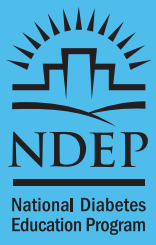
The Road to Health Toolkit

TRAINING GUIDE

How to Prevent or Delay Type 2 Diabetes in Your Community
A Training Guide for Community Health Workers

2010



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Continuing Education Credit

The Road to Health Training Guide

Goal

The goal of *The Road to Health Training Guide* is to:

1) help readers learn how to use the *Road to Health Toolkit* and

2) increase knowledge and skills regarding type 2 diabetes prevention among community health workers (CHWs) in Hispanic/Latino and African American/African Ancestry communities, so they are able to clearly relay the following message: Type 2 diabetes does not have to be our destiny because it can be prevented or delayed in people at high risk for the disease.

Objectives

The following are the learning objectives for these materials.

After this activity, the participant will have the knowledge, skills, and competency to:

- Define types, symptoms, and complications of diabetes.
- List at least three major findings of the Diabetes Prevention Program (DPP) study.
- Explain how type 2 diabetes can be prevented or delayed.
- Identify at least five risk factors for type 2 diabetes.
- Explain the importance of making small lifestyle changes to prevent or delay the onset of type 2 diabetes.
- Define serving and portion size for common foods.
- Demonstrate how to use the *Road to Health Toolkit*.
- Conduct a role play activity by using the *Road to Health Toolkit Flipchart*.
- Identify serving size, total calories, and saturated fat on Nutrition Facts labels.
- Use the National Diabetes Education Program (NDEP) *Food and Activity Tracker* to record food and drink intake and physical activity.
- Use the NDEP *Fat and Calorie Counter* to demonstrate how to determine the grams of fat and calories eaten.
- Use the poster *Step by Step—The Road to Health* to introduce, summarize, and end the training workshop.

- Communicate the three key prevention messages to help prevent or delay the onset of type 2 diabetes—
  - 5 percent to 7 percent weight loss, if overweight by:
    - Making healthy food choices and following a low fat, low calorie meal plan.
    - Increasing physical activity for a minimum of 30 minutes at least five days a week.
- State the role of CHWs in helping people learn how to prevent or delay type 2 diabetes by:
  - Explaining the roles CHWs have in the community.
  - Learning tips from CHWs.
- Develop and strengthen a partnership with the NDEP.

Target Audiences

The target audiences that may most benefit from these materials include people who develop or offer train-the-trainer workshops for CHWs/promotores de la salud who work with Hispanic/Latino or African American/African Ancestry people. Other health care professionals, diabetes educators, health educators, nurses, dietitians, and community educators may also use this *Road to Health Training Guide*.

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Credits Available

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- Click on the course title: The Road to Health Training Guide. Select the type of CE credit you would like to receive and then click Submit. Three demographic questions will come up. Complete the questions and then Submit. A message will come up thanking you for registering for the course. If you have already completed the course, you can choose to go right to the evaluation and posttest. Complete the evaluation and Submit. Complete the posttest and Submit. A record of your course completion will be located in the Transcript and Certificate section.
- When asked for a verification code, please use HWRTH10.
- Continuing education credits for additional professions may be offered in the future. Visit http://www.cdc.gov/TCEOnline for updates.

If you have any questions or problems, please contact:
CDC/ATSDR Training and Continuing Education Online
1-800-41TRAIN or 404-639-1292, or e-mail ce@cdc.gov.

The materials and continuing education credits are free. Requirements for obtaining continuing education include reading The Road to Health Training Guide and Video, registering on CDC's continuing education Web site (http://www.cdc.gov/TCEOnline), and completing an evaluation form and posttest.

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Disclosure Statement

CDC, our planners, and our content experts wish to disclose that they have no financial interests or other relationships with the manufacturers of commercial products, suppliers of commercial services, or commercial supporters. Content will not include any discussion of the unlabeled use of a product or a product under investigational use.

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Introduction

Almost everyone knows someone who is affected by diabetes. Diabetes affects all of us regardless of age, ethnic group, or beliefs. It can cause disability, increased health care costs, loss of quality of life, and even early death. Almost 23.6 million people, or 7.8% of Americans, have diabetes, and an estimated 5.7 million are undiagnosed (Centers for Disease Control and Prevention [CDC]).

Source: National Diabetes Fact Sheet: General Information and National Estimates on Diabetes in the United States, 2007. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2008.

Type 2 diabetes is the most common form of the disease (CDC 2008). Additionally, 2007 data from the CDC estimate that another 57 million American adults had prediabetes, a condition that increases the risk of developing type 2 diabetes.

In the United States, minority populations as a whole are at greater risk of developing diabetes than non-Hispanic whites. The risk is even greater among Hispanic/Latino and African American communities. Sufficient data are not available to derive prevalence estimates of both diagnosed and undiagnosed diabetes for all minority populations. Because most minority populations are younger and tend to develop diabetes at earlier ages than the non-Hispanic white population, population age differences must be controlled for when making race and ethnic comparisons. After adjusting for population age differences, 2004–2006 national survey data for people aged 20 years or older indicate that 10.4% of Hispanics and 11.8% of non-Hispanic blacks had diagnosed diabetes. Among Hispanics, rates were as follows:

- 8.2% for Cubans
- 11.9% for Mexican Americans
- 12.6% for Puerto Ricans (CDC 2008)

Diabetes can affect many parts of the body and can lead to serious health problems such as:

- Heart attack and stroke
- Eye problems that can lead to trouble seeing or going blind
- Nerve damage that can cause your hands and feet to hurt, tingle, or feel numb
- Possible loss of foot or leg if feet are not checked on regular basis
- Kidney problems that can cause your kidneys to stop working, requiring kidney transplantation or life-long dialysis
- Gum disease and loss of teeth (Adapted from the National Diabetes Education Program [NDEP] 2006a)

Despite diabetes being so common, many people have incorrect information about this disease and its complications. If left untreated, diabetes can lead to serious problems and early death. People should understand what diabetes is, and if they have the disease, receive the appropriate treatment to avoid its complications. Equally important is for people who do not have the disease to know what steps they can take to prevent or delay type 2 diabetes.

About 5.7 million people are undiagnosed, and 57 million American adults had prediabetes in 2007 (CDC 2008). Many people do not find out they have diabetes until they are faced with problems, such as blurry vision or heart trouble. For this reason, people need to know if they are at risk for diabetes (NDEP 2006b).

According to the Diabetes Prevention Program (DPP) study, diabetes is both a preventable and controllable chronic disease. The DPP study suggests a person can potentially prevent or delay the onset of type 2 diabetes if they:

- Lose 5 to 7 percent of their weight, if they are overweight—that's 10 to 14 pounds (4.5 to 6.3 kg) for a 200 pound (90.6 kg) person.
- Lose and maintain the weight loss by making healthy food choices by eating a variety of foods that are low in fat and reducing the number of calories they eat per day.
- Get at least 30 minutes of moderate-intensity physical activity at least five days a week. This could be brisk walking, yard work, and actively playing with children, for, example riding bicycles or playing soccer. (DDP, 2002 NDEP 2006b).

NDEP works to ensure that people with diabetes learn how to control their condition and prevent future complications. It also promotes the understanding of methods to prevent or delay the onset of type 2 diabetes. NDEP uses the latest science, such as the DPP study results, to develop effective public education initiatives and bring them to life.

NDEP has developed tools and products for minority populations to be used by health care professionals including CHWs. NDEP values CHWs, or, as they are known in Spanish, promotores de salud, as agents of change in the community. CHWs also known as community health advocates, lay health educators, community health representatives, peer health promoters, community health outreach workers, and promotores de salud are community members who work almost exclusively in community settings. They serve as connectors between health care consumers and health care professionals to promote health among groups that have traditionally lacked access to adequate health care (CDC, Division of Diabetes Translation, 2005).

"When developing tools for the community, NDEP recognizes that type 2 diabetes is a serious, common, costly, and controllable disease that can be prevented or delayed in people at high risk."

Source: Community Health Worker/Promotores de Salud: Critical Connection in Communities. http://www.cdc.gov/diabetes/projects/comm/htm.

The Road to Health Toolkit

The Road to Health Toolkit is designed specifically for CHWs who provide outreach education to Hispanic/Latino and African American/African Ancestry communities, two groups at higher risk for type 2 diabetes. *The Road to Health Toolkit* provides real-life examples, hands-on activities, and interactive ideas, which focus on healthy food choices and increasing physical activity.

The components of *The Road to Health Toolkit* are as follows:

- *Flipchart*
- *User's Guide*
- *Activities Guide*
- *Resource Guide*
- *Photo Journal*
- CD/DVD *Step-by-Step: Moving towards prevention of Type 2 Diabetes*
- CD/DVD *Movimiento Por Su Vida*
- VHS copy of the music videos from Movimiento and Step-by-Step
- NDEP *Food and Activity Tracker*
- NDEP *Fat and Calorie Counter*
- *The Road to Health Supplemental CD-ROM*
- *The Road to Health Training Guide*
- *The Road to Health Training Video*

NDEP identified the need for a product that addresses the use of the toolkit and as a result, this *Training Guide* was developed.

Who is this *Training Guide* for?

This guide is designed for people who develop or offer train-the-trainer workshops and for CHWs who work with Hispanic/Latino or African American/African Ancestry people. Other health care professionals, diabetes educators, health educators, nurses, dietitians, and community educators can also be trained in using the *Road to Health Toolkit* *The Road to Health Toolkit* was designed for Hispanic/Latino and African American/African Ancestry communities, but it can appeal to anyone.

Goals of the Training Guide

1. To increase knowledge and skills about type 2 diabetes prevention among CHWs in Hispanic/Latino and African American/African Ancestry communities so they are able to clearly relay the following message: **Type 2 diabetes does not have to be our destiny because it can be prevented or delayed.**
2. To help participants learn how to use the *Road to Health Toolkit*
3. To develop and/or strengthen partnerships with NDEP

Objectives

At the end of the training, participants will have:

The knowledge to

- Define types, symptoms, and complications of diabetes.
- List at least three major findings of the DPP study.
- Explain how type 2 diabetes can be prevented or delayed.
- Identify at least five risk factors for type 2 diabetes.
- Explain the importance of making small lifestyle changes to prevent or delay the onset of type 2 diabetes.
- Define serving and portion size.

The skills to

- Demonstrate how to use the *Road to Health Toolkit*.
- Conduct a role play activity by using the *Road to Health Toolkit Flipchart*.
- Identify serving size, total calories, and saturated fat on Nutrition Facts Labels.
- Use the NDEP *Food and Activity Tracker* to record food and drink intake and physical activity.
- Use the NDEP *Fat and Calorie Counter* to demonstrate how to determine the grams of fat and calories eaten.
- Use the poster *Step by Step—The Road to Health* to introduce, summarize, and end the training workshop.

The competency to

- Communicate the three key prevention messages to help prevent or delay the onset of type 2 diabetes:
  - By teaching how to make healthy food choices
  - Increasing physical activity for 30 minutes at least 5 days a week
  - 5 to 7 percent weight loss, if overweight
- State the role of CHWs in helping people learn how to prevent or delay type 2 diabetes by:
  - Explaining the roles CHWs have in the community.
  - Learning tips from CHWs.
- Develop and/or strengthen a partnership with NDEP.

Guide Format

Methodology

The *Training Guide* uses an active learning (participatory) method that focuses on "***learning by doing***." The activities developed in this *Training Guide* include questions that actively involve participants. By the completion of this training, participants' skills and knowledge of primary prevention of type 2 diabetes is expected to increase. Participants are then expected to have the knowledge and skills necessary to relay to others a clear and precise presentation of the various health messages and tools of the *Road to Health Toolkit*.

This guide was written in an easy-to-read format. It contains activities that are based on different educational strategies and reference tools such as the *Flipchart, Resource Guide, Activities Guide*, and *Photo Journal*, which are part of the *Road to Health Toolkit*.

Guide Organization

The guide is divided into three areas, and each area contains several topics. The areas are:

1. Type 2 Diabetes and Its Prevention
2. Making healthy food choices
3. Physical Activity and Movement

Areas: General Description

Area 1: Type 2 Diabetes and Its Prevention – Red

Topics

1. A future without type 2 diabetes—can you see it?
2. Understanding Diabetes—Who is at Risk?
3. How to Prevent or Delay Type 2 Diabetes

Objectives

- Define diabetes and its types, symptoms, and complications.
- Explain the difference between controlling diabetes and preventing type 2 diabetes.

