuss briefly. ► **SAY:** I hope you'll always feel free to ask me for support.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about getting support for your healthy lifestyle. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
	► **SAY:** Please look at "How to Get Support: Family, Friends, and Coworkers" on page 5. Between now and the next session, I'd like you to complete the chart. In the left column, write some ways they hinder your healthy lifestyle. In the right column, write how you will get their support. I'd also like you to read "How to Get Support: Groups, Classes, and Clubs" on page 6. Think about trying some of these ideas! **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 ■ 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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**
Things to Try at Home: ■ How to Get Support: Family, Friends, and Coworkers ■ How to Get Support: Groups, Classes, and Clubs ■ Action Plan	

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Eat Well Away from Home

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Eat Well Away from Home

Session Focus

Eating well away from home can help prevent or delay type 2 diabetes. This module teaches participants how to stay on track with their eating goals at restaurants and social events.

Participant Learning Objectives

By the end of the session, participants will:

- Identify some challenges of eating well at restaurants and social events
- Explain how to plan for and cope with these challenges

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Variety of menus from local restaurants (some healthy, some unhealthy; some sit down, some fast food; different cuisines; some that provide calorie and fat facts, some that don't). Find them online, or pick them up in person.**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Challenges of Eating Well at Restaurants ..... Page 7 ..... 5 Min
- ☐ How to Eat Well at Restaurants ..... Page 8. ..... 18 Min
- ☐ Challenges of Eating Well at Social Events ..... Page 12 ..... 5 Min
- ☐ How to Eat Well at Social Events ..... Page 13 ..... 10 Min
- ☐ Plan for Success ..... Page 15 ..... 5 Min
- ☐ Summary and Closing ..... Page 16 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about how to eat well when you are 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Eating well when you're at home can be hard enough. But eating well when you're away from home presents special challenges. Today, we will talk about: ■ Some challenges of eating well at restaurants and social events ■ How to plan for and cope with these challenges Finally, you will make a new action plan.
	Challenges of Eating Well at Restaurants (5 minutes)
Challenges at restaurants include: ■ Large portions ■ No healthy choices ■ Not knowing ingredients or how food was made ■ Tempting food ■ Wanting to be polite ■ Wanting to get your money's worth	► **SAY:** It can be challenging to eat well at restaurants. Let's look at an example. Please turn to "José's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the first two paragraphs of the story. **DISCUSS:** What do you find challenging about eating well at restaurants?

Notes to Coach	How to Eat Well at Restaurants (18 minutes)
To learn more about healthy food choices, see the handouts that go with the *Eat Well to Prevent T2* and *Have Healthy Food You Enjoy* modules.	► **SAY:** We've talked about some challenges of eating well at restaurants. Now let's talk about how to plan for and cope with those challenges. The first thing to do is choose a restaurant. In order to choose a restaurant wisely, it's a good idea to look at the menu in advance. ► **ASK:** How can you find the menu? **ANSWER:** You may be able to find it online. Or you can pick it up in person. ► **ASK:** And what types of food will you look for on the menu? **ANSWER:** Food that is low in calories, fat, and sugar; high in fiber and water; and high in vitamins, minerals, and protein.

Notes to Coach	How to Eat Well at Restaurants
This activity is optional. Words that suggest an item is healthy include: ■ Baked ■ Broiled ■ Low-fat ■ Steamed To find out if an item is healthy, you could ask: ■ How is this made? ■ What ingredients are in this? ■ What kind of oil is this cooked in?	**ACTIVITY:** Make Sense of Menus ► **SAY:** Let's look at some menus right now. **DO:** Divide participants into small groups, or have them work alone. Pass out menus from a variety of restaurants in your area. Provide pens as needed. ► **SAY:** Please circle any items that you think are healthy. **DO:** Give participants a minute or two to circle items. **DISCUSS:** What items did you circle? What are some words that make you think these items are healthy? **DISCUSS:** What are some questions you could ask to find out if an item is healthy?

Notes to Coach	How to Eat Well at Restaurants
Healthy swaps you could ask for include: ■ Can I have this baked/steamed/broiled/grilled instead of fried? ■ Can I have the dressing/sauce/gravy/sour cream/butter on the side? ■ Can this be cooked in vegetable oil instead of lard/butter?	► **SAY:** You can also ask for a healthy swap. For instance, you could ask to have a side salad or steamed veggies instead of French fries. Many restaurants are happy to do this. In some cases, you may need to pay a little extra. But it's worth it. **DISCUSS:** What are some healthy swaps you could ask for?

Notes to Coach	How to Eat Well at Restaurants
To make sure you have a healthy amount of food, you could ask: ■ Can I get the smallest size of this item? ■ Can I have an appetizer instead of a main course? ■ Can my friend and I share this item?	► **SAY:** In addition to finding out if an item is healthy, you'll also want to make sure you have a healthy amount of food. Many restaurants serve huge portions. Plus, there may be times when you want a tiny portion of an item that is fairly high in calories. **DISCUSS:** What are some questions you could ask to make sure you have a healthy amount of food?

Notes to Coach	Challenges of Eating Well at Social Events (5 minutes)
Social events include: ■ Cookouts ■ Holidays ■ Showers ■ Sports games ■ Weddings ■ Work parties Challenges at social events include: ■ Large portions ■ No healthy choices ■ Not knowing ingredients or how food was made ■ Pressure from others ■ Tempting food ■ Wanting to be polite ■ Wanting to join in	► **SAY:** We've talked about some challenges of eating well at restaurants. Now let's move on to social events. **DISCUSS:** What are some social events that might involve food? ► **SAY:** It can be challenging to eat well at social events. Let's turn back to the story. **DO:** Read (or ask a volunteer to read) the third paragraph of José's story on page 3. **DISCUSS:** What do <u>you</u> find challenging about eating well at social events?

Notes to Coach	How to Eat Well at Social Events (10 minutes)
Ways to prepare for social events include: ■ Have a healthy snack at home so you won't be too hungry. ■ Tell the hosts about your eating plan. ■ Ask if you can bring something healthy. Ways to eat well during social events include: ■ Ask about ingredients and how dishes were prepared. ■ Fill up on non-starchy veggies or a broth-based soup. ■ Keep a glass of water in your hand.	▶ **SAY:** We've talked about some challenges of eating well at social events. Now let's talk about how to plan for and cope with those challenges. There are things you can do before social events to help you stay on track. **DISCUSS:** How could you prepare for social events? ▶ **SAY:** There are also things you can do during social events to help you stay on track. **DISCUSS:** How could you eat well during social events?

