



# Lifestyle Coach Training Guide

Track Your Food

## Track Your Food

### Session Focus

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

### Participant Learning Objectives

By the end of the session, participants will:

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

## Materials Checklist

### You will need:

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

- Dry and liquid measuring cups**
- Measuring spoons**
- Kitchen scale and bowl**
- Peanut butter**
- Box of cereal**
- Bottle of juice**



### Optional:

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

## Things to Do

### Before this session:

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

### As each participant arrives:

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

### After this session:

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

# Module Outline

## Session Content:

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

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

## Lifestyle Coach Script

Notes to Coach	Welcome and Review (10 minutes)
	<p>▶ <b>SAY:</b> Welcome back, everyone! This is the ___ meeting of Prevent T2, the CDC’s lifestyle change program.</p> <p>Today, we are going to talk about tracking your food to prevent or delay type 2 diabetes.</p> <p>Before we start, let’s spend a few minutes going over what we discussed last time. I will try to answer any questions you may have.</p> <p>↗ <b>DO:</b> Briefly summarize previous session.</p> <p>💬 <b>DISCUSS:</b> What questions do you have about our last session?</p> <p>▶ <b>SAY:</b> Let’s talk about how things went with the action plan you made last time.</p> <p>💬 <b>DISCUSS:</b> What went well? What didn’t go so well?</p> <p>▶ <b>SAY:</b> Now let’s talk about how things went with the other things you tried at home.</p> <p>💬 <b>DISCUSS:</b> What went well? What didn’t go so well?</p>

Notes to Coach	Objectives (2 minutes)
	<p>▶ <b>SAY:</b> Tracking your food each day can help you prevent or delay type 2 diabetes. Today, we will talk about:</p> <ul style="list-style-type: none"> <li>■ The purpose of tracking</li> <li>■ How to track your food</li> <li>■ How to make sense of food labels</li> </ul> <p>You'll also get a chance to practice tracking your food. Finally, you will make a new action plan.</p>
	<p><b>Purpose of Tracking (10 minutes)</b></p>
	<p>▶ <b>SAY:</b> We'll start by talking about the purpose of tracking. Let's look at an example. Please turn to "Sally's Story" on pages 3 and 4 of this module's handouts.</p> <p>↗ <b>DO:</b> Read (or have a volunteer read) the first paragraph of the story. Then discuss the differences between What Sally Thinks She Had and What Sally <u>Really</u> Had.</p> <p>▶ <b>ASK:</b> How many calories does Sally <u>think</u> she had that day?</p> <p><b>ANSWER:</b> 1,325 calories</p>

Notes to Coach	Purpose of Tracking
<div data-bbox="159 831 241 919" data-label="Image"> </div> <p data-bbox="131 963 441 1003">2,295 – 1,325 = 970</p>	<p data-bbox="574 506 963 543">▶ <b>ASK:</b> What are calories?</p> <p data-bbox="605 581 1398 659"><b>ANSWER:</b> A measure of energy. We get them from the things we eat and drink.</p> <p data-bbox="574 697 1406 735">▶ <b>ASK:</b> How many calories did Sally <u>really</u> have that day?</p> <p data-bbox="605 772 972 810"><b>ANSWER:</b> 2,295 calories</p> <p data-bbox="574 848 1373 926">▶ <b>ASK:</b> What is the difference between the calories she <u>thinks</u> she had and the calories she <u>really</u> had?</p> <p data-bbox="605 963 943 1001"><b>ANSWER:</b> 970 calories</p> <p data-bbox="574 1039 1411 1077">▶ <b>ASK:</b> So why do you think Sally hasn't lost any weight?</p> <p data-bbox="605 1115 1411 1232"><b>ANSWER:</b> Sally didn't track exactly what, when, or how much she ate and drank. As a result, she had more calories than she thought she did.</p> <p data-bbox="574 1270 1328 1348">▶ <b>ASK:</b> So what's the purpose of tracking your food each day?</p> <p data-bbox="605 1386 1357 1463"><b>ANSWER:</b> It helps you work toward your six-month weight goal.</p> <p data-bbox="574 1501 1429 1579">▶ <b>SAY:</b> And, of course, losing weight helps you lower your risk of type 2 diabetes.</p>