- Discuss at least three findings of the Diabetes Prevention Program (DPP).
- Identify three key strategies for preventing type 2 diabetes.

Activities

- Introduction to the prevention of type 2 diabetes.
- Williams' family story (a role play).
- The basic concepts of diabetes.
- Risk factors: A future without type 2 diabetes—can you see it?

Area 2: Making Healthy Food Choices – Yellow

Topics

1. Food Labels—Where are the Calories?
2. Fat Hidden in Food—Fat Detectives
3. Fast Food—Less for More
4. Portion Size—More for Your Money

Objectives

- Explain the "traffic light method" as a strategy to select healthier foods, reduce portion size, and increase fruit and vegetable intake.
- Discuss the difference between a portion and a serving.
- Compare foods to common objects (for example, deck of cards, baseball) and tell the difference between a portion and a serving size.
- Analyze the concept of "more for your money."
- Identify serving size and fat, sugar, and calorie content per serving on Nutrition Facts labels.

Activities

- Fat detectives
- Where do calories come from?
- Portions
- The Traffic Light Method

Area 3: Physical Activity and Movement – Blue

Topics

1. Physical Activity—How Much, How Often, and What Type?
2. Barriers and Excuses—Welcome to the City of Excuses
3. Rewards for a Healthy Lifestyle

Objectives

- Analyze barriers for not being physically active.
- Explain the importance of making small lifestyle changes to prevent or delay type 2 diabetes.
- Use the *Movimiento Por Su Vida* music CD/DVD/VHS and *Step by Step: Moving towards prevention of Type 2 Diabetes* music CD/DVD/VHS as strategies to promote physical activity.

Activities

- Moving is the key.
- Move for your life.
- Walking down the road to health, a change towards good health. Type 2 Diabetes does not have to be our destiny.
- Lifestyle changes: big rewards.
- The *Road to Health Training Video*
- CHWs help people to follow the road to health.

Colors

Each area has been assigned a color to make it easy to remember.

Note that color was not available for this publication.

Red For **Type 2 Diabetes and Its Prevention**, red symbolizes that you must be alert.

Yellow For **Making Healthy Food Choices**, yellow symbolizes being careful; we can't eat everything we want in any amount we want.

Blue For **Physical Activity and Movement**, blue symbolizes that you need to walk and move your body towards prevention of type 2 diabetes.

Activities

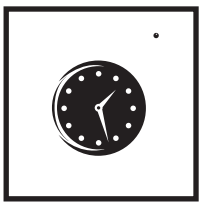
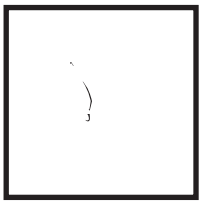
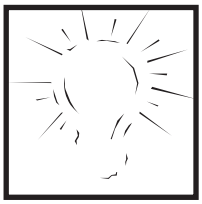
A variety of activities have been developed to encourage participant learning using the *Road to Health Toolkit*.

In these activities, participants' senses are used to ensure that 90% of what is learned is remembered. We remember 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we say to others, and 90% of what we do (Pike, 1989).

The purpose, duration, materials, and procedures are specified for each activity. In some activities, you will see definitions or concepts and notes for the trainer.

Icons

The guide uses several icons to assist the trainer.

If you come across this icon	It means	And the trainer should:
	Required Materials	Pay special attention and be sure to organize all necessary materials.
	Questions	Ask participants the provided questions to facilitate group participation.
	**Activity Duration**	Note the average time suggested for an activity. Activities on average require 15–30 minutes to complete; but modifying factors, such as number of people, group format, and previous knowledge of basic diabetes concepts, among others, must be taken into account.
	**Trainer Notes**	Keep these suggestions or comments in mind while developing the activity.
	**Definitions and Concepts**	Highlight key concepts and definitions.

Appendices

In the appendices you will find:

Appendix A: PowerPoint Presentations

- *Training Guide's* goals and objectives
- Introduction to the National Diabetes Education Program (NDEP)
- The *Road to Health Toolkit*
- Introduction to Prevention of Type 2 Diabetes Prevention Study (DPP)
- The Basic Concepts of Diabetes

Appendix B: Forms

- Sign-in Sheet
- Training Checklist
- A sample Agenda
- Participant Profile
- Pretest and Posttest
- My Risk Factors for Type 2 Diabetes
- Training Evaluation

Appendix C: Posters Used During Training

- *A future without type 2 diabetes—can you see it?*
- *Step by Step—The Road to Health*
- *Welcome to the City of Excuses*
- *Nutrition Facts Labels*
- *The Traffic Light Method*

Appendix D: Flipchart Sheets

Appendix E: Attendance Certificates

Appendix F: DPP Study Prompt Questions

References

Educational Session Development

Room Set-Up

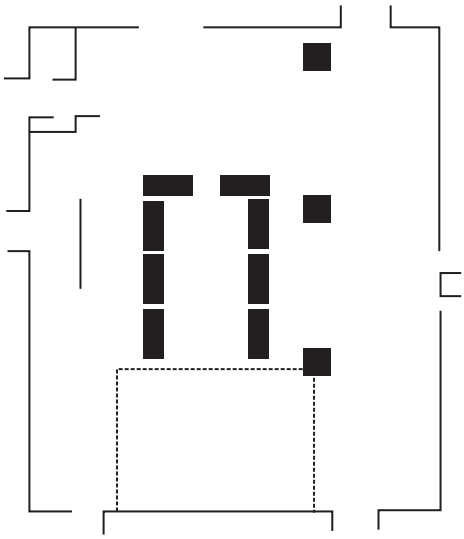
1. Have a registration table at the room entrance with the following items: Clearly label the registration table as "Registration Table" — a handwritten sign will do if you do not have a printed one.

   - Sign-in sheet
   - Participant profile form
   - Pretest
   - Red, yellow, and blue cards
   - Training agenda
   - Name tents and tags
   - Pens and/or pencils

2. Place all necessary materials for each activity on a table located beside the place where you will be conducting the presentation. Also have the following items available:

   - Training Evaluation
   - Posttest
   - Music CD/DVD/VHS: *Movimiento Por Su Vida* and/or *Step-by-Step: Moving towards prevention of Type 2 Diabetes* CD/DVD/VHS

3. Try to arrange participants' chairs in a U-shape so that the trainer and participants can see each other to increase interaction.



4. Place the posters listed below in visible locations so that everyone can see them.
   - *Step-by-Step—The Road to Health*
   - *Welcome to the City of Excuses*
   - *Nutrition Facts Labels*
   - *A future without type 2 diabetes—can you see it?*
   - *The Traffic Light Method*

Activity Planning

When preparing for the training workshop, ask yourself the following questions:

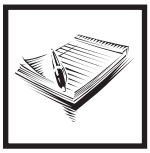
Key Questions

1. Why do you want to do this training? - General objectives
2. What do you want to achieve with this training? - Goals
3. Who is the training for? - Number of participants and participants' profiles
4. How do you want to do the training? All activities or specific areas? What content and activities do you want to use?
5. Where will the training be held? - Physical location of the training
6. When? - Date and time
7. How long will the training session last? - Duration
8. Who will conduct the training? - Trainer profile
9. What is the budget for the training? - Amount paid to the trainers by the hour and total amount (detailed by areas)
10. What additional resources do you need? - This guide indicates the physical resources required for each activity.

Training Preparation

1. Choose and reserve a well located, easily accessible, and proper sized room equipped with a computer, LDC projector and screen, or an overhead projector.
2. Make sure that the training location is distraction free, well lit, and at a comfortable temperature. The environment should be spacious to allow movement while working with small and large groups.
3. Determine how you will notify participants about the place and time for the training.

4. Make sure all of the equipment is working before the training.
5. Print a copy of the trainer notes.
6. Practice your training—preferably in the same room and with the same equipment you are planning to use during the training.
7. Gather all necessary materials. (See the materials checklist for the entire training on page 84 and for each activity.)
8. Make sure you have enough copies of the materials for all participants.
9. Keep in mind that groups work better when you define group rules at the beginning of the activity. The following are suggestions to keep in mind when defining group rules:
    - We encourage each trainer to define his or her own rules with each group to avoid the belief that "one size fits all."
    - The following example can help guide the trainer in leading the group in rule-setting.



Respect:

- Each person has the opportunity to ask questions and share information.
- All ideas and thoughts are good. We have the right to disagree. Please do not criticize or degrade others.
- When a person speaks, everyone will listen actively.
- Questions and comments will be limited to allow time for everybody to participate.
- We will stick to the agenda and begin and finish each session on time.

Feedback to participants must be:

- Focused on the behavior, not on the person
- Constructive
- Sensitive
- Relevant

Confidential:

- Personal opinions and experiences shared with the group will stay in the group.

Materials and Equipment

The following are materials and equipment you will need to lead the entire training session.

- Training Checklist in Appendix B
- A flipchart on its tripod and/or wall space to exhibit flipchart sheets. Before the training, write out the text on the flipchart sheets using the flipchart examples. See Appendix D for the flipchart sheets.
- Different colored markers
- Different colored pieces of paper
- Colored paper foot cutouts
- Masking tape
- Blank paper or notebooks
- Pens/pencils
- Copies of different food group labels
- Training agenda
- Attendance sign-in sheet: to be made according to the organization's needs. You may include, name, telephone number, address, e-mail address, and other information of interest.
- Name tents and tags: for participants to display their names.
- Participant Profile form: this form gathers basic information that collects the characteristics of participants. You may want to develop your profile form for your specific needs.
- Pretest: this test is used to determine areas of strength and weakness among participants, so that the trainer can help reinforce the weaker areas.
- Posttest: this test is used at the end of the training session to determine if knowledge was increased.
- Color cards for each area: red for type 2 diabetes and its prevention, yellow for making healthy food choices and blue for physical activity and movement (the number of cards for each area will equal the number of participants. See description of activity 1.)
- DPP study prompt questions: see description in Activity 4.
- Training evaluation form: the form is organized according to the objectives, areas, and topics developed in the guide; it can be used to analyze achievements and improve future training sessions.

- Depending on equipment availability a computer loaded with PowerPoint software and an LCD projector for the computer (or a simple overhead projector and slides). While a screen is desirable, if necessary, a bare wall will suffice. The five presentations you need are listed in the appendices. Consider having printed copies of the presentations for each participant. You can also have them enlarged to present them on a flipchart.
- *The Road to Health Toolkit*
- Posters listed in the Appendix page are available in full color in the *Road to Health Supplemental CD-ROM*.
    - *A future without type 2 diabetes—can you see it?*
    - *Step-by-Step—The Road to Health*
    - *Welcome to the City of Excuses*
    - *Nutrition Facts Labels*
    - *The Traffic Light Method*
- Equipment to play the music CD/DVD and video
- Elastic stretch bands (three different types and colors—green, red, and yellow.) This is optional. You can use other common objects like food cans; the idea is to encourage physical activity and movement.

Lessons Learned from Previous Train-the-Trainer Workshops

In this section, we describe the lessons learned from previous training workshops with various groups of CHWs. Lessons learned were collected by using several sources: conference evaluations, training evaluations, observations, shared experience among trainers, and video recordings of training workshops.

Logistics Planning

- The training should be carried out by two trainers. If this is not possible, the trainer must have an assistant to help with training logistics.
- Plan the training as an 8-hour workshop, which allows time for discussion, sharing, and questions.
- Work with small groups, no more than 30 participants, to ensure participation, productivity, and interaction.
- Conduct the training in a large space. Some activities require participants to move throughout the room.

Trainers

- Be flexible with the agenda and keep an open mind. Participants may be very diverse in terms of age, gender, culture, level of education, knowledge about diabetes, skills, and training expectations.
- If any changes are made, document changes to activities for future classes and for evaluation.

Training Session

- At the beginning of the training, emphasize the training's purpose; be clear that the objective is to teach primary prevention of type 2 diabetes, which includes activities to help people change their behavior and modify their lifestyle.
- Clarify the goals of the training and participants' expectations. Explain that the training is about the prevention of type 2 diabetes.
- All materials must be available in both English and Spanish.
- At the end of the training, plan to review and discuss the answers of the Posttest. This activity will allow the trainer to clarify questions and/or doubts.
- Allow time for participants to practice what they learned from the activity and to demonstrate how they would conduct this activity in a future training. You might need to adjust the times for each activity if you, as trainer, would like to add this "demonstration" piece.