Notes to Coach	How to Eat Well at Social Events
This activity is optional.	**ACTIVITY:** Plan for Challenges **DO:** Break participants into small groups. Have them practice planning for and coping with the challenges of eating well at restaurants or social events. You can assign a situation. Or participants can choose their own. Tell them they can use "Eat Well at Restaurants" (pages 4 and 5) and "Eat Well at Social Events" (page 6) to get ideas. If you'd like, you can ask for volunteers to show their role-play to the whole group.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about eating well away from home. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
	► **SAY:** Between now and our next session, I'd like you to spend some time planning for the challenges of eating well away from home. That way, you'll be ready the next time you go to a restaurant or social event. You can use "Eat Well at Restaurants" (pages 4 and 5) and "Eat Well at Social Events" (page 6) 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: ■ Some challenges of eating well at restaurants and social events ■ How to plan for and cope with these challenges **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**
Things to Try at Home: ■ Plan for challenges ■ Action Plan	

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Stay Motivated to Prevent T2

This module should be done at the six-month mark.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Stay Motivated to Prevent T2

Session Focus

Staying motivated can help prevent or delay type 2 diabetes. This module helps participants reflect on their progress and keep making positive changes over the next six months.

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

Participant Learning Objectives

By the end of the session, participants will:

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

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Group and individual reports based on the most recent figures you have for each participant (ideally from the previous session)**
- ☐ **Objects that show how many pounds the group (collectively) has lost so far (weights, bags of flour, cans of food, or sticks of butter)**
- ☐ **Camera**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Look How Far You've Come! ..... Page 7 ..... 20 Min
- ☐ Our Next Steps ..... Page 11 ..... 10 Min
- ☐ Your Goals for the Next Six Months ..... Page 12 ..... 8 Min
- ☐ Plan for Success ..... Page 13 ..... 5 Min
- ☐ Summary and Closing ..... Page 14 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about staying motivated over the next six 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Staying motivated over the next six months can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ How far you've come since you started this program ■ Our next steps ■ Your goals for the next six months Finally, you will make a new action plan.
	Look How Far You've Come! (20 minutes)
	► **SAY:** Let's start by looking at how far you've come since you started this program six months ago. **DISCUSS:** What healthy changes have you made in your eating? What healthy changes have you made in your fitness? What challenges have you overcome to make those healthy lifestyle changes?

Notes to Coach

This activity is optional.

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 (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)

Look How Far You've Come!

ACTIVITY: Group Progress Report

► **SAY:** Let's look at how much progress you've made as a group.

DO: Hand out a written report that gives the group's progress so far. Explain the report. Use a flip chart or white board, if you wish.

Notes to Coach	Look How Far You've Come!
This activity is optional.	**ACTIVITY:** Group Progress Objects **DO:** Bring in objects that show how many pounds the group has lost so far. These could be weights, bags of flour, cans of food, or sticks of butter. Invite participants to pick them up.
This activity is optional. 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 their starting weight) ■ Minutes of activity per week the person has gained (most recent minutes minus starting minutes)	**ACTIVITY:** Individual Progress Reports **DO:** Hand out a written report to each participant that gives that person's progress so far. Explain the report. Use a flip chart or white board, if you wish. ► **SAY:** This report is just for you. No one else will see it.

Notes to Coach	Look How Far You've Come!
This activity is optional.	**ACTIVITY:** Group Photo **DO:** Take a photo of the entire group. ► **SAY:** I will give you a copy of this photo at the last session.
	► **SAY:** Some of you have reached your weight and activity goals. Others 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.

Notes to Coach	Our Next Steps (10 minutes)
Your group can connect outside of session time. You can facilitate this by forming a social network and by setting up get-togethers. (See "Program Overview" for more details.) You could get support from: ■ Family, friends, and coworkers ■ Groups, classes, and clubs (online and in person) ■ Professionals To learn more about getting support, see the handouts that go with the *Get Support* module.	▶ **SAY:** You've come so far since you started this program. And you've coped with many challenges along the way. Your next challenge is to stay motivated over the next six months. Let's look at an example. **DO:** Read (or ask a volunteer to read) "Marie's Story" on page 3 of this module's handouts. **DISCUSS:** What might you find challenging about staying motivated? ▶ **SAY:** Now let's look at where this group is headed. **DO:** Tell participants what to expect over the next six months of the program. Talk about the topics it will cover, 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?

Notes to Coach	Your Goals for the Next Six Months (8 minutes)
	► **SAY:** We've discussed this group's next steps. Now let's talk about your next steps. Please look at "Your Goals for the Next Six Months" on page 4 of this module's handouts. As you can see, your activity goal for the next six 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 I told you earlier today. Next, decide if you want to lose weight or maintain your weight in the next six months. Mark your choice on the handout. ■ 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 goal.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about staying motivated. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
	► **SAY:** Between now and the next session, please complete "Celebrate Your Success" on page 5. Write your ideas in the column that says "Other Ways to Celebrate." Check off each idea you try. I'd also like you to complete "How to Cope With Challenges" on pages 6 and 7. Write your ideas in the column that says "Other Ways to Cope." 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 six months. We talked about: ■ How far you've come since you started this program ■ Our next steps ■ Your goals for the next six months

Notes to Coach	Summary and Closing
Things to Try at Home: ■ Celebrate Your Success ■ How to Cope With Challenges ■ Action Plan	**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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

When Weight Loss Stalls

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

When Weight Loss Stalls

Session Focus

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

Participant Learning Objectives

By the end of the session, participants will:

- Explain why weight loss can stall
- Explain how to start losing weight again

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Apps and online tools for finding your daily calorie needs**
- ☐ **Apps and online tools for graphing changes in weight**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Why Weight Loss Can Stall ..... Page 7 ..... 10 Min
- ☐ How to Start Losing Weight Again ..... Page 10 ..... 28 Min
- ☐ Plan for Success ..... Page 13 ..... 5 Min
- ☐ Summary and Closing ..... Page 14 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Taking action when your weight loss stalls can help you prevent or delay type 2 diabetes. Today we will talk about: ■ Why weight loss can stall ■ How to start losing weight again Finally, you will make a new action plan.
	Why Weight Loss Can Stall (10 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 turn to "Roxanne's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the first two paragraphs of the story. **DISCUSS:** Does this sound familiar to any of you?

Notes to Coach	Why Weight Loss Can Stall
	► **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 not meeting your eating and fitness goals. ► **ASK:** How can you find out if you're meeting these goals? **ANSWER:** ■ Track your activity. ■ Track what you eat and drink. **DO:** Explain as needed.
To learn more about tracking, see the handouts that go with the *Track Your Activity* and *Track Your Food* modules.	
	► **SAY:** Your weight loss may also stall because you've lost weight. And you haven't changed your eating and fitness goals to match your lower weight. ► **ASK:** Why do you need to change your eating and fitness goals when you lose weight? **ANSWER:** The less you weigh, the less 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 fitness goals.
To learn more about the link between calories and weight, see the handouts that go with the *Burn More Calories Than You Take In* module.	

Notes to Coach	Why Weight Loss Can Stall
When you cut calories, your body at first burns stores of glycogen—a type of carbohydrate that contains water. Only after you stop losing this "water weight" do you start losing body fat.	► **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 loses some water. For most people, weight loss slows down once they stop losing water.