Activity 1: What Do I Know and What Do I Want To Learn?

Purpose

- To encourage participation.
- To determine previous knowledge level.
- To identify group expectations.
- To facilitate the relationship between participants and trainers.

30 minutes for 30 participants

- Flipchart sheet: What Do I Know and What Do I Want To Learn?—See Appendix D
- Flipchart sheet: Expectations and Three Areas of Interest—See Appendix D
- *Training Guide's* Goals and Objective PowerPoint
- Color markers
- Three Colored Cards for each area
    - Red (type 2 diabetes and its prevention), yellow (making healthy food choices), and blue (physical activity and movement). Prepare three cards for each participant with appropriate text for each.
- Three balls—red (type 2 diabetes and its prevention), yellow (making healthy food choices), blue (physical activity and movement)

The three areas and the text to be written on each card are as follows:

Red
Card 1 – Type 2 Diabetes and Its Prevention

- A future without type 2 diabetes—can you see it?
- Understanding Diabetes—Who is at Risk?
- How to Prevent or Delay Type 2 Diabetes

Yellow
Card 2 – Making Healthy Food Choices

- Food Labels—Where are the Calories?
- Fat Hidden in Food—Fat Detectives
- Fast Food—Less for More
- Portion Size—More for Your Money

Blue
Card 3 – Physical Activity and Movement

- Physical Activity—How Much, How Often, and What Type?
- Barriers and Excuses—Welcome to the City of Excuses
- Rewards for a Healthy Lifestyle

Starting the Session

1. Welcome participants as they come in, ask them to sign the attendance sheet, and give them name tags and forms (Participant Profile, Pretest, the area cards, and Training Agenda). Ask participants to complete the pretest individually.

2. Ask participants to take a red, blue, and yellow card and to read what each one says. Instruct them to choose: first the area card they know the most about and have the most experience in, and second a card that represents an area in which they have little knowledge. Have participants sit at the table with the color that corresponds to the colored card they picked, indicating the area they know most about.

3. After sitting down, participants should take the card they have little knowledge about or experience in and place it on the table in front of them. Tell them to be ready to discuss their training expectations and the areas about which they would like to learn more.

4. When all participants are seated, ask them if they have finished filling out the Profile and the Pretest. Pick them up.

5. Welcome participants and introduce the trainers and other people who are helping with the training. Thank the organization that is making it possible to do this training.

6. Have all participants introduce themselves.

7. Start the presentation by telling them that the toolkit has been developed by NDEP. The toolkit was developed for CHWs who work with Hispanic/Latino persons and African Americans/African Ancestry communities at risk of developing type 2 diabetes.

8. Locate flipcharts to record feedback and make sure that all participants can see the flipchart or the projection screen. Also, make sure that each participant has training materials. You as the trainer will record feedback in these three areas:

   - The area they know the most about.
   - The area participants are the most interested in learning more about.
   - Their training expectations.

9. Ask participants if they have health education experience in the community, at home, or at work. Ask for two to three people to briefly share their experiences. Explain that health education involves participatory activities that allow participants to have the opportunity to share their experiences.

10. Discuss the ground rules with the group. Now you are ready to conduct the first activity in this guide.

Procedure

This activity begins as participants arrive.

1. Before the activity, the trainer will write on the flipchart sheet the three areas of interest: 1) Type 2 Diabetes and Its Prevention, 2) Making Healthy Food Choices and 3) Physical Activity and Movement. See Appendix D page 102 for an example.

2. The trainer places one color card at each table: one table with a red card, one with a yellow card, and one with a blue card.

3. Reinforce the notion that each participant should sit in the colored area corresponding to the area in which they have the most knowledge.

4. The color cards on each table should aid the trainer in identifying the areas of expertise of participants. The trainer should encourage them to use their experiences throughout the training.

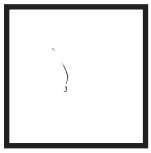
5. The trainer throws the balls to different people and instructs participants to introduce themselves and state the area in which they have the most knowledge and the area they would like to learn more about. This process will continue until all participants have had a chance to introduce themselves. The trainer also asks participants about their expectations for the training.

6. As participants indicate the area they would like to learn more about, the trainer or co-trainer will write their responses on the flipchart under the proper area. Reminder: the three areas are Type 2 Diabetes and Its Prevention, Making Healthy Food Choices, and Physical Activity and Movement.

7. On another flipchart sheet, the trainer or co-trainer writes participants' expectations for this training.

8. At the end, everybody has become familiar with the three areas in the guide along with the area they would like to learn more about. The trainer will emphasize that the training has been planned to help participants develop these three areas.

9. Emphasize the areas participants would like to learn more about. You must pay special attention to the expectations of the group and to areas of major and minor interest. We strongly suggest that the trainer take into account the participants' learning needs.



- Review the goals and objectives on pages 15–16 of this guide and use the *Training Guide's* Goals and Objectives PowerPoint located in the *Road to Health Supplemental CD-ROM*. Make sure to tie the goals and objectives to participants' expectations for the training.
- Present the training agenda.
- Identify additional learning needs.
- Continue with the next activity.

Activity 2: Introduction to the National Diabetes Education Program (NDEP)

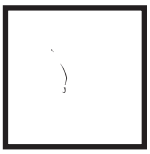
Purpose

- Share the goals, objectives and activities of the National Diabetes Education Program (NDEP).
- Introduce the products and campaigns developed by NDEP.

NDEP information can be replaced for the organization's information. We encourage you to tell participants that they can find more information about the National Diabetes Education Program, by visiting www.ndep.nih.gov. A list of NDEP Web sites can be found in the *Road to Health Resource Guide* on page 3.

10 minutes

- Computer, LCD projector, screen
- Introduction to the NDEP PowerPoint or transparencies presentation (copies for each participant)
- Overhead projector and screen if you use transparencies
- Toolkit tool to use:
    - *Road to Health Resource Guide*



Procedure

1. Present the PowerPoint on the National Diabetes Education Program, which is found in the *Road to Health Supplemental CD-ROM* of this guide. The trainer will highlight NDEP goals, objectives, and campaigns.
2. Answer any questions, clarify concerns, and then continue with the next activity.

Activity 3: The Road to Health Toolkit

Purpose

- Introduce *The Road to Health Toolkit*
- Show the different tools of the toolkit.
  - *Flipchart*
  - *User's Guide*
  - *Activities Guide*
  - *Resource Guide*
  - *Photo Journal*
  - *CD/DVD Step-by-Step: Moving towards prevention of Type 2 Diabetes*
  - *CD/DVD Movimiento Por Su Vida*
  - VHS copy of the music videos from Movimiento and Step-by-Step
  - *NDEP Food and Activity Tracker*
  - *NDEP Fat and Calorie Counter*
  - *The Road to Health Supplemental CD-ROM*
  - *The Road to Health Training Guide*
  - *The Road to Health Training Video*
- Promote toolkit use.

15 minutes

- Computer, LCD projector, screen
- *The Road to Health Toolkit* PowerPoint or transparencies presentation (copies for each participant)
- Overhead projector and screen if you use transparencies
- Toolkit tool to use:
  - *Road to Health Toolkit*

Procedure

1. Present the *Road to Health Toolkit* goals and objectives. It is recommended that the trainer review the *User's Guide* and the instructions on how to use the *Road to Health Flipchart*.
2. Make sure each participant has a toolkit.
3. Present the tools one by one, allowing time for participants to glance briefly at each one.
4. Inform participants that this training is designed to learn how to use the tools of the toolkit.

This area introduces basic diabetes information, the difference between diabetes control and prevention, the DPP study, and several type 2 diabetes prevention strategies.

Area 1

Area 1: Type 2 Diabetes and Its Prevention – Red

Note: Color was not available.

This section introduces basic diabetes information, the difference between diabetes control and prevention, the DPP study, and several type 2 diabetes prevention strategies.

Objectives

1. Define diabetes, its types, symptoms, and complications.
2. Explain the difference between controlling diabetes and preventing type 2 diabetes.
3. Discuss at least three findings of the DPP study.
4. Identify three key strategies for type 2 diabetes prevention.

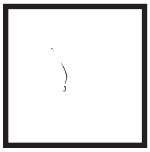
Activity 4: Introduction to Type 2 Diabetes Prevention

Purpose

- Communicate the three key DPP study messages to prevent or delay type 2 diabetes: weight loss, making healthy food choices, and physical activity.

15 minutes

- Computer, LCD projector, screen
- *A future without type 2 diabetes—can you see it?* poster - See Appendix C
- DPP study prompt questions cards - See Appendix F
- Introduction to prevention of type 2 diabetes and the DPP study PowerPoint or transparencies presentation (copies for each participant)
- Overhead projector and screen if you use transparencies
- Toolkit tools to use:
    - *Road to Health User's Guide*



Procedure

1. Ask participants to think about someone close to them who has been able to prevent or delay type 2 diabetes. Ask if anyone would like to share his or her story.
    - Make sure you have prepared three index cards with the DPP study prompt questions on each card (see Appendix F for examples of the cards).
2. Discuss the three important messages (see box) of the DPP study using the DPP study prompt questions as follows:
    - What was the goal of the DPP study?
    - Which age group had the highest reduction in the development of diabetes?
    - What are the three main messages of the DPP study?

Three main messages of the DPP study

- Lose 5% to 7% of your weight, if you are overweight—that's 10 to 14 pounds (4.5 to 6.3 kg) for a 200-pound/90.6 kg person.
- Lose and maintain the weight loss by making healthy food choices by eating a variety of foods that are low in fat and reducing the number of calories they eat per day.
- Get at least 30 minutes of moderate-intensity physical activity (brisk walking, yard work, and actively playing with children) at least 5 days a week (NDEP, 2006b).

3. Ask for three volunteers to choose a question card, read it out loud, and share their response with the group.

This activity will help you to identify participants' knowledge of the DPP study.

4. After all questions have been answered, continue the activity by using the Introduction to Prevention of Type 2 Diabetes and the DPP Study PowerPoint to summarize this topic of the DPP study.

5. Conclude the activity by showing the poster *A future without type 2 diabetes—can you see it?*

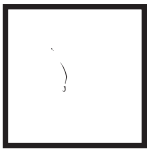
Activity 5: The Williams' Family Story (a Role Play)

Purpose

- Learn to use *the Road to Health Flipchart* as a training tool to assist in teaching participants to recognize diabetes as a family problem.

15 minutes

- *A future without type 2 diabetes—can you see it?* poster - See Appendix C
- Flipchart sheet: The Williams' Family Story - See Appendix D
- Toolkit tools to use:
  - *Road to Health Flipchart*
  - *Road to Health User's Guide*



Procedure

1. Explain how to use the *Road to Health Flipchart* as a training tool. You can refer to the first section of the *Road to Health Flipchart* for instructions as well as the *Road to Health User's Guide*.
2. Ask at least three participants to come up to the front and sit in a circle. Explain that they will role play using the *Road to Health Flipchart*. Ask one to play the CHW and the other actors to play a family in their home environment. The CHW will read the Williams' Family story using the *Road to Health Flipchart*.
3. Have the participant who is playing the CHW read the Background section of the *Road to Health Flipchart* where it says, "Angela and Ray are sister and brother." The person who is role playing Angela should say, "I see our future…a future without type 2 diabetes..." Ray should say "With better choices, we can prevent or delay type 2 diabetes..."
4. Use the flipchart sheet "The Williams' Family Story". The CHW will ask the following questions, first, to the actors and then to the other participants in the room:

- Does anyone in your family have diabetes? Open the discussion and allow everybody to participate.
- How has diabetes affected your family? Open the discussion and allow everybody to participate.
- Do you think you are at risk of developing diabetes? This topic is not thoroughly discussed because it will be presented in Activity 7.

5. Emphasize the fact that persons at increased risk can prevent or delay type 2 diabetes by losing a small amount of weight and getting at least 30 minutes of moderate-intensity physical activity at least 5 days a week. This could be brisk walking, yard work, or actively playing with children, for example, riding bicycles or playing soccer. (Use *A future without type 2 diabetes—can you see it?* poster - See Appendix C).
6. Ask participants to repeat this at least twice: "Type 2 diabetes does not have to be our destiny."
7. Thank role play participants and then ask them to return to their seats and continue with the next activity.

Activity 6: The Basic Concepts of Diabetes

Purpose

- Define pancreas, the function of insulin, and in general, the human body and diabetes.
- Define diabetes.
- Talk about the types of diabetes.
- Discuss the symptoms and complications.

15 minutes

- The human body included in the *Road to Health Flipchart*
- Flipchart sheet: The Basic Concepts of Diabetes - See Appendix D
- Markers
- The Basic Concepts of Diabetes PowerPoint
- Link for Life: Interactive Program on Diabetes and Cardiovascular Diseases (http://web.diabetes.org/link/chooser.htm)
- Toolkit tools to use:
    - *Road to Health Flipchart*
    - *Road to Health Resource Guide*

Procedure

Be sure to review and study the basic concepts of diabetes and understand them clearly before this activity. Use the *Road to Health Resource Guide* or the resources that follow.

1. Start the activity by introducing diabetes basics using either A, B, or C:

   A. The Link for Life: Interactive Program on Diabetes and Cardiovascular Diseases tool found on the American Diabetes Association Web site at http://web.diabetes.org/link/chooser.htm.

   B. The Basic Concepts of Diabetes PowerPoint

   C. Interactive diabetes tutorial at: http://www.nlm.nih.gov/medlineplus/tutorials/diabetesintroduction/htm/index.htm (Internet access is needed to use this tool). This tutorial can be used to develop your own explanation of this chronic illness.

2. Ask participants the questions that follow. Wait for answers and write them on the flipchart.

- What is diabetes?
- What are the symptoms of diabetes?
- What are the complications of diabetes?
- What does the pancreas do?
- What is insulin?
- What are the types of diabetes?

The trainer must previously review and study the basic concepts of diabetes and understand them clearly. For this, it is suggested that you use the *Road to Health Resource Guide*. In the *Training Guide*, you will find Web sites which, upon consultation will provide information which, upon consultation, will provide information about diabetes.

3. Review the responses given by participants. Continue with the human body figure in the *Road to Health Flipchart*.

4. Highlight the examples included in the *Road to Health Flipchart* (glass with lemonade). Next, review the most important aspects of normal human body function and how diabetes alters that functioning.

5. Ask participants the following questions:

- When the Williams' family talks about diabetes, how do they refer to it?
- Do you know what the complications of diabetes are?
- Do you consider diabetes to be a disease that can bring serious complications?
- Do you know how to delay or prevent these complications?
  Do you know what the complications of diabetes are?
- When your family talks about diabetes, what do they talk about?
- Did you know that type 2 diabetes can be prevented or delayed?
- What do you think when you hear type 2 diabetes can be prevented or delayed by small changes in your lifestyle?

6. Finally, clarify and respond to questions participants may have before you continue.

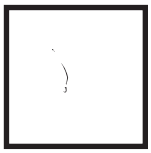
Activity 7: Risk Factors: A future without type 2 diabetes—can you see it?

Purpose

- Identify risk factors and the importance of knowing if you are at risk.

15 minutes

- *A future without type 2 diabetes—can you see it?* poster - See Appendix C
- *Step-by-Step—The Road to Health* poster - See Appendix C
- My Risk Factors for Type 2 Diabetes - See Appendix B
- Flipchart sheet: Risk Factors: A Future Without Type 2 Diabetes—Can You See It? - See Appendix D
- Colored sheets of paper and flipchart
- Toolkit tools to use:
  - *Road to Health Flipchart*
  - *Road to Health Resource Guide*
  - *Road to Health User's Guide*



Procedure

A survey conducted by NDEP found that only 25% of people at high risk for diabetes reported that they thought they were at increased risk for diabetes. Of those who thought they were at high risk, 60% identified family history of diabetes as the reason they felt they were at risk. For this reason, we hope that people will relate their story with the story of the Williams' family.

Other risk factors were noted much less frequently in the NDEP survey. Fewer than 1 in 5 people at risk for diabetes mentioned modifiable risk factors. For example, only 22% reported being overweight as a risk factor, and only 13% mentioned poor eating habits.

Furthermore, when asked "Do you feel at risk for diabetes?" more than half of the people who had been told by a doctor or other health care professional that they have prediabetes said that they feel at risk for diabetes. We need to help people recognize when they are at increased risk for diabetes and what risk factors they can do something about (NDEP Program Update Newsletter, 2007).

1. To begin this activity, instruct participants to open the *Road to Health Flipchart* to page 1, The Williams' Family Story.

2. Ask for a volunteer to read page 3 of the *Road to Health Flipchart*: "Diabetes runs in our family, but I don't claim it. I'm making small changes to what I eat and what I do. I am losing a few pounds and I'm in control." Continue reading: "Even those of us at high risk can prevent or delay type 2 diabetes."

3. Using the flipchart sheet Risk Factors: A future without type 2 diabetes—can you see it? You may want to raise the following questions with participants. Wait for responses and write them down.

- What is a risk factor?
- What are some of the risk factors for type 2 diabetes?
- What do you think when they tell you that you may be at high risk? Do you worry?
- List modifiable risk factors
- List non-modifiable risk factors
- What are the risk factors for type 2 diabetes that you can control.
- What are the risk factors for type 2 diabetes that you can't control.

4. Pass out the form My Risk Factors for Type 2 Diabetes (see Appendix B). Ask participants to evaluate each risk factor and to perform a self-analysis of risk.

5. Refer participants to the *Road to Health User's Guide*, Cultural Issues Around Weight (page 29), to check to see if their weight places them at risk for developing type 2 diabetes.

6. Place colored pieces of paper on a table. Ask each participant to take a piece of paper for each risk factor that they have identified for themselves. Explain that this represents how many risk factors you have and it shows which ones you can work towards reducing.

7. Say: "Of the modifiable risk factors, select one that you will work on and commit to changing."

- What do you think are the small changes we can talk about today (e.g., nutrition, physical activity, and gradual weight loss)?

8. Distribute the *Road to Health Resource Guide*.

9. Check the *Road to Health Resource Guide* to find other materials or information that may help you teach about risk factors for developing type 2 diabetes.

10. Finish the activity using the *Step-by-Step—The Road to Health* poster to review the modifiable and non-modifiable risk factors for type 2 diabetes.

Area 2

Area 2: Making Healthy Food Choices – Yellow

Note: Color was not available.

This area introduces nutrition as a one of the type 2 diabetes prevention strategies recommended by the DPP study.

Objectives

1. Explain the "traffic light method" as a strategy to select healthier foods, reduce portion size, and increase fruit and vegetable intake.
2. Discuss the difference between a portion and a serving.
3. Compare foods to common objects (deck of cards, baseball, etc.).
4. Analyze the concept of "more for your money."
5. Identify the serving size and fat, sugar, and calories per serving on Nutrition Facts labels.

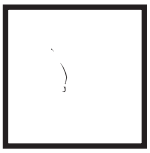
Activity 8: Where Do Calories Come From?

Purpose

- Learn to identify the origin of calories.
- Learn to select foods that have a healthy amount of calories.

30 minutes

- *Nutrition Facts Labels* Poster - See Appendix C
- Copies of different food group labels
- Flipchart sheet: Where Do Calories Come From? - See Appendix D
- Toolkit tools to use:
  - *NDEP Fat and Calorie Counter*
  - *Road to Health Supplemental CD-ROM*
  - *Road to Health Activities Guide*
  - *Road to Health Flipchart*

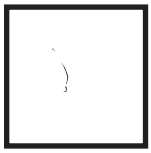


Procedure

The *NDEP Fat and Calorie Counter* is a booklet that lists more than 1,500 foods with their fat content and calorie count. Review and select the foods that you are going to discuss for this activity. Be sure you have one booklet per participant. To obtain copies of the *NDEP Fat and Calorie Counter* booklet, visit the NDEP Web site at www.ndep.nih.gov. Copies are also available in the *Road to Health Supplemental CD-ROM*.

1. Hand out the NDEP *Fat and Calorie Counter* booklet and let participants know they'll be using it for this activity.
2. Begin the activity by saying, "Many Americans are overweight. Almost two-thirds of us are. You may be at a 'healthy weight', but not eating the right foods that give your body all the good nutrients you need to be healthy. For example, you may be at a healthy weight, but you may also not be eating enough fruits, vegetables, or whole grains. We've been talking a lot about calories. Why? Because the number of calories you eat and drink, and use up through daily activities, is closely associated with your weight. Does it matter what types of foods the

calories come from. Yes and no. When it comes to calories and managing your weight, the answer is no. A calorie is a calorie. Choosing healthy food is important, and we'll address this. That is one of the reasons why we are here today: to share practical information that we can use to improve our decisions." (A Healthier You: Based on the Dietary Guidelines for Americans. 2005).



We do not expect participants to become experts at estimating how many grams of fat or how many calories there are in each food. But looking up favorite fast-food restaurant choices, which are often high-fat, high-calorie choices, can be an eye-opener. The most important thing is that we become aware of the need to reduce the amount of food that we eat daily and increase our physical activity to reduce the risk of developing diabetes.

3. Use the flipchart sheet Where Do Calories Come From? (see Appendix D). Ask participants the following questions:

- Where do calories come from?
- What food groups have more calories?

4. Summarize the answers participants provide and add, "Let's discover interesting things." Write the following information on the Where Do Calories Come From? flipchart sheet:

- 1 g of sugar = 4 calories
- 1 g of alcohol = 7 calories
- 1 g of protein = 4 calories
- 1 g of fat = 9 calories
- 1 teaspoonful of sugar is equivalent to 4 grams of sugar = 20 calories
- Example: ½ Apple juice, which has 15 g of carbohydrates, is 15 ÷ 4 = 3¾ teaspoonfuls of sugar = 60 calories
- 1 teaspoonful of lard is equivalent to 5 grams of fat = 45 calories

5. Continue the activity by saying, "If you are thinking about losing weight, you must reduce calories and increase physical activity. Let's go on with the activity—this is very interesting—let's see what you eat."

6. Ask participants to look in their NDEP *Fat and Calorie Counter* to find at least two of their favorite foods and identify the calories per serving size.

7. Refer participants to the *Road to Health Flipchart* section on value meals. Say: "Value meals are a bargain for your wallet but not a bargain for your health. Take a look at the amount of fat and calories each item contains." Have a participant read out loud the amount of calories for the hamburger, fries, and a soft drink.

8. Use the Where Do Calories Come From? flipchart sheet, located in Appendix D. Ask participants the following questions:

- What did you find?
- What do you want to change now that you have this information?

9. Conclude by saying, "We have already learned some eating secrets. The decision is ours: keep the secret or tell it to others."

Review the *Road to Health Activities Guide* for more activity ideas on healthy nutrition or you can use the Food Comparison Sheet located in the Appendix section of the *Road to Health Activities Guide*.

If participants ask questions about carbohydrate counting say that we are only looking at being fat detectives and preventing type 2 diabetes.
Say that carbohydrate counting is a method used for people with diabetes.

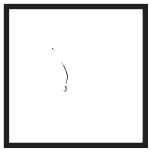
Activity 9: Fat Detectives

Purpose

- Learn to read and use nutrition facts labels to make a better food selection.

30 minutes

- *Step-by-Step—The Road to Health* poster - See Appendix C
- *A future without type 2 diabetes—can you see it?* poster - See Appendix C
- Flipchart sheet: Fat Detectives - See Appendix D
- *Nutrition Facts Labels* poster - See Appendix C
- Copies of reduced fat milk (2%) and nonfat milk labels - See Appendix C
- Toolkit tools to use:
  - *Road to Health Flipchart*
  - *Road to Health Activities Guide*



Procedure

Before you begin the activity, make copies of the *Nutrition Facts Labels* poster.

1. Begin this activity saying, "To prevent or delay type 2 diabetes, lose 5% to 7% of weight, if overweight—that's 10 to 14 pounds (4.5 to 6.3 kg) for a 200-pound person (90.6kg); get at least 30 minutes of moderate-intensity physical activity at least 5 days a week; eat a variety of foods that are low in fat; and reduce the number of calories you eat per day." Show *A future without type 2 diabetes—can you see it?* poster.
2. Say, "Let's begin with nutrition. Let's review the nutrition facts label."
3. Use the flipchart sheet Fat Detectives (see Appendix D). Ask participants the following question:

- How many of you look at food labels to select healthy foods?