Notes to Coach	How to Start Losing Weight Again (28 minutes)
To learn more about getting back on track, see the handouts that go with the *Get Back on Track* module.	► **SAY:** Once you know why your weight loss has stalled, the next step is to make a plan to start losing weight again. Let's say you find that your weight loss has stalled because you're not meeting your eating and fitness goals. Remember: It's normal to get off track with these goals from time to time. The important thing is to get back on track and prevent similar lapses 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 the problems that got you off track. 2. Come up with options for solving these problems. 3. Choose 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 fitness goals to match your lower weight. Before you can set new eating and fitness goals, you'll need to find out how much your daily calorie needs have changed since you started this program. ► **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.

Notes to Coach	How to Start Losing Weight Again
	► **ASK:** How can you find out your daily calorie needs? **ANSWER:** ■ Ask your healthcare provider. ■ Use a smart phone or computer app. ■ Use an online tool. **DO:** Explain as needed. If you'd like, share apps and online tools for finding your daily calorie needs. ► **SAY:** Let's turn to "Roxanne's Weight Loss" on page 4. Take a look at the graph. ► **ASK:** What has happened to Roxanne's weight lately? **ANSWER:** It has leveled off. ► **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?
1,750 – 1,650 = 100	**ANSWER:** 100 calories

Notes to Coach	How to Start Losing Weight Again
To take in fewer calories, you could: ■ Choose drinks that have low or no calories ■ Control portion sizes ■ Use less fat To burn more calories, you could walk farther, faster, or up steeper hills. To build muscle, you could: ■ Do wall push-ups ■ Lift weights ■ Use resistance bands To learn more about taking in fewer calories, see the *Have Healthy Food You Enjoy* handouts. To learn more about burning more calories and building muscle, see the *Get More Active* handouts.	► **SAY:** Since Roxanne's daily calorie needs have changed, she decides to set new eating and fitness 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:** She could: ■ Take in 100 fewer calories each day ■ Burn 100 more calories each day ■ Do a mixture of the two **DO:** Explain as needed. **DISCUSS:** What are some ways to take in fewer calories? And what are some ways to burn more calories? ► **SAY:** Let's say you find that your weight loss has stalled because some of the weight you've lost is muscle. **DISCUSS:** How could you build muscle?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about what to do when your weight loss stalls. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to Try at Home: ■ 25 Snacks Under 100 Calories ■ Ways to Take in Fewer Calories ■ Ways to Burn 100 Calories ■ Action Plan	► **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 "25 Snacks Under 100 Calories" on page 5. See if any of these snacks sound good to you! I'd also like you to complete "Ways to Take in Fewer Calories" on pages 6 and 7 and "Ways to Burn 100 Calories" on page 8. Check off each idea you try. 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: ■ Why weight loss can stall ■ How to start losing weight again **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Take a Fitness Break

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Take a Fitness Break

Session Focus

Taking a 2-minute fitness break every 30 minutes can help prevent or delay type 2 diabetes. This module teaches participants how to overcome barriers to taking fitness breaks.

Participant Learning Objectives

By the end of the session, participants will:

- Recognize the link between sitting still and type 2 diabetes
- Identify some challenges of taking fitness breaks and ways to cope with them

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Sitting Still and Type 2 Diabetes ..... Page 7 ..... 10 Min
- ☐ How to Cope with Challenges ..... Page 9 ..... 28 Min
- ☐ Plan for Success ..... Page 10 ..... 5 Min
- ☐ Summary and Closing ..... Page 10 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about taking fitness 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Taking a 2-minute fitness 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 fitness breaks and ways to cope with them We'll also get a chance to take a fitness break. Finally, you will make a new action plan.
	Sitting Still and Type 2 Diabetes (10 minutes)
Answers may vary 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.	► **SAY:** Let's start by talking about the link between sitting still and type 2 diabetes. Many of us spend most of our waking hours sitting still. Let's look at an example. Please turn to "Terry's Story" on page 3 of this module's handouts. **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 waking hours do you spend sitting still?

Notes to Coach	Sitting Still and Type 2 Diabetes
	► **SAY:** Sitting still is bad for you. 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 fitness 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.
To take a fitness break, you could: ■ Dance ■ Do side steps ■ March or jog in place ■ Touch your toes ■ Walk around	**DO:** Read (or ask a volunteer to read) the last paragraph of the story. ► **ASK:** What does Terry do during her fitness breaks? **ANSWER:** She stands up during part of her train ride. At work, she walks around her office while she talks on the phone and uses an exercise ball at the computer. **DISCUSS:** What could you do for a 2-minute fitness break right now?
Participants can hold on to a chair for support if they wish. If standing is too hard for them, they can move while seated.	**ACTIVITY:** Take a Fitness Break ► **SAY:** Let's take a 2-minute fitness break right now. **DO:** Lead participants in one of the ideas the group came up with. Or let them choose their own. **DISCUSS:** How do you feel now?

Notes to Coach	How to Cope with Challenges (28 minutes)
Challenges and ways to cope include: **I don't have time for fitness breaks.** To fit in fitness breaks when you travel: ■ Stand on the bus or train. To fit in fitness breaks while you watch TV or videos: ■ March or jog in place. To fit in fitness breaks while you use a computer: ■ Stand up. To fit in fitness breaks while you talk on the phone: ■ March in place. To fit in fitness breaks at work: ■ Take the stairs. **I forget to take fitness breaks.** ■ Set a timer. ■ Ask your friends or family to remind you.	► **SAY:** Let's talk about some challenges of taking fitness breaks. **DISCUSS:** What do you think might be challenging about taking a 2-minute fitness break every 30 minutes? **DO:** Write the challenges on a flip chart or white board, if you are using one. ► **SAY:** Now, let's brainstorm. **DISCUSS:** What are some ways to cope with these challenges?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about taking fitness breaks. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.
	Summary and Closing (5 minutes)
	► **SAY:** Between now and the next session, please complete "How to Cope With Challenges" on pages 4 and 5. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try.

Notes to Coach	Summary and Closing
	I'd also like you to try taking a 2-minute fitness break every 30 minutes. See how it goes. **DO:** Answer questions as needed. ► **SAY:** We have come to the end of our meeting. Today, we discussed how taking a 2-minute fitness 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 fitness breaks and ways to cope with them We also got a chance to take a fitness 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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**
Things to Try at Home: ■ How to Cope With Challenges ■ Take fitness breaks ■ Action Plan	

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Stay Active to Prevent T2

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Stay Active to Prevent T2

Session Focus

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

Participant Learning Objectives

By the end of the session, participants will:

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

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it on their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Benefits of Staying Active ..... Page 8 ..... 10 Min
- ☐ How to Cope with Challenges ..... Page 9 ..... 18 Min
- ☐ Look How Far You've Come! ..... Page 10 ..... 10 Min
- ☐ Plan for Success ..... Page 11 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **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 cope with them ■ How far you've come since you started this program Finally, you will make a new action plan.