4. Say, "The first thing that Ray, the brother in our story, wants to learn is about the nutritional value of the foods he eats and how to choose better foods. We are going to look at the nutrition facts labels of very common foods."
5. Distribute the *Nutrition Facts Labels* poster that has the reduced fat milk (2%) and nonfat milk food labels. On the labels, identify the portion and the serving size. Say to participants, "Let's find the calories, the fat content, and the sugar content in each product."

Trainers, be sure to explain that information on the *Nutrition Facts Label* is based on ONE serving, but many packages contain more than one serving. Look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories and nutrients. When comparing calories and nutrients between brands, check to see if the serving size is the same.

6. On a flipchart sheet, draw the chart below:

Food	Serving size	Calories	Total fat	Sugar
Reduced fat (2%) milk				
Nonfat milk				

7. Ask participants to help you fill out the chart.
8. After presenting the milk labels, show other nutrition facts labels and ask participants to identify serving sizes and fat and calories content, etc. Refer to page 4 of the *Road to Health Flipchart*, which has a section on nutrition facts labels and also the *Road to Health Activities Guide* under the section Background Information: Reading Nutrition Labels for Fats and Sugars (page 14).
9. Ask participants to refer to the section Activity 3: Food Detective II in the *Road to Health Activities Guide* page 13. This activity teaches participants to read labels and shop for healthier choices for themselves and their families. Have one volunteer read Activity 3.

10. Ask participants to refer to the section on high-fat foods in the *Road to Health Flipchart*. Say, "There are a lot of hidden fats in your food. These fats can be called oil, partially hydrogenated oil, butter, margarine, lard, or shortening. Small amounts of high-fat foods are high in calories. Take a look at some of these examples in the flipchart (potato chips, two chicken drumsticks, and a donut) (page 5)."

11. Ask participants these questions:

- What kinds of food do you eat that are high in fat?
- What are easy ways to reduce fat in what you eat?

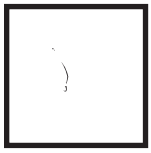
12. Ask participants what they have learned about reading the Nutrition Facts Label as a tool to choose healthier foods.

13. Ask participants the following questions, and write their answers on the flipchart sheet.

- What do you think about when you hear the expression "making healthy food choices?"
- What do you look for when you read nutrition labels?
- Can you mention some foods that you could substitute for healthier options? Ask for several examples.

14. Review what has been written and emphasize the need to change eating habits.

15. Conclude by saying, "To start, we need to know how to choose healthier foods. As we have just seen, learning to read and use nutrition facts labels can help us make better food decisions." Clarify doubts and go on to the next activity.



You can also use other products for this example, such as the difference between pre-sweetened cereals and whole grain, no-sugar-added cereals, or cooked oatmeal (not instant); the content of an orange and orange juice versus orange-flavored drinks; etc.

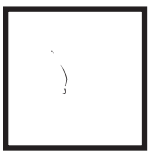
Activity 10: Portions

Purpose

- Learn how to determine food portions.

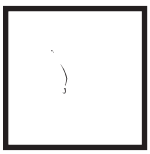
30 minutes

- A light bulb, a deck of cards, and an ice cream scoop (as shown on the *Road to Health Flipchart* page 8)
- Flipchart sheet: Portions - See Appendix D
- Toolkit tools to use:
  - *Road to Health User's Guide*
  - *Road to Health Activities Guide*
  - *Road to Health Flipchart - "Learning how to control portion size is easy"*



Procedure

Review and study pages 18–20 of the *Road to Health User's Guide* to learn how to use the *Road to Health Activities Guide* and the *Road to Health Resource Guide*, where you will find information about Web sites that provide additional information on the concepts of serving and portion sizes. In addition, review the *Road to Health Flipchart*—"Learning how to control portion size is easy"—to be able to teach the concept of proper portion size.



The concept of "portions" versus "servings" can be challenging. We recommend you discuss portion control using these terms, but if participants seem confused, consider using the term "helping" to indicate the amount of food one might take at a meal. For example:

- "How big of a helping do you usually take of this food?"
- "Do you usually take second helpings?"
- "How big would a second helping of this food be for you?"

1. Begin by reading the *Road to Health Flipchart* Background section, where it explains that Angela and Ray have learned about the foods they eat. They have also learned the importance of eating adequate food portions.

Reinforce the concept that the key to losing weight is to control the portion size of the food we eat.

2. Use the Portions flipchart sheet in Appendix D to write down the questions that guide the discussion on portion size. Ask participants the following questions:

- How do you measure ingredient portions when you cook?
- Do you measure the portions or do you approximate the amounts? Do you estimate?

3. Say, "Yes, we can estimate, but it is better to have images of objects that we know and use in everyday life to approximate eating healthier portion sizes. For this, we're going to do an exercise."

4. Ask participants to look Activity 1: Portion Distortion on page 10 of the *Road to Health Activities Guide*. This activity helps to teach how portions have become larger over time and how these larger portions add up to eating too many calories per day. You can also use the Portion Distortion Quiz in the Supplemental CD-Rom of the *Road to Health Toolkit*.

5. You can find examples of common objects to illustrate portion size in the Appendix of the *Road to Health Activities Guide* titled "Size Up Your Servings." You can also find information on portions versus serving size and tips for portion control in the Appendix of the *Road to Health Activities Guide* titled "Portions versus Servings."

Remember! You can create your own version of a common object example box for your group containing things like an ice cream scoop (½ cup of cooked rice or pasta), 4 dice (1½ ounces of low-fat cheese), a deck of cards or a cassette tape (3 ounces of lean meat or fish), and a ping pong ball (2 tablespoons low-fat peanut butter) (NDEP, 2006b).

6. Ask participants to pair up and discuss the common objects used to illustrate portion size.

7. Refer participants to the *Road to Health Flipchart* section on portions. Say, "Take a look at the common objects being used in this example. This easy system will help you bring your portion size of food closer to the recommended serving size."

8. Ask participants the following questions:

- What is your favorite food?
- How much do you usually eat of your favorite food?
- What is the recommended portion of your favorite food?
- How big is your portion (or helping) of your favorite food?
- What is your commitment to health?

9. Summarize what has been written on the flipchart sheet. Clarify doubts and continue with the next activity.

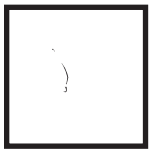
Activity 11: The Traffic Light Method

Purpose

- Use the traffic light method as a way to choose healthy foods.
- Recognize foods that put you at high risk for gaining weight.

30 minutes

- *Step-by-Step—The Road to Health* poster - See Appendix C
- The Traffic Light Method poster - see Appendix C
- Flipchart sheet: The Traffic Light Method - See Appendix D
- Toolkit tools to use:
  - *Road to Health Flipchart*
  - NDEP *Fat and Calorie Counter*
  - NDEP *Food and Activity Tracker*
  - *Road to Health Activities Guide*



Procedure

1. Say to participants: "We have already reviewed several concepts, such as nutrition facts labels, fat, calories, and portions, which help us to making healthy food choices. Now we are going to use the traffic light as a method for grouping and selecting the best foods."
2. Show *The Traffic Light Method* poster and then ask the following question. Use the flipchart sheet The Traffic Light Method in Appendix D to guide the discussion.

- What does each traffic light color mean?

3. State the following: "Yes, the colors indicate when it's safe to cross the street. In making healthy food choices, the traffic light can also be used to classify foods according to their tendency to increase weight and bring about obesity, thus resulting in diseases, such as diabetes and heart disease." Then ask participants the following question:

- What does red mean?

4. Wait for answers and add, "Red means we cannot cross the street because there is a high risk of accident and death. In the same way, red foods put us at risk of excess weight, obesity, and chronic diseases, such as type 2 diabetes." Continue with the following question:

- What foods would you classify as red?

5. Wait for answers, then say, "Red foods means to "have these foods only once in a while and in very small portions." You must always remember this when you select what to eat." Then ask participants the following question:

- What does yellow mean?

6. Wait for answers and add, "Yellow represents foods that we can eat, but if we eat them daily or in portions that are too large, they will put us at risk for excess weight and obesity and diseases, such as type 2 diabetes." Continue with the following question:

- What foods would you classify as yellow?

7. State that: "Foods classified as yellow can be considered acceptable, but we must be careful to avoid eating too many of these foods." Then ask participants the following question:

- What does green mean?

8. Wait for answers and add, "It's the color we associate with foods that are healthy as long as we take portion size into account." Ask participants the following question:

- What foods would you classify as green?

9. Tell participants to keep the traffic light concepts in mind when they plan their meals and go grocery shopping. Ask participants the following questions:

- How can you eat healthier foods and still satisfy your hunger?
- How can you use the traffic light method for daily eating?

Reinforce concepts

- Remind participants to use the NDEP *Fat and Calorie Counter* to help identify the fat and calorie content of different foods and to use this information to make better food choices.

- Instruct participants to locate the traffic light illustration in the *Road to Health Flipchart*. Also, find examples of foods for each color of the traffic light. The poster can be found in *The Road to Health Supplemental CD-ROM*

- Instruct participants to use the NDEP *Food and Activity Tracker* to write down how much of what they eat and drink and the amount of physical activity they do. To obtain copies of the NDEP *Food and Activity Tracker*, in English and in Spanish, visit the NDEP Website at www.ndep.nih.gov. Copies are also available on the *Road to Health Supplemental CD-ROM*.

- Remind participants that another method for making healthy food choices can be found in the *Road to Health Activities Guide*, "Tips for Getting More Vegetables in Your Diet: The Plate Method" for another method of making healthy food choices.

10. Conclude by saying, "And all of this is to continue on the road to health." Use the Poster *Step-by-Step—The Road to Health*.

Area 3

Area 3: Physical Activity and Movement – Blue

This area addresses prevention strategies from the DPP study to increase physical activity.

Note: Color was not available.

Objectives

1. Analyze barriers to physical activity.
2. Explain the importance of making small lifestyle changes to prevent or delay type 2 diabetes.
3. Use the *Movimiento Por Su Vida* music CD/DVD/VHS and *Step-by-Step: Moving Towards Prevention of Type 2 Diabetes* music CD/DVD/VHS as strategies to promote physical activity.

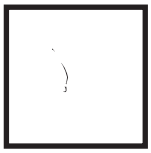
Activity 12: Moving is the Key

Purpose

- Promote physical activity to prevent or delay type 2 diabetes.
- Identify common barriers to physical activity.
- Identify strategies to eliminate the barriers.

10 minutes

- *Step-by-Step—The Road to Health* poster - See Appendix C
- *Welcome to the City of Excuses* poster - See appendix C
- Flipchart sheet: Moving is the Key - See Appendix D
- Paper
- Pens and pencils
- Toolkit tools to use:
  - *Road to Health Flipchart*
  - *Road to Health Activities Guide*



Procedure

1. Begin by reading what Angela says in the *Road to Health Flipchart* (page 9): "Preventing type 2 diabetes is not just about food choices. I also had to move more! I make simple, small moves that add up to at least 30 minutes a day."
2. Continue by reading from the *Road to Health Flipchart* (page 10) in the Background section: "Ray talks about excuses to avoid physical activity—he didn't have time, he was too tired, and lots of others. So he tackled them one at a time. He broke up 30 minutes into three 10 minute segments."

Be sure to emphasize the following message to your training participants: "The excuse often given for not being physically active is lack of time. Setting aside at least 30 consecutive minutes each day for planned physical activity is one option, but it is not the only way. Physical activity can include short periods (e.g., 10-minute sessions) of moderate-intensity activity. The accumulated total is what is important—both for health and for burning calories. Physical activity can be accumulated through three to six 10-minute bouts over the course of a day" (Adapted from U.S. Department of Health and Human Services, 2005).

3. Say to participants "Now let's talk about common barriers to physical activity. We all have them."

4. Use the flipchart sheet Moving is the Key (see Appendix D), and show the *Welcome to the City of Excuses* poster. Indicate that this poster is in the *Road to Health Activities Guide*. You can also find a copy of the *Welcome to the City of Exc*uses in the *Road to Health Supplemental CD-ROM*.

5. Another resource you can use to explain excuses or barriers participants may face is the *Barriers to Being Active* quiz, a PDF file in the *Road to Health Supplemental CD-ROM*. It can help you identify the types of barriers that keep participants from making regular physical activity an important part of their lives. Once participants have taken the quiz and have been scored on all seven parts, they will understand which barriers affect them the most, and you can look together at the table on the next page for suggestions on how to overcome them. Use the *Welcome to the City of Excuses* poster to show examples of barriers. Help participants identify ways to make these barriers less overwhelming by focusing on small changes one day at a time.

6. Ask the following question:

- What is the main reason you and your family may not do physical activity?

7. Wait for answers and write them down on the flipchart sheet. Continue with the following questions, writing answers on the flipchart sheet.

- What are the barriers in your life that keep you from making healthy changes?
- How can you reduce or eliminate the barriers?

8. Use the Moving is the Key flipchart sheet (see Appendix D). Ask participants the following questions:

- What healthy habits can you acquire this month? Wait and congratulate the efforts and commitments to change.

9. Give participants one sheet of paper each and ask them to write their personal goals. Then ask, "How can we measure success and the progress of goals?"
10. Use the *Step-by-Step—The Road to Health* poster to summarize what participants have learned thus far. You should also highlight where you are now on the *Step by Step—The Road to Health* poster.
11. Conclude by asking participants to repeat the following: "There are no excuses; only my decisions. Every day, I decide to make small changes to take care of myself and to take control of my life."

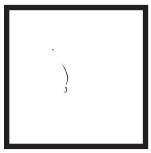
Activity 13: Move for Your Life

Purpose

- Practice a physical activity to prevent or delay type 2 diabetes.
- Identify different options for physical activity.
- Encourage participants to make important contributions to their health, sense of well-being, and maintenance of a healthy body weight by participating in physical activity.

30 minutes

- Flipchart sheet: Move for Your Life - See Appendix D
- CD/DVD/VHS player
- Toolkit tools to use:
  - *Movimiento Por Su Vida CD/DVD/VHS*
  - *Step-by-Step: Moving Towards Prevention of Type 2 Diabetes CD/DVD/VHS*
  - *Road to Health Activities Guide*
- Optional: Red, yellow, and green elastic bands (each with a different degree of elasticity) or other common objects like food cans to use in practicing physical activity and movement.



To order copies of the CD/DVD/VHS, visit the NDEP Web site at www.ndep.nih.gov/diabetes/pubs/catalog.htm.

Procedure

1. Say, "Now we are going to practice something we have learned. **Let the movement begin!**"

2. Explain to participants that they are going to do a simple physical activity as a demonstration and that to move we only need to want to move.

3. Say, "Always consult your health care professional team before beginning any nutrition or physical activity program."

4. Have the audience listen to the CD or watch the videos. Use *Movimiento Por Su Vida* (CD/DVD/VHS) or *Step-by-Step: Moving Towards Prevention of Type 2 Diabetes* (CD/DVD/VHS).

Keep in mind that the music video *Step-by-Step: Moving Towards Prevention of Type 2 Diabetes* lasts 3:28 minutes and that the *Movimiento Por Su Vida* music video lasts 3:44 minutes. Plan the training time considering the need to repeat the video several times.

5. Say "Now we are ready! Let's move! Follow the movements you see in the video step by step!" Repeat if time permits and if the group is interested.

If you only have a CD player, you can play the music and ask that participants start with simple movements using the elastic bands to stretch. Do this with lots of energy. Repeat if time permits and if the group is interested.

6. Say, "Just like the colors of the traffic light method, we have three bands—red, yellow, green—each with a different elasticity to allow more or less stretching."

7. Say to participants, "We will be using the stretch bands for this activity. Take the red band and stretch it with your hands 10 times (See image A). Next, stretch the band behind your back while extending your arms, 10 times (See image B). Use the stretch band now with your feet. Do this 10 times (See image C). Finally, use the stretch band by crossing your hands and stretching up to your chest (See image D). Once you have finished doing all four types of activities, 10 times each, switch to the yellow and then to the green stretch band. You can also do other stretch band activities to work out your leg muscles."

Stretch Band Activities

Image A

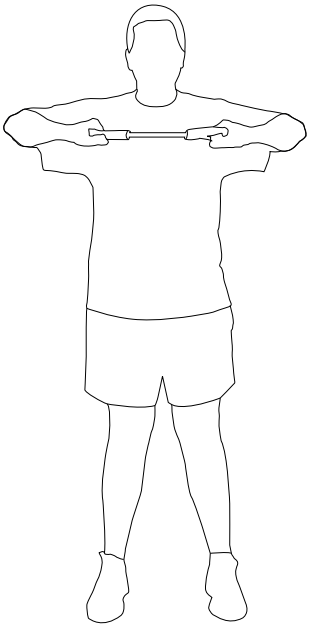


Image B

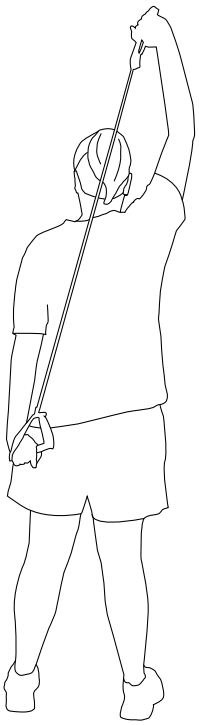


Image C

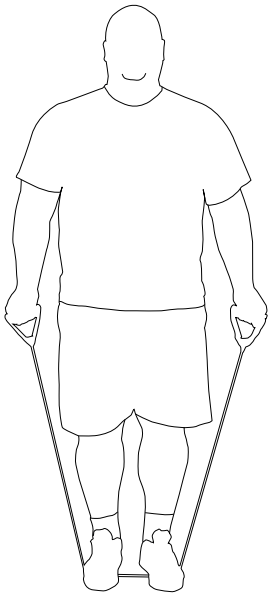
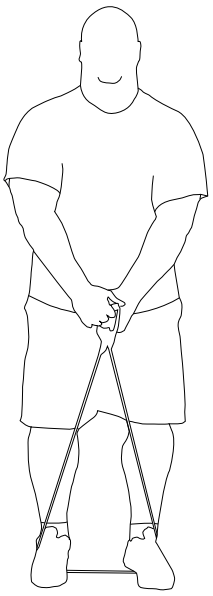


Image D



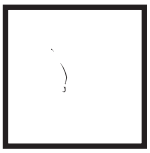
8. Use flipchart sheet Move for Your Life (see Appendix D). Ask the following questions:

- What band could you stretch more?
- What band could you stretch less?
- How can we use the colors of the band to do the exercise?

9. At the end of 10 minutes, stop the music, ask them to sit down and breathe deeply three times. Continue the activity by asking participants the following questions:

- What has taken place during the past 10 minutes?
- How do we start a physical activity with people whose willingness to do physical activity we don't know?
- How can we overcome group participant resistance to do this type of activity?

Conclude by saying, "The most important thing is the decision to start moving. Ask your doctor if you are OK to begin a physical activity program. Make it part of your routine with a goal of working up to at least 30 minutes a day moderate-intensity physical activity (like brisk walking) at least 5 days a week. Start moving, and you will see and feel the results."



In the *Road to Health Activities Guide* (pages 32 to 43), you will find a series of exercises to promote physical activity. For example, Walk to Timbuktu is an activity that is easy to plan and carry out in the classroom, if you have the space. Keep in mind participants' needs, available space, and other conditions while planning activities. Remember to be enthusiastic and enjoy yourself during this activity. This will motivate participants to continue doing physical activity.

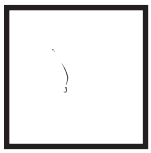
Activity 14: Walking Down the Road to Health, a Change Toward Good Health. Type 2 Diabetes Does Not Have to Be Our Destiny.

Purpose

- Reinforce decision-making to encourage lifestyle modifications.

30 minutes

- *Step-by-Step—The Road to Health* poster - See Appendix C
- Colored paper foot cutouts
- Flipchart sheet: Walking Down the Road to Health, A Change Toward Good Health. Type 2 Diabetes Does Not Have To Be Our Destiny - See Appendix D



Procedure

1. Invite one participant to read the text inside each foot on the *Step-by-Step—The Road to Health* poster.
2. Have the participant read each footstep with a *Road to Health Toolkit* component. You can also ask the following question: Which step is the most meaningful for you?
3. Give participants a paper foot cutout. Ask them to make one commitment to prevent or delay type 2 diabetes by making changes in their life—for example, losing weight, making healthy food choices, or doing physical activity. Allow several participants to share their commitments.
4. Use the flipchart sheet Walking Down the Road to Health, a Change Toward Good Health. Type 2 Diabetes Does Not Have To Be Our Destiny. Ask participants the following question:

- Where are you going to place the commitments that you made with yourself? (On the refrigerator door, your bathroom mirror, your closet door?)

5. Say, "It doesn't matter where you place your commitments; the most important thing is that you see them so that you remember and you practice them."
6. Conclude by saying, "Remember that to prevent or delay type 2 diabetes, we must make small changes step-by-step." Reinforce the messages from the DPP study:
   - Lose 5% to 7% of your weight, if you are overweight—that's 10 to 14 pounds for a 200-pound person.
   - Lose and maintain the weight loss by making healthy food choices that are low in fat and reducing the number of calories they eat per day.
   - Get at least 30 minutes of moderate-intensity physical activity at least 5 days a week. This could be brisk walking, yard work, and actively playing with children, for example, riding bicycles, or playing soccer.

Say: "New habits take time; we must go slowly and safely." Continue with the next activity.

Activity 15: Lifestyle Changes: Big Rewards

Purpose

- Promote small but measurable changes to prevent or delay type 2 diabetes.

15 minutes

- *Step-by-Step—The Road to Health* poster - See Appendix C
- Flipchart sheet: Lifestyle Changes: Big Rewards - See Appendix D
- Toolkit tools to use:
  - *Road to Health Flipchart*

Procedure

1. To begin the activity, ask participants to think about how they are going to reward themselves when they make and maintain changes on their road to health. Use the Lifestyle Changes: Big Rewards flipchart sheet and continue by asking participants the following questions:

- What changes are you going to make, starting today?
- How are you going to reward your achievements?

2. Review what has been discussed and reinforce the need to reward the achievements. Remember that the most important rewards are the results at the end of the road: to prevent or delay type 2 diabetes!

3. Say, "Remember, everything must be Step-by-Step. All changes must be done little by little and we should not expect to do it all at once, rather only one change at a time. Refer to the *Step-by-Step–The Road to Health* poster.

4. Refer participants to page 11 in the the *Road to Health Flipchart* and review the message at the bottom: "My rewards come from the small changes, one at a time."

5. Conclude by asking participants to say together:

   "Type 2 diabetes does not have to be our destiny."

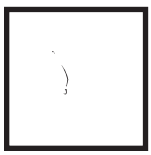
Activity 16: Road to Health Training Video

Purpose

- Become familiar with using the *Road to Health Training Guide and the Road to Health Training Video* together.

30 minutes

- DVD player
- Flipchart sheet: Road to Health Training Video - See Appendix D
- Toolkit tools to use:
  - *Road to Health Training Video*



How to use the *Road to Health Training Video*

- The *Road to Health Training Video* walks you through selected activities from previous trainings to help you visualize and get ideas about how to conduct successful trainings. The video is a great companion to the *Road to Health Training Guide*.
- The benefit of this video is that it is a real-world recording that takes you through all the steps, so you can later follow along and try them out yourself. View the video as many times as needed.
- The video is available in English and in Spanish and contains additional information on diabetes.
- The complete video includes 10 activities and last 30 minutes.
- Be sure to watch the video before presenting it to participants and have the *Road to Health Training Guide* on hand.
- Once the video is presented, discuss the following questions with participants using the flipchart sheet Road to Health Training Video.

- In the video, what caught your attention the most?
- How are you going to implement what you learned from the video?

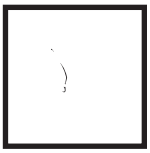
Activity 17: CHWs Help People to Follow the Road to Health

Purpose

- Recognize the work of CHWs.
- Share success stories.

15 minutes

- Flipchart sheet: CHWs Help People to Follow the Road to Health - See Appendix D
- Toolkit tools to use:
  - *Road to Health Photo Journal*
  - *Road to Health Resource Guide*



Procedure

1. Distribute the *Road to Health Photo Journal*.
2. Ask participants to read a story about Thomas, Nidia, Herlinda, Pat, or Sonia in the *Road to Health Toolkit Photo Journal*.
3. Use the flipchart sheet: CHWs Help People to Follow the Road to Health and ask the following questions:

- What characteristic stands out in these CHWs?
- What do they do?
- Why are they effective in their community?