Notes to Coach	Benefits of Staying Active (10 minutes)
Benefits of staying active include: ■ 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:** We'll start by talking about some benefits of staying active over the long term. Let's look at an example. Please turn to "Teo's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the first two paragraphs of the story. ► **SAY:** So Teo has reached his weight goal. And his blood sugar is normal now. ► **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 normal? **ANSWER:** He can stay active. ► **SAY:** Staying active has other benefits. **DISCUSS:** What are some other benefits of staying active? Why do <u>you</u> want to stay active?

Notes to Coach	How to Cope with Challenges (18 minutes)
Challenges and ways to cope include: **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:** It can be challenging to get active. But it can be even harder to stay active over the long term. 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 turn back to the story. **DO:** Read (or ask a volunteer to read) paragraphs 3 to 5. ► **ASK:** What makes it challenging for Teo to stay active? **ANSWER:** Since his wife started going to night classes, it's hard for Teo to find time to be active. 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? **DO:** Write the challenges on the flip chart or white board, if you are using one. ► **SAY:** Now, let's brainstorm. **DISCUSS:** What are some ways to cope with these challenges?

Notes to Coach	Look How Far You've Come! (10 minutes)
Participants can check their Fitness Log to find out their minutes of activity.	► **SAY:** Let's wrap up by looking at how far you've come with your activity since you started this program. **DISCUSS:** What types of activity did you do when you first started this program? And what types of activity do you do now? How many minutes a day were you active when you first started this program? And how many minutes a day are you active now? How did you feel about being active when you first started this program? And how do you feel about being active now? ► **SAY:** Some of you have reached your fitness goal. Some of you are still working toward it. That's fine. The important thing is that you're all active. And I hope you'll stay active for life.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about staying active over the long term. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to Try at Home: ■ How to Cope with Challenges ■ How I Will Stay Active ■ Action Plan	► **SAY:** Between now and the next session, please complete "How to Cope with Challenges" on pages 4 to 6 of this module's handouts. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try. I'd also like you to complete "How I Will Stay Active" on page 7. Think about why you want to stay active over the long term. Also think about the challenges you might face, and how you will cope with them. You can use "Tips for Staying Active Every Day" on pages 8 and 9 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 cope with them ■ How far you've come since you started this program **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Stay Active Away from Home

Stay Active Away from Home

Session Focus

Staying active away from home can help prevent or delay type 2 diabetes. This module teaches participants how to stay on track with their fitness goal when they travel for work or pleasure.

Participant Learning Objectives

By the end of the session, participants will:

- Identify some challenges of staying active away from home, and ways to cope with them

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ How to Cope With Challenges ..... Page 8 ..... 38 Min
- ☐ Plan for Success ..... Page 9 ..... 5 Min
- ☐ Summary and Closing ..... Page 10 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well?

Notes to Coach	Welcome and Review
	► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?
	Objectives (2 minutes)
	► **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 of staying active away from home, and ways to cope with them. You will also make a new action plan.

Notes to Coach	How to Cope with Challenges (38 minutes)
Challenges and ways to cope include: **I'm too busy seeing sights.** ■ See sights while you are active. **I'm visiting friends or family.** ■ Look for activities that they can do with you. **I have to travel a long way.** ■ Do leg lifts while you ride. **I don't know my way around.** ■ Walk inside a local mall. **I can't use my fitness center.** ■ Pack a resistance band. **I don't have my workout buddy.** ■ Be active by yourself.	► **SAY:** Whether you travel for work or for pleasure, it can be challenging to stay on track with your fitness goal when you're away from home. Let's look at an example. Please turn to "Sherry's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the story. ► **SAY:** Now let's talk about some challenges of staying active away from home. **DISCUSS:** What makes it hard for you to stay active when you're away from home? **DO:** Write the challenges on a flip chart or white board, if you are using one. ► **SAY:** Now, let's brainstorm. **DISCUSS:** What are some ways to cope with these challenges?

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about staying active away from home. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
To learn more about getting back on track, see the *Get Back on Track* handouts.	► **SAY:** As you can see, 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 fitness goal, it's not the end of the world. The important thing is to get back on track and prevent similar lapses in the future. Let's look at "Sherry's Story" on page 3 of this module's handouts. Between now and our next session, please write what makes it challenging for you to stay active when you're away from home. I'd also like you to complete "How to Cope With Challenges" on pages 4 and 5. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try. **DO:** Answer questions as needed. ► **SAY:** We have come to the end of our meeting. Today, we talked about some challenges of staying active away from home, and ways to cope with 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 ___. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**
Things to Try at Home: ■ Sherry's Story ■ How to Cope With Challenges ■ Action Plan	

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

More About T2

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

More About T2

Session Focus

This module gives participants a deeper understanding of type 2 diabetes. Learning more about this disease can motivate participants to prevent it. It can also help them manage type 2 diabetes if they go on to develop it.

Participant Learning Objectives

By the end of the session, participants will:

- Identify the basics of type 2 diabetes
- Explain how to find out if you have type 2 diabetes
- Explain how to manage type 2 diabetes

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Blood glucose meter**
- ☐ **Devices for injecting insulin, such as a syringe or a pen**
- ☐ **Guest speaker who has type 2 diabetes**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Basics of Type 2 Diabetes: A Review ..... Page 7 ..... 10 Min
- ☐ How to Find out If You Have Type 2 Diabetes ..... Page 8 ..... 5 Min
- ☐ How to Manage Type 2 Diabetes ..... Page 9 ..... 23 Min
- ☐ Plan for Success ..... Page 11 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
Some people who go through the program may still develop type 2 diabetes. As needed, point out that even if they do develop type 2 diabetes, what they learn in this program will help them successfully manage type 2 diabetes.	► **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'll talk about: ■ The basics of type 2 diabetes ■ How to find out if you have type 2 diabetes ■ How to manage type 2 diabetes Finally, you will make a new action plan.
	Basics of Type 2 Diabetes: A Review (10 minutes)
	► **SAY:** Let's start with a review of the key facts. Please turn to "Basics of Type 2 Diabetes" on page 3 of this module's handouts. **DO:** Use the handout to review what type 2 diabetes is, how it can harm you, and the risk factors that make you more likely to get it.

Notes to Coach	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 checked. ► **SAY:** Since you are at risk for type 2 diabetes, it's important to get your blood sugar checked by a healthcare provider on a regular basis. That's because the sooner you find out you have it, the better you can manage it. That way, you can prevent the health problems we just talked about.

Notes to Coach	How to Manage Type 2 Diabetes (23 minutes)
	► **SAY:** The goal of managing type 2 diabetes is to keep your blood sugar in a healthy range. Let's look at an example. Please turn to "Mike and Henry's Story" on page 4. **DO:** Read (or ask a volunteer to read) the story. ► **SAY:** Most people with type 2 diabetes have eating and fitness 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. Unlike you, most people with type 2 diabetes check their own blood sugar daily or weekly. And they track the results. **DO:** If you'd like, show participants a blood glucose meter. ► **SAY:** Many people with type 2 diabetes also take medicine to control their blood sugar. Some take pills. Others inject medicine. **DO:** If you'd like, show participants some devices for injecting insulin, such as a syringe or a pen. ► **SAY:** People with type 2 diabetes visit their healthcare provider often. They also have many lab tests. In addition to getting their blood sugar checked, they need to get their blood pressure, cholesterol, kidneys, eyes, and feet checked on a regular basis.