This activity must be done when training community health workers or health educators.

Trainer: For more information about CHWs networks, go to http://www.chwnetwork.org/page5.html (Accessed January 2010).

Encourage participants to make their own photo journal like the *Road to Health Photo Journal* to show what CHWs are doing in their own communities.

4. Conclude by saying, "You are the CHWs: men and women from different communities who are making a difference in the prevention and control of diseases, in this case diabetes. Thank you for spreading the word about type 2 diabetes prevention."

"Remember, Type 2 diabetes does not have to be our destiny."

Finish/End

- At the end of the training:
- Thank each participant.
- Distribute the Posttest and discuss it; clarify doubts, if necessary.
- Distribute the Training Evaluation included in the Appendix B of this guide.
- Distribute the attendance certificates - See Appendix E

Appendix A: PowerPoint Presentations

- *Training Guide's* Goals and Objectives for the *Road to Health Toolkit*
- Introduction to the National Diabetes Education Program (NDEP)
- *Road to Health Toolkit*
- Introduction to Prevention of Type 2 Diabetes and the DPP Study
- The Basic Concepts of Diabetes

Note: These presentations are available in the *Road to Health Supplemental CD-ROM* included in the *Road to Health Toolkit*

Appendix B: Forms

- Sign-in Sheet
- Training Checklist
- Sample Agenda
- Participant Profile
- Pretest and Posttest
- My Risk Factors for Type 2 Diabetes
- Training Evaluation

Road to Health Sign-in Sheet

Name of Training _____
Date _____
Location _____

Name	Organization	Position	Address	Phone/E-mail

Road to Health Training Checklist

Following are materials, equipment, and room preparation instructions for the development of all educational activities. This checklist serves as a reminder to gather the materials necessary for the training.

Review each item and check off the appropriate box.

Materials	**Yes**	**No**	**Pending**
Flipchart on a tripod			
Colored markers			
Different colored pieces of paper			
Colored paper foot cutouts			
Adhesive tape			
Blank paper or notepads			
Pens/pencils			
Training agenda			
Sign-in sheet			
Name tags and tents			
Participant profile form			
Pretest			
Posttest			
Colored cards for each area (red, blue, yellow)			
Elastic stretch bands (three types and colors—red, green, and yellow)			
DPP Study Prompt Questions Cards			
Training Evaluation Form			
Certificate of Attendance			
Road to Health Toolkit Tools			
✓ *Flipchart*			
✓ *User's Guide*			
✓ *Activities Guide*			
✓ *Resource Guide*			
✓ *Photo Journal*			
✓ *Training Guide*			
✓ *Training Video*			
✓ CD/DVD Step-by-Step: Moving towards prevention of Type 2 Diabetes			
✓ CD/DVD Movimiento Por Su Vida			
✓ VHS copy of the music videos Movimiento and Step-by-Step			

✓ *NDEP Fat and Calorie Counter*			
✓ *NDEP Food and Activity Tracker*			
✓ *Road to Health Training Guide*			
✓ *Road to Health Training Video*			
✓ *Road to Health Supplemental CD-ROM*			

Five PowerPoint presentations			
✓ *Training Guide's* Goals and Objectives for the Toolkit			
✓ Introduction to the National Diabetes Education Program (NDEP)			
✓ *Road to Health Toolkit*			
✓ Introduction to Prevention of Type 2 Diabetes and the DPP Study			
✓ The Basic Concepts of Diabetes			
Posters			
✓ *A future without type 2 diabetes—can you see it?*			
✓ *Step-by-Step—The Road to Health*			
✓ *Welcome to the City of Excuses*			
✓ *Nutrition Facts Labels*			
✓ *The Traffic Light Method*			

Depending on availability, you should use the following equipment.

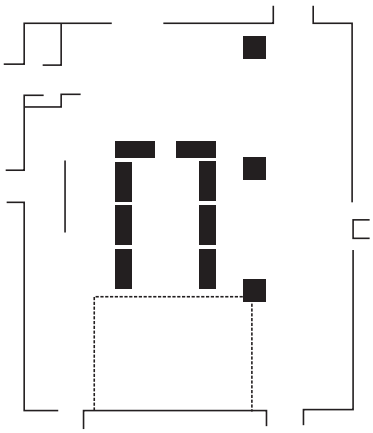
▪ Laptop computer and LCD projector			
▪ White screen			
▪ Overhead projector			
▪ Television and a VCR to play a VHS			
▪ CD/DVD Player			

Note: *The Road to Health Supplemental CD-Rom* also contains tools, promotional materials and lesson plans.

Choosing and Setting up the Room

- Choose and reserve a well-located, easily accessed, and proper-sized room equipped with a computer, LCD projector, and screen or an overhead projector.
- Make sure the training location is free of distractions, well lit, and at a comfortable temperature. The room should have enough open space to allow for easy movement.
- Have a registration table at the room entrance with the following forms:
    - Sign-in sheet
    - Training checklist
    - A sample agenda
    - Participant profile
    - Pretest and Posttest
    - My Risk Factors for Type 2 Diabetes
    - Training Evaluation

Try to arrange the participants' chairs in a U-shape so that the facilitator and the participants can see each other to increase interaction.



Place the posters in visible locations so that everybody can see them.

- *Step-by-Step—The Road to Health*
- *Welcome to the City of Excuses*
- *Nutrition Facts Labels*
- *A future without type 2 diabetes—can you see it?*
- *The Traffic Light Method*

Sample Agenda

8:00–8:30 AM *Sign-in*
Pretest - What Do I Know and What Do I Want to Learn?

8:30–8:35 AM *Welcome*

8:35–8:45 AM *Trainer Introduction*

8:45–8:50 AM *Training Ground Rules (starting session)*

8:50–9:30 AM *What Do I Know and What Do I Want to Learn?*

- Activity 1
- *Training Guide's* Goals and Objectives for the Toolkit PowerPoint
- *Road to Health User's Guide*

9:30–9:35 AM *Present the Training Agenda*

- Activity 1, #7

9:35–9:50 AM *BREAK*

9:50–10:10 AM *Introduction to the National Diabetes Education Program*

- Activity 2
- Introduction to the National Diabetes Education Program (NDEP) PowerPoint
- *Road to Health Resource Guide*

10:10–10:30 AM *Road to Health Toolkit*

- Activity 3
- *Road to Health Toolkit PowerPoint*
- *Road to Health Toolkit*

10:30–11:40 AM Type 2 Diabetes and Its Prevention (Area 1)

1. *Introduction to Type 2 Diabetes Prevention*
    - Activity 4
    - Introduction to Prevention of Type 2 Diabetes and the DPP Study PowerPoint
    - *Road to Health User's Guide*

2. *The Story of the Williams' Family (a Role Play)*
    - Activity 5
    - *Road to Health Flipchart*
    - *Road to Health User's Guide*

3. *The Basic Concepts of Diabetes*
    - Activity 6
    - The Basic Concepts of Diabetes PowerPoint
    - Link for Life: Interactive Program on Diabetes and Cardiovascular Diseases
    - *Road the Health Flipchart*
    - *Road the Health Resource Guide*

4. *Risk Factors: A future without type 2 diabetes—can you see it?*
    - Activity 7
    - *Road to Health Flipchart*
    - *Road to Health Resource Guide*

11:40 AM–12:40 PM LUNCH

12:40–2:40 PM Making Healthy Food Choices (Area 2)

1. *Where Do Calories Come From?*
    - Activity 8
    - NDEP Fat and Calorie Counter
    - *Road to Health Activities Guide*

2. *Fat Detectives*

- Activity 9
- *Road to Health Flipchart*
- *Road to Health Activities Guide*

3. *Portions*

- Activity 10
- *Road to Health User's Guide*
- *Road to Health Activities Guide*
- *Road to Health Flipchart*

4. *The Traffic Light Method*

- Activity 11
- *Road to Health Flipchart*
- NDEP Fat and Calorie Counter
- NDEP Food and Activity Tracker
- *Road to Health Activities Guide*

2:40–3:30 PM Movement and Physical Activity

1. *Moving is the Key*

- Activity 12
- *Road to Health Flipchart*
- *Road to Health Activities Guide*

2. *Move for Your Life*

- Activity 13
- *Movimiento Por Su Vida CD/DVD/VHS*
- *Step-by-Step: Moving Towards Prevention of Type 2 Diabetes CD/DVD/VHS*
- *Road to Health Activities Guide*

3:30–3:45 PM *BREAK*

3:45–4:15 PM *Walking Down the Road to Health, a Change Towards Good Health*
Type 2 Diabetes Does Not Have to be Our Destiny

- Activity 14

4:15–4:30 PM *Lifestyle Changes: big rewards*

- Activity 15

4:30–4:45 PM *Road to Health Training Video*

- Activity 16
- *Road to Health Training Video*

4:45–5:00 PM *CHWs Help People to Follow the Road to Health*

- Activity 17
- *Road to Health Photo Journal*
- *Road to Health Resource Guide*

5:00–5:30 PM *Posttest, Training Evaluation, Attendance Certificates*

Road to Health Participant Profile

Name _____ Date _____

Name of the organization _____

Position _____

Work Phone Number _____ Fax _____ E-mail _____

Work Address _____

City _____ State _____ Zip Code _____

Gender ____ Date of Birth _____ Country of Origin _____

Years of school completed _____

Do your responsibilities include community health education? Yes_____ No_____

Which target population(s) do you provide education services to?

Children _____ Teens _____ Adults _____ Elderly _____Women _____

What are the three major problems in the community you serve?

1. _____

2. _____

3. _____

How much do you know about type 2 diabetes and its complications?

Nothing ____ A little____ A lot____

Have you received diabetes training? Yes _____ No _____

Why did you come to this training? _____

_____

What do you expect from this training? _____

Road to Health Pretest and Posttest

Instructions: Choose either true or false for each statement.

Pretest _____ **Posttest** _____	True	False
1. People with type 2 diabetes produce insulin but not enough or their body cannot use it correctly.		
2. Symptoms of type 2 diabetes include being very thirsty and hungry, frequent urination, and cuts that do not heal.		
3. People with type 1 diabetes do not produce any insulin and need insulin to stay alive.		
4. The Diabetes Prevention Program (DPP) is a study that examined 3,234 people at high risk for diabetes.		
5. A1C is the test that provides a "big picture" of your overall blood glucose (sugar) level over the last 2 to 3 months.		
6. A portion the size of an ice cream scoop equals one serving of rice, cereal, or potato.		
7. According to the DPP study, if people want to prevent or delay type 2 diabetes, they should participate in a minimum of 30 minutes of moderate-intensity physical activity for at least 5 days a week.		
8. In the traffic light method, green represents foods that are healthy to eat.		
9. Modifiable risk factors for type 2 diabetes are diet, age, genetics, and family history of diabetes.		
10. Risk is the possibility that a person can develop a disease over a period of time.		
11. A light bulb size portion equals three servings of vegetables.		
12. Fats are hidden in all kind of foods.		
13. If you have diabetes in your family, you are at a high risk of developing diabetes, but type 2 diabetes can be prevented or delayed.		
14. Type 2 diabetes can occur at any age, but the risk is higher in older adults.		
15. Nutrition facts labels have the total number of calories per serving, total number of servings, and the number of calories from fat.		
16. To prevent or delay type 2 diabetes, the *Road to Health Toolkit* recommends using nutrition facts labels to choose foods with less than half of the calories coming from fat.		
17. The *Road to Health Toolkit* recommends using common objects as a method for teaching portion control.		
18. One of the goals of the DPP study was to achieve and maintain a weight loss of 15% with healthy eating and increased physical activity.		

To obtain free information from NDEP, call 1-888-693-NDEP or go to www.ndep.nih.gov.

Road to Health Pretest and Posttest

Pretest _____ **Posttest** _____

Circle the letter to indicate how strongly you agree or disagree with each of the following statements.