Notes to Coach	How to Manage Type 2 Diabetes
If they had type 2 diabetes, participants might need to track their blood sugar, take medicine, and have more provider visits and lab tests. In order to prevent type 2 diabetes, participants might work harder to meet their eating and fitness goals and track their food and activity.	**DISCUSS:** How would your life change if you had type 2 diabetes? What will you do to prevent type 2 diabetes?
This activity is optional.	**ACTIVITY:** Guest Speaker **DO:** Present a guest speaker who has type 2 diabetes. Ask the speaker to describe (in a positive, non-scary way) what it's like to manage diabetes. Invite participants to ask questions.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we learned today about type 2 diabetes. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to Try at Home: ■ Life With Type 2 Diabetes ■ Action Plan	► **SAY:** Please look at "Life With Type 2 Diabetes" on page 5. 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. **DO:** Answer questions as needed. ► **SAY:** We have come to the end of our meeting. Today, we learned more about type 2 diabetes. We talked about: ■ The basics of type 2 diabetes ■ How to find out if you have type 2 diabetes ■ How to manage type 2 diabetes **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

More About Carbs

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

More About Carbs

Session Focus

Learning more about carbohydrates can help 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:

- Recognize the link between carbs and type 2 diabetes
- Identify the various types of carbs
- Describe a healthy approach to carbs
- Explain how to find the amount of carbs in food

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **A variety of carbs: some healthy (oats, brown rice, lentils), and some not healthy (candy, cookies, cake)**
- ☐ **Carb-counting apps and websites**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Carbs and Type 2 Diabetes ..... Page 7 ..... 5 Min
- ☐ Types of Carbs ..... Page 8 ..... 15 Min
- ☐ A Healthy Approach to Carbs ..... Page 9 ..... 10 Min
- ☐ Carbs by the Numbers ..... Page 10 ..... 8 Min
- ☐ Plan for Success ..... Page 11 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 5 Min

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to learn more about carbohydrates, also known as carbs. 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Understanding carbohydrates can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ The link between carbs and type 2 diabetes ■ Types of carbs ■ A healthy approach to carbs ■ How to find the amount of carbs in food Finally, you will make a new action plan.
	Carbs and Type 2 Diabetes (5 minutes)
	► **SAY:** Let's start by talking about the link between carbs and type 2 diabetes. You need carbs to be healthy. Your body breaks down or converts most carbs into glucose. ► **ASK:** What is glucose? **ANSWER:** A type of sugar ► **SAY:** The more carbs you eat, the higher your blood sugar will be. In people <u>without</u> type 2 diabetes, sugar leaves their blood and goes into their cells. This sugar gives their cells energy.

Notes to Coach	Carbs and Type 2 Diabetes
To learn more about type 2 diabetes, see the handouts that go with the *More About T2* module.	▶ **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 make or 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. As you know, high blood sugar can cause many health problems over time.
	Types of Carbs (15 minutes)
	▶ **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 pages 3 to 5 of this module's handouts. **DO:** Use the handout to discuss the three main types of carbs: starches, sugars, and fiber.

Notes to Coach	A Healthy Approach to Carbs (10 minutes)
	► **SAY:** We've discussed the various types of carbs. Now we'll talk about how to deal with carbs in everyday life. Let's look at an example. Please turn to "Desmond's Story" on page 6. **DO:** Read (or ask a volunteer to read) the story.
To learn more about healthy eating, see the handouts that go with the *Eat Well to Prevent T2* module.	► **SAY:** Let's talk more about a healthy approach to carbs. Please look at "A Healthy Approach to Carbs" on page 7. **DO:** Use the handout to discuss how to make your plate, choose carbs wisely, and make healthy swaps.
This activity is optional. Healthy carbs are low in calories, fat, and sugar; high in fiber and water; and high in vitamins, minerals, and protein.	**ACTIVITY:** Sorting Carbs **DO:** Bring in a variety of carbs: some healthy (oats, brown rice, lentils), and some not healthy (candy, cookies, cake). Put them on a desk or table. Ask participants to sort the items by how healthy they are. Have participants work together as a class. Or break them into small groups.

Notes to Coach	Carbs by the Numbers (8 minutes)
To learn more about measuring food and making sense of food labels, see the handouts that go with the *Track Your Food* module.	► **SAY:** We've discussed a healthy approach to carbs. Now let's talk about how to find the amount of carbs in food. Please turn to "Carbs by the Numbers" on pages 8 and 9. **DO:** Use the handout to discuss reading food labels and other ways to find the amount of carbs in food. Look at some examples of one serving of carbs. If you'd like, share carb-counting apps and websites. ► **SAY:** Ask your healthcare provider if you should count your carbs each day. If the answer is yes, ask what your daily target should be.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we learned today about carbs. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Thing to Try at Home: ■ My Carbs ■ Action Plan	► **SAY:** Please look at "My Carbs" on page 10. Between now and our next session, write some of your favorite carbs. Decide if each item is healthy. If it's not, write a healthy swap. **DO:** Answer questions as needed. ► **SAY:** We have come to the end of our meeting. Today, we learned more about carbohydrates. We discussed: ■ The link between carbs and type 2 diabetes ■ Types of carbs ■ A healthy approach to carbs ■ How to find the amount of carbs in food **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Have Healthy Food You Enjoy

Have Healthy Food You Enjoy

Session Focus

Eating healthy food can be enjoyable and can help prevent or delay type 2 diabetes. This module teaches participants how to have healthy food that they enjoy.

Participant Learning Objectives

By the end of the session, participants will describe:

- How to take a healthy approach to eating
- How to make healthy choices
- How to have healthy food that they enjoy

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **"Cooking with Herbs, Spices, and Other Seasonings" video: https://healthyeating.nhlbi.nih.gov/video_herbs.aspx**
- ☐ **Projector with Internet access to watch video**

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Take a Healthy Approach to Eating ..... Page 7 ..... 10 Min
- ☐ Make Healthy Choices ..... Page 8 ..... 10 Min
- ☐ Have Healthy Food You Enjoy ..... Page 10 ..... 18 Min
- ☐ Plan for Success ..... Page 11 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about how to have healthy food that you enjoy. 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Can healthy food be delicious? Absolutely! Today, we will discuss how to have healthy food that you enjoy. We will talk about how to: ■ Take a healthy approach to eating ■ Make healthy choices ■ Have healthy food that you enjoy Finally, you will make a new action plan.
	Take a Healthy Approach to Eating (10 minutes)
	► **SAY:** People eat for a variety of reasons. Taking a healthy approach to eating can help you have healthy food that you enjoy. Let's look at an example. Please turn to "Anthony's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the story. **DISCUSS:** How do you feel when you get very hungry? Do you ever make unhealthy choices when you get very hungry? Do you ever eat when you're not hungry? Why?