1. Most people in my community will probably get diabetes at some point in their lives.

    a. Strongly agree
    b. Somewhat agree
    c. Undecided
    d. Somewhat disagree
    e. Strongly disagree

2. Nothing can be done to prevent diabetes.

    a. Strongly agree
    b. Somewhat agree
    c. Undecided
    d. Somewhat disagree
    e. Strongly disagree

3. Once someone develops diabetes, there is nothing that can be done to prevent it from getting worse.

    a. Strongly agree
    b. Somewhat agree
    c. Undecided
    d. Somewhat disagree
    e. Strongly disagree

4. There are so many recommendations about healthy ways to eat; it's hard to know what to believe.

    a. Strongly agree
    b. Somewhat agree
    c. Undecided
    d. Somewhat disagree
    e. Strongly disagree

5. What a person eats can make a big difference in his or her chance of getting a disease, such as heart disease, cancer, or diabetes.

   a. Strongly agree
   b. Somewhat agree
   c. Undecided
   d. Somewhat disagree
   e. Strongly disagree

6. It's hard for most of the people I work with to get fruits and vegetables.

   a. Strongly agree
   b. Somewhat agree
   c. Undecided
   d. Somewhat disagree
   e. Strongly disagree

7. Exercise or physical activity doesn't affect whether a person develops diabetes.

   a. Strongly agree
   b. Somewhat agree
   c. Undecided
   d. Somewhat disagree
   e. Strongly disagree

8. Indicate which of the following foods you think are high in fat:

___	White bread	___	Tortillas	___	Crackers
___	Donuts	___	French fries	___	Butter
___	Bananas	___	Hamburger	___	Cheese
___	Margarine	___	Bologna	___	Mayonnaise
___	Macaroni and cheese	___	Frozen pizza	___	Hot dog
___	Creamed corn	___	Fried fish		

Please select the best answer to complete the following statements:

9. If diabetes runs in a person's family

   a. It is only a matter of time before that person develops it too
   b. The person can catch it from others
   c. The person is at increased risk of developing diabetes
   d. There is nothing the person can do to prevent diabetes
   e. All of the above
   f. None of the above
   g. Don't know

10. Risk factors for developing diabetes include:

    a. Having had gestational diabetes (diabetes when pregnant)
    b. Being overweight
    c. Sedentary lifestyle (lack of physical activity)
    d. Being over the age of 45
    e. All of the above
    f. None of the above
    g. Don't know

11. Type 2 diabetes

    a. Can occur at any age
    b. Is more common in older adults
    c. Can cause problems with the eyes, feet, and kidneys
    d. Can lead to heart attack and stroke
    e. All of the above
    f. None of the above
    g. Don't know

Please select the single best answer to the following:

12. Overweight participants in the Diabetes Prevention Program (DPP) study were able to prevent diabetes by losing at least what percent of their starting weight?

    a. 5%
    b. 10%
    c. 15%
    d. 20%
    e. None of the above
    f. Don't know

13. In the DPP study, how many minutes of physical activity (for example, brisk walking) did people have to do to prevent or delay type 2 diabetes? At least

    a. 30 minutes every day
    b. 30 minutes 5 days a week
    c. 60 minutes every day
    d. 60 minutes 5 days a week
    e. None of the above
    f. Don't know

14. The nutrition facts label includes information on:

a. Total number of calories in a serving of that food
b. The number of servings in the container
c. Number of calories from fat in that food
d. All of the above
e. None of the above
f. Don't know

15. What does the *Road to Health Toolkit* recommend for people to measure portion size?

a. Use a cupped hand to estimate the number of servings in a portion
b. Always use a food scale to be precise
c. Use everyday objects to estimate (for example, a deck of cards equals 1 serving of meat)
d. All of the above
e. None of the above
f. Don't know

16. You can obtain free NDEP materials by:

a. Calling 1-888-693-NDEP
b. Downloading from the NDEP Website www.ndep.nih.gov
c. Ordering from directly from the NDEP Website www.ndep.nih.gov
d. All of the above
e. None of the above
f. Don't know

Road to Health: My Risk Factors for Type 2 Diabetes

Name	Age
Weight	Ethnic group (race)
Relative with diabetes	Had diabetes while pregnant (This is gestational diabetes)

My goals:

_____

_____

Personal commitments:

_____

_____

_____

Road to Health Training Evaluation Sheet

As training organizers, it's very important to know what you think about the training. Your feedback is used to improve future trainings. We thank you in advance.

Instructions: Please circle the face that best represents your opinion about each of the themes or activities presented today.

☺ All of my expectations were met
😐 Some of my expectations were met
☹ Very few or none of my expectations were met

1. What do I know and what do I want to learn?	☺	😐	☹
2. Introduction to the National Diabetes Education Program (NDEP)	☺	😐	☹
3. The *Road to Health Toolkit and Training Guide's* goals and objectives for the toolkit	☺	😐	☹
4. Introduction to type 2 diabetes prevention	☺	😐	☹
5. The Williams' Family story	☺	😐	☹
6. The basic concepts of diabetes	☺	😐	☹
7. Risk factors: A future without type 2 diabetes—can you see it?	☺	😐	☹
8. Where do calories come from?	☺	😐	☹
9. Fat detectives	☺	😐	☹
10 Portions	☺	😐	☹
11. The Traffic Light Method	☺	😐	☹
12. Moving is the key	☺	😐	☹
13. Move for your life	☺	😐	☹
14. Walking down the Road to Health, a change towards good health. Type 2 diabetes does not have to be our destiny.	☺	😐	☹
15. Lifestyle changes: big rewards	☺	😐	☹
16 Road to Health Training Video	☺	😐	☹
17. CHWs help people to follow the Road to Health	☺	😐	☹

Please fill out the next page.

What have you learned today for your life?

_____

_____

_____

How do you feel about what you learned today?

_____

_____

_____

What will you do with what you have learned today?

_____

_____

_____

What did you like the most about the training?

_____

_____

_____

Any additional comments?

_____

_____

_____

Appendix C: Posters Used During Training

- A future without type 2 diabetes—can you see it?
- Step-by-Step—The Road to Health
- Welcome to the City of Excuses
- Nutrition Facts Labels
- To reduce fat milk (2%) and nonfat milk labels
- The Traffic Light Method

Note: Posters are also available in full color in the *Road to Health Supplemental CD-ROM* of the *Road to Health Toolkit*.

Appendix D: Flipchart Sheets

- Training Ground Rules
- What Do I Know and What Do I Want to Learn?
- Expectations and Three Areas of Interest
- The Williams' Family Story
- The Basic Concepts of Diabetes
- Risk Factors: A future without type 2 diabetes—can you see it?
- Where Do Calories Come From?
- Fat Detectives
- Portions
- The Traffic Light Method
- Moving is the Key
- Move for Your Life
- Walking Down the Road to Health, a Change Towards Good Health. Type 2 Diabetes Does Not Have to be Our Destiny.
- Lifestyle Changes: big rewards
- *Road to Health Training Video*
- CHWs Help People to Follow the Road to Health

Flipchart Sheet: Training Ground Rules

Respect one another

- Each person has the opportunity to ask questions and share information.
- All ideas and thoughts are good. We have the right to disagree. Please, do not criticize or degrade others.
- When a person speaks, everyone will listen actively.
- Questions and comments will be limited to have time for everyone to participate.
- We will stick to the agenda and begin and finish each session on time.

Provide feedback to participants that is

- Focused on the behavior, not on the person
- Constructive
- Sensitive
- Relevant

Maintain confidentiality

- Personal opinions and experiences shared with the group will stay in the group.

Additional rules

- Ask the group if they want to identify any additional rules of conduct for the session.

Flipchart Sheet: What Do I Know and What Do I Want to Learn? (Activity 1)

What Do We Want to Learn?		
Area 1: Type 2 Diabetes and Its Prevention	**Area 2: Making Healthy Food Choices**	**Area 3: Physical Activity and Movement**

Flipchart Sheet: Expectations and Three Areas of Interest

1.

2.

3.

4.

5.

Flipchart Sheet: The Williams' Family Story (Activity 5)

- Does anyone in your family have diabetes?
- How has diabetes affected your family?
- Do you think you are at risk of developing diabetes?

Flipchart Sheet: The Basic Concepts of Diabetes (Activity 6)

- What is diabetes?
- What are the symptoms of diabetes?
- What are the complications of diabetes?
- What does the pancreas do?
- What is insulin?
- What are the types of diabetes?
- When the family talks about diabetes, how do they refer to it?
- Do you consider diabetes to be a disease that can bring serious complications?
- Do you know what the complications of diabetes are? Do you know how to delay or prevent these complications?
- When your family talks about diabetes, what do they talk about?
- Did you know that type 2 diabetes can be prevented or delayed by small changes in your lifestyle?
- What do you think when you hear that type 2 diabetes can be prevented or delayed by small changes in lifestyle?

Flipchart Sheet: Risk Factors: A future without type 2 diabetes—can you see it? (Activity 7)

- What is a risk factor?
- What are some of the risk factors for type 2 diabetes?
- What do you think when they tell you that you may be at high risk? Do you worry?
- List modifiable risk factors
- List non-modifiable risk factors
- What are the risk factors for type 2 diabetes that you can control.
- What are the risk factors for type 2 diabetes that you can't control.
- What do you think are the small changes we can talk about today (e.g., nutrition, physical activity, and gradual weight loss)?

Flipchart Sheet: Where Do Calories Come From? (Activity 8)

- Where do calories come from?
- What food groups have more calories?

Examples:

1 g of sugar = 4 calories
1 g of alcohol = 7 calories
1 g of protein = 4 calories
1 g of fat = 9 calories

- 1 teaspoonful of sugar is equivalent to 4 grams of sugar.
    - Example: Apple juice, which has 34 g of carbohydrates, is 34 ÷ 4 = 8.5 teaspoonfuls of sugar
- 1 teaspoonful of lard is equivalent to 5 grams of fat.
- What did you find?
- What do you want to change now that you have this information?

Flipchart Sheet: Fat Detectives (Activity 9)

- How many of you look at nutrition facts labels to choose healthy foods?
- What kinds of food do you eat that are high in fat?
- What are easy ways to reduce fat in what you eat?
- What do you think about when you hear the expression "making healthy food choices?"
- What do you look for when you read nutrition labels?
- Can you mention some foods that you could substitute for healthier options?

Flipchart Sheet: Portions (Activity 10)

- How do you measure ingredient portions when you cook?
- Do you measure portions or do you approximate the amounts? Do you estimate?
- What is your favorite food?
- How much do you usually eat of your favorite food?
- What is the recommended portion of your favorite food?
- What is your commitment to health?

Flipchart Sheet: The Traffic Light Method (Activity 11)

- What does each traffic light color mean?
- What does red mean?
- What foods would you classify as red?
- What does yellow mean?
- What foods would you classify as yellow?
- What does green mean?
- What foods would you classify as green?
- How can you eat healthier foods and still satisfy your hunger?
- How can you use the traffic light method for daily eating?

Flipchart Sheet: Moving is the Key (Activity 12)

- What is the main reason you and your family may not do physical activity?
- What are the barriers in your life that keep you from making healthy changes?
- How can you reduce or eliminate the barriers?
- What healthy habits can you acquire this month?

Flipchart Sheet: Move for Your Life (Activity 13)

- What band could you stretch more?
- What band could you stretch less?
- How can we use the colors of the band to do the physical activity?
- What has taken place during the past 10 minutes?
- How do we start a physical activity with people whose willingness to do physical activity we don't know?
- How can we overcome group participant resistance to do this type of activity?

Flipchart Sheet: Walking Down the Road to Health, a Change Towards Good Health. Type 2 Diabetes Does Not Have to Be Our Destiny. (Activity 14)

- Where are you going to place the commitments that you made with yourself?

Flipchart Sheet: Lifestyle Changes: Big Rewards (Activity 15)

- What changes are you going to make, starting today?
- How are you going to reward your achievements?

Flipchart Sheet: *Road to Health Training Video* (Activity 16)

- In the video, what caught your attention the most?
- How are you going to implement what you learned from the video?

Flipchart Sheet: CHWs Help People to Follow the Road to Health (Activity 17)

- What characteristic stands out in these CHWs?
- What do they do?
- Why are they effective in their community?

Appendix E: Attendance Certificates

Certificate of Participation

Presented to:

_____

For participation in the Road to Health/El camino hacia la buena salud Toolkit training

Presented today, ____ Day of ____ 20__.

By _____.

Training hours _____.

Note: Please refer to page 112 for a printable version of this certificate.

Appendix F: DPP Study Prompt Questions

Card 1 – DPP
Study Prompt Questions
What was the goal of the DPP study?

Card 2 – DPP
Study Prompt Questions
Which age group had the highest reduction
in the development of diabetes?

Card 3 – DPP
Study Prompt Questions
What were the three main messages
of the DPP study?

References

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