Notes to Coach	Take a Healthy Approach to Eating
	► **SAY:** We've talked about eating when you're very hungry. We've also talked about eating when you're not hungry. ► **ASK:** What's a healthier approach to eating? **ANSWER:** Eat only when you're hungry, but not too hungry. ► **SAY:** Please look at "Eat the Right Amount" on page 4 of this module's handouts. **DO:** Review handout. Discuss briefly.
	Make Healthy Choices (10 minutes)
	► **SAY:** Anthony's doctor tells him that he's at risk for type 2 diabetes. ► **ASK:** What types of food should Anthony choose? **ANSWER:** Items that are: ■ Low in calories, fat, and sugar ■ High in fiber and water ■ High in vitamins, minerals, and protein

Notes to Coach	Make Healthy Choices
	► **ASK:** And what types of food should Anthony limit? **ANSWER:** Items that are: ■ High in calories, fat, and sugar ■ Low in fiber and water ■ Low in vitamins, minerals, and protein ► **ASK:** Why would you want to choose items that are high in fiber and water? **ANSWER:** They fill you up without adding calories.
Fiber is a type of carbohydrate that passes through your body without being digested.	► **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. Please look at "Healthy Choices to Prevent T2" on page 5 of this module's handouts. **DO:** Review handout. Discuss briefly. Explain why the choices in column 2 are healthier than the choices in column 1. **DISCUSS:** Can you think of some other healthy choices to prevent type 2 diabetes?

Notes to Coach	Have Healthy Food You Enjoy (18 minutes)
	► **SAY:** Eating is one of life's true pleasures. Food isn't just something that fills your stomach. It's also a feast for your senses. Anthony is worried that his new diet will take all the joy out of food for him. He loves to cook, but he doesn't know much about healthy cooking. He imagines that he'll be eating lots of raw spinach.
To make his grandma's recipe healthier, Anthony could: ■ Use ground turkey instead of ground beef ■ Use whole grain lasagna noodles ■ Use skim or part-skim ricotta and mozzarella instead of full-fat ■ Replace half of the cheeses with non-starchy veggies like mushrooms, spinach, and red peppers ■ Replace half of the noodles with non-starchy veggies ■ Add extra herbs and spices	**DISCUSS:** How important do you think it is to enjoy what you eat? Could you stick with a way of eating that you didn't enjoy? ► **SAY:** Please look at "Recipe Makeover" on page 7. **DO:** Review handout. Discuss briefly. **DISCUSS:** What are some other ways to make healthy choices enjoyable? ► **SAY:** One of Anthony's favorite dishes is lasagna—just the way his grandmother made it. Her recipe has ricotta and mozzarella cheese, ground beef, tomato sauce, and, of course, lasagna noodles. **DISCUSS:** What are some ways Anthony could make his grandmother's lasagna recipe healthier—and still taste great? ► **SAY:** That sounds pretty tasty to me!

Notes to Coach	Have Healthy Food You Enjoy
This activity is optional. If you'd prefer, give participants the link so they can watch the video at home.	**ACTIVITY:** Video ► **SAY:** Let's see how one chef makes healthy food that tastes great. **DO:** Show the 5-minute video: "Cooking with Herbs, Spices and Other Seasonings." Discuss briefly.
	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about how to have healthy food that you enjoy.

Notes to Coach	Plan for Success
	As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.
	Summary and Closing (5 minutes)
	► **SAY:** Please look at "Healthy Choices to Prevent T2" on page 6 of this module's handouts. Between now and our next session, I'd like you to write your ideas for healthy choices on the blank chart. **DO:** Answer questions as needed. ► **SAY:** We worked together to make Anthony's lasagna recipe healthier. Between now and our next session, I'd like you to do your own recipe makeover.

Notes to Coach	Summary and Closing
Things to Try at Home: ■ Healthy Choices to Prevent T2 ■ Recipe Makeover ■ Action Plan	Please choose one of your favorite recipes. Look for ways to make it healthier. You can use "Recipe Makeover" on page 7 for ideas. If you'd like, you can even cook it! And you're welcome to share copies of your new recipe with the group. We have come to the end of our meeting. Today, we discussed having healthy food that you enjoy. We talked about how to: ■ Take a healthy approach to eating ■ Make healthy choices ■ Have healthy food that you enjoy **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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Get Enough Sleep

Get Enough Sleep

Session Focus

Getting enough sleep can help prevent or delay type 2 diabetes. This module teaches participants how to cope with some challenges of getting enough sleep.

Participant Learning Objectives

By the end of the session, participants will:

- Explain why sleep matters
- Identify some challenges of getting enough sleep and ways to cope with them

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Why Sleep Matters ..... Page 7 ..... 10 Min
- ☐ How to Cope with Challenges ..... Page 8 ..... 28 Min
- ☐ Plan for Success ..... Page 11 ..... 5 Min
- ☐ Summary and Closing ..... Page 12 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** Getting enough sleep can help you prevent or delay type 2 diabetes. Today, we will talk about: ■ Why sleep matters ■ Some challenges of getting enough sleep and ways to cope with them Finally, you will make a new action plan.
	Why Sleep Matters (10 minutes)
	► **SAY:** Let's start by talking about why sleep matters. 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**

Notes to Coach	Why Sleep Matters
To learn more about type 2 diabetes, see the handouts that go with the *More About T2* module.	► **ASK:** What do you know about eating more, having high blood sugar, and gaining weight? **ANSWER:** They make you more likely to get type 2 diabetes. ► **SAY:** 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.
	How to Cope with Challenges (28 minutes)
	► **SAY:** We've discussed why sleep matters. Now let's talk about some challenges of getting enough sleep and ways to cope with them. 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 2 in 4 Americans with diabetes say they sleep poorly. Let's look at an example. Please turn to "Jenny's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the story. **DISCUSS:** How about you? How many of you get less than 7 hours of sleep a night?

Notes to Coach	How to Cope with Challenges
Challenges and ways to cope include: **I stay up too late getting things done.** ■ Ask family and friends to help you. **I'm too hot or too cold.** ■ Dress for the weather. **My bed partner is restless or noisy.** ■ Ask your partner to sleep on their 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 two hours before bedtime. **I keep getting up to use the bathroom.** ■ Avoid caffeine and alcohol.	► **SAY:** Now let's talk about some challenges of getting enough sleep. **DISCUSS:** What makes it hard for you to get a good night's sleep? **DO:** Write the challenges on a flip chart or white board, if you are using one. ► **SAY:** Now, let's brainstorm. **DISCUSS:** What are some ways to cope with these challenges?

Notes to Coach	How to Cope with Challenges
Ways to unwind include: ■ Breathe deeply. ■ Dim the lights. ■ Stretch.	► **SAY:** It's a good idea to follow a bedtime routine that helps you wind down. Try to start a couple of hours before bedtime. **DISCUSS:** What are some things that might help you unwind? ► **SAY:** Some sleep challenges may be a sign of a health problem. If you have any concerns about your health, please tell your healthcare provider.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about getting enough sleep. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to try at home: ■ Jenny's Story ■ How to Cope with Challenges ■ Ways to Unwind ■ Action Plan	► **SAY:** Let's look at "Jenny's Story" on page 3 of this again. Between now and our next session, please write what makes it hard for you to get a good night's sleep. I'd also like you to complete "How to Cope with Challenges" on pages 4 to 6. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try. Please also complete "Ways to Unwind" on page 7. 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 challenges of getting enough sleep and ways to cope with 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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Get Back on Track

Get Back on Track

Session Focus

Getting back on track with your eating and fitness goals can help prevent or delay type 2 diabetes. This module teaches participants what to do when they get off track.

Participant Learning Objectives

By the end of the session, participants will explain how to get back on track with their eating and fitness goals and prevent similar lapses in the future by:

- Staying positive
- Following the five steps of problem solving

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans, as needed.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve. Also write down any tasks you need to do before the next session.

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Everyone Makes Mistakes ..... Page 7 ..... 2 Min
- ☐ Stay Positive ..... Page 8 ..... 5 Min
- ☐ Describe Your Problems ..... Page 9 ..... 5 Min
- ☐ Come Up with Options. ..... Page 10 ..... 10 Min
- ☐ Choose the Best Options ..... Page 12 ..... 4 Min
- ☐ Make an Action Plan ..... Page 12 ..... 10 Min
- ☐ Try It ..... Page 13 ..... 2 Min
- ☐ Plan for Success ..... Page 14 ..... 5 Min
- ☐ Summary and Closing ..... Page 15 ..... 5 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the __ meeting of Prevent T2, the CDC's lifestyle change program. Today, we are going to talk about getting back on track with your eating and fitness 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:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **SAY:** It's normal to get off track with your eating and fitness goals from time to time. Today, we will talk about how to get back on track and prevent similar lapses in the future by: ■ Staying positive ■ Using the five steps of problem solving Finally, you will make a new action plan.
	Everyone Makes Mistakes (2 minutes)
	► **SAY:** You've been doing a great job staying on track with your eating and fitness 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 turn to "Kofi's Story" on page 3 of this module's handouts. **DO:** Read (or ask a volunteer to read) the story.

Notes to Coach	Stay Positive (5 minutes)
Positive thoughts include: ■ "I've made so much progress." ■ "Yes, I made a mistake. But I'm not likely to gain more than a few pounds from it." ■ "My family and friends will help me." 5 Steps of Problem Solving 1. Describe your problems. 2. Come up with options. 3. Choose the best options. 4. Make an action plan. 5. Try it.	► **ASK:** What does Kofi do instead of giving up? **ANSWER:** He decides to take action to get back on track and prevent similar lapses in the future. He stays positive. And he uses the five steps of problem solving. **DISCUSS:** What are some positive thoughts that Kofi could think? ► **SAY:** The next step is to solve problems. Problem solving has five steps: 1. Describe your problems. 2. Come up with options. 3. Choose the best options. 4. Make an action plan. 5. Try it. We'll go through each step in turn.

Notes to Coach	Describe Your Problems (5 minutes)
Problem 1: He doesn't have a healthy lunch each day. **Problem 2:** He doesn't get enough activity each day.	► **SAY:** First of all, clearly describe your problems. And try to figure out what caused them. ► **ASK:** What are Kofi's problems? What do you think is causing them? **ANSWER:** **Problem 1:** He doesn't have a healthy lunch each day. **Cause:** Kofi is worried about losing his job, so he comes to work early. That means he doesn't have time to pack his lunch in the morning. So he gets a candy bar from the vending machine instead of having a healthy lunch. **Problem 2:** He doesn't get enough activity each day. **Cause:** Kofi is worried about losing his job. So he sits at his desk and works through lunch. As a result, he doesn't take his usual lunchtime walk. So he doesn't get enough activity each day.

Notes to Coach	Come Up with Options (10 minutes)
Better ways to deal with his worries 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 instead of coming in early and working through lunch. 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 ■ Ask a friend or family member to pack his lunch for him ■ Shop for items that he can pack quickly, such as fruit and yogurt	▶ **SAY:** Once you've described your problems, the next step is to come up with options for solving them. Both of Kofi's problems have the same root cause. ▶ **ASK:** What is the root cause of his problems? **ANSWER:** He's worried about losing his job. **DISCUSS:** What are some better ways for Kofi to deal with his worries, instead of coming in early and working through lunch? Let's say Kofi keeps coming in early and doesn't have time to pack his lunch in the morning. How could he make sure he eats a healthy lunch each day?

Notes to Coach	Come Up with Options
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 To learn more about healthy shopping and cooking, see the *Shop and Cook to Prevent T2* handouts. To learn more about finding time to be active, see the *Find Time for Fitness* handouts.	**DISCUSS:** Let's say Kofi keeps working through lunch. How could he make sure he gets enough activity each day?

Notes to Coach	Choose the Best Options (4 minutes)
	► **SAY:** Once you've come up with options to solve your problems, the next step is to choose the best ones. We brainstormed lots of great options for Kofi. We'll focus on Problem 1: He doesn't have a healthy lunch each day. Let's help Kofi choose the best three options to solve that problem. **DO:** Work together to choose the best three options for Problem 1. If the group has trouble agreeing, take a vote.
	Make an Action Plan (10 minutes)
	► **SAY:** Once you've chosen the best options to solve your problems, the next step is to make an action plan to put those choices into practice. This is something you've been doing since you started Prevent T2, so I'm sure you're very good at it by now. Please turn to your Action Plan Journal. Take out one of your blank action plan pages. We'll use it to make Kofi an action plan to solve Problem 1. ► **ASK:** What is Kofi's goal? **ANSWER:** To eat a healthy lunch each day

Notes to Coach	Make an Action Plan
	► **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 the three options we chose for Kofi by Action 1, Action 2, and Action 3. **DO:** Work together to fill in the rest of the action plan (where, when, how long, challenges, ways to cope).
	Try It (2 minutes)
	► **SAY:** Once you've made an action plan, the next step is to give it a try. Kofi tries out his action plan, and it works! He now manages to eat a healthy lunch and get enough activity each day. Kofi is proud of himself for getting back on track with his eating and activity goals. And he's already lost the two pounds he put on. Plus, things are going better at work. He's no longer worried about losing his job.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about getting back on track. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (5 minutes)
 Things to Try at Home: ■ Kofi Uses the 5 Steps of Problem Solving ■ Get Back on Track ■ Action Plan	► **SAY:** Between now and our next session, I'd like you to read "Kofi Uses the 5 Steps of Problem Solving" on pages 4 and 5. I'd also like you to complete "Get Back on Track" on page 6. Please think about issues that have caused—or may cause—you to get off track with your eating and fitness 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 fitness 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 __. Thank you for coming to this session. Remember to bring your Participant Notebook to the next session. **Meeting adjourned.**

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PREVENT T2

A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Training Guide

Prevent T2—for Life!

This module should be done at the last session.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Prevent T2—for Life!

Session Focus

Keeping your 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.

Please note: This module should be done at the last session. Try to keep the tone fun and informal.

Participant Learning Objectives

By the end of the session, participants will:

- 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 six months

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Materials Checklist

You will need:

- ☐ Your Participant Notebook
- ☐ Participant Guides for this module (one copy for each participant and for you)
- ☐ Blank Fitness Logs, as needed
- ☐ Blank Food Logs, as needed
- ☐ Blank Action Plans, as needed
- ☐ Lifestyle Coach Log
- ☐ Nametags, as needed
- ☐ Scale for weighing participants (same one for all sessions)
- ☐ Watch or clock
- ☐ Pens

Optional:

- ☐ Flip chart, easel or tape, and markers; or white board, white board markers, and eraser
- ☐ **Group and individual reports based on the latest data for each participant (ideally from the previous session)**
- ☐ **Objects that show how many pounds the group has lost so far (weights, bags of flour, cans of food, or sticks of butter)**
- ☐ **Guest speaker who has been through Prevent T2**
- ☐ **Group photos (taken at prior session; one copy for each participant)**
- ☐ **Certificates of Completion (filled out by you; one copy for each participant)**
- ☐ **Healthy snacks**
- ☐ **Sparkling water and cups**

Things to Do

Before this session:

- ☐ Reserve a meeting room. Make sure there is a private space where you can weigh participants.
- ☐ Gather needed supplies.
- ☐ Review this Lifestyle Coach Training Guide and the Participant Guide for this module. Make sure you understand both thoroughly.
- ☐ Arrive early.
- ☐ Set up chairs in a formation that invites discussion, such as a circle.
- ☐ Write needed text on flip chart or white board (optional). See

As each participant arrives:

- ☐ Greet participants.
- ☐ Weigh participants in private.
- ☐ Record participants' data on your Lifestyle Coach Log.
- ☐ Tell participants their weight. Or write it down for them on a sticky note. Ask them to record it in their Weight Log.
- ☐ Give participants a copy of the Participant Guide for this module.
- ☐ Give participants blank Fitness Logs, Food Logs, and Action Plans if participants want them.
- ☐ Ask participants to fill out and wear a nametag, as needed.
- ☐ Ask participants to sit down. Suggest that they review "Session Focus" on page 2 while they wait for the rest of the group.

After this session:

- ☐ As soon as possible, take notes on this session. Write down what went well and what you'd like to improve.

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Module Outline

Session Content:

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to weigh and consult with participants at the start of each session.

- ☐ Welcome and Review ..... Page 6 ..... 10 Min
- ☐ Objectives ..... Page 7 ..... 2 Min
- ☐ Look How Far You've Come! ..... Page 7 ..... 15 Min
- ☐ Keep up the Good Work! ..... Page 10 ..... 10 Min
- ☐ Your Goals for the Next Six Months ..... Page 12. ..... 8 Min
- ☐ Plan for Success ..... Page 13 ..... 5 Min
- ☐ Summary and Closing ..... Page 14 ..... 10 Min

PREVENT T2
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	► **SAY:** Welcome back, everyone! This is the final meeting of Prevent T2, the CDC's lifestyle change 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 previous session. **DISCUSS:** Does anyone have any questions 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 so well? ► **SAY:** Now let's talk about how things went with the other things you tried at home. **DISCUSS:** What went well? What didn't go so well?

Notes to Coach	Objectives (2 minutes)
	► **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 six months Finally, you will make a new action plan.
	Look How Far You've Come! (15 minutes)
	► **SAY:** Let's start by talking about how far you've come since you started this program a year ago. **DISCUSS:** What healthy changes have you made in your eating? What healthy changes have you made in your activity? What challenges have you overcome to make those healthy lifestyle changes? What have you learned about yourself along the way?

Notes to Coach

This activity is optional.

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 (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)

Look How Far You've Come!

ACTIVITY: Group Progress Report

► **SAY:** Let's look at how much progress you've made as a group.

DO: Hand out a written report that gives the group's progress so far. Explain the report. Use a flip chart or white board, if you wish.

Notes to Coach	Look How Far You've Come!
This activity is optional.	**ACTIVITY:** Group Progress Objects **DO:** Bring in objects that show how many pounds the group has lost so far. These could be weights, bags of flour, cans of food, or sticks of butter. Invite participants to pick them up.
This activity is optional. 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 their starting weight) ■ Minutes of activity per week the person has gained (most recent minutes minus starting minutes)	**ACTIVITY:** Individual Progress Reports **DO:** Hand out a written report to each participant that gives that person's progress so far. Explain the report. Use a flip chart or white board, if you wish. ► **SAY:** This report is just for you. No one else will see it.

Notes to Coach	Look How Far You've Come!
	► **SAY:** Some of you have reached your weight and activity goals. Others 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.
	Keep up the Good Work! (10 minutes)
	► **SAY:** You've come so far since you started this program. And you've coped with many challenges along the way. Your next challenge is to keep your healthy lifestyle going once this program ends. Let's look at an example. Please look at "Rashaad's Story" on page 3 of this module's handouts. **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.

Notes to Coach	Keep up the Good Work!
To learn more about getting support, see the *Get Support* handouts. To learn more about staying motivated, see the *Stay Motivated* handouts.	▶ **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?
Your group can continue to connect after the program ends. You can facilitate this by forming a social network and by setting up get-togethers. (See "Program Overview" for more details.)	
This activity is optional.	**ACTIVITY:** Guest Speaker **DO:** Present a guest speaker who has been through Prevent T2. Ask the speaker to describe how to get support and stay motivated once the program ends. Invite participants to ask questions.

Notes to Coach	Your Goals for the Next Six Months (8 minutes)
	► **SAY:** We've discussed how to keep your healthy lifestyle going once this program ends. Now let's talk about your next steps. Please look at "Your Goals for the Next Six Months" on pages 4 and 5. As you can see, your activity goal for the next six 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 I told you earlier today. Next, decide if you want to lose weight or maintain your weight in the next six months. Mark your choice on the handout. ■ 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 goal. Then use the handout to discuss the healthy lifestyle skills they have learned in the program. ► **SAY:** 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, see the handouts in your Participant Notebook.

Notes to Coach	Plan for Success (5 minutes)
	► **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? Also keep in mind what we discussed today about keeping your healthy lifestyle going. As you make your plan, remember to keep it: ■ Realistic ■ Doable ■ Specific ■ Flexible Remember to focus on behaviors. And try to have fun! **DO:** Give participants a few minutes to make their action plan.

Notes to Coach	Summary and Closing (10 minutes)
	► **SAY:** We have come to the end of Prevent T2. 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 this program ■ How to keep your healthy lifestyle going once this program ends ■ Your goals for the next six months **DISCUSS:** Do you have questions about anything we talked about today, or 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. Suggest that participants sign each other's photo. ■ Hand out Certificates of Completion. ■ Have a group hug. ■ Have a round of applause. ■ Toast with sparkling water. **Meeting adjourned.**