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

Notes to Coach	How to Track Your Food
<p>To weigh the cereal, participants should follow these steps:</p> <ol style="list-style-type: none"> <li>1. Place the bowl on the scale.</li> <li>2. Press “tare” to delete the weight of the bowl.</li> <li>3. Pour the cereal into the bowl.</li> </ol> <p>.....</p>	<p> <b>DO:</b> Help as needed. Talk through what to do. Make sure the measurement is exact.</p> <p>Repeat these steps with:</p> <ul style="list-style-type: none"> <li>■ ½ cup cereal</li> <li>■ 8 ounces juice</li> <li>■ 27 grams cereal</li> </ul> <p>.....</p> <p>▶ <b>SAY:</b> You did a great job measuring! Using these tools is the most precise way to measure. But you may not always have time to use them. So it’s good to learn how to eyeball serving size too.</p> <p> <b>DO:</b> Refer participants to the handouts “Everyday Objects and Serving Size” (page 6) and “Hands and Serving Size” (page 7). Or look at them together. If you’d like, bring in the objects listed in the handout. Help participants practice using their hands to measure one serving.</p>

Notes to Coach	How to Track Your Food
<p>Ways to <u>record</u> your eating include:</p> <ul style="list-style-type: none"> <li>■ Spiral notebook</li> <li>■ Spreadsheet</li> <li>■ Smart phone apps</li> <li>■ Computer apps</li> <li>■ Voice recording</li> <li>■ Photo of your food</li> </ul>	<p>▶ <b>SAY:</b> Once you know <u>how much</u> you eat, you can record it. Please look at your Food Log again.</p> <p>↗ <b>DO:</b> Explain how to write <u>how much</u> (amount) you eat in the log. They can record this amount in volume, weight, or piece (such as one medium apple).</p> <p>💬 <b>DISCUSS:</b> Besides your log, what are some other ways to <u>record</u> your eating?</p> <p>▶ <b>SAY:</b> Ultimately, though, you'll want to write these details in your Food Log.</p>

Notes to Coach	Make Sense of Food Labels (10 minutes)
<p>Percent Daily Values tell how much of your daily nutrient needs one serving provides. They are based on a diet of 2,000 calories a day. If you have more or less than 2,000 calories a day, your Percent Daily Values will be different.</p> <p>Ways to <u>find out</u> nutrition facts include:</p> <ul style="list-style-type: none"> <li>■ Computer apps</li> <li>■ Smart phone apps</li> <li>■ Websites</li> </ul> <p>.....</p> <p>This activity is optional.</p> <p>.....</p>	<p>▶ <b>SAY:</b> Now that you know how to measure one serving of an item, you can find out all sorts of useful facts about it. Please look at “Make Sense of Food Labels” on pages 8 to 10.</p> <p>↗ <b>DO:</b> Review the handout briefly. Pay special attention to the section on serving size.</p> <p>▶ <b>SAY:</b> So you can see why food labels are so useful.</p> <p>💬 <b>DISCUSS:</b> Besides reading labels, how could you <u>find out</u> nutrition facts about your food?</p> <p>.....</p> <p>✳️ <b>ACTIVITY:</b> Reading Food Labels</p> <p>▶ <b>SAY:</b> Let’s get some more practice reading food labels.</p> <p>↗ <b>DO:</b> Break participants into small groups. Have them practice reading the Nutrition Facts labels you brought in. Help as needed.</p> <p>.....</p>

Notes to Coach	Plan for Success (5 minutes)
	<p>▶ <b>SAY:</b> Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.</p> <p>Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make?</p> <p>Also keep in mind what we discussed today about tracking your food.</p> <p>As you make your plan, remember to keep it:</p> <ul style="list-style-type: none"><li>■ Realistic</li><li>■ Doable</li><li>■ Specific</li><li>■ Flexible</li></ul> <p>Remember to focus on behaviors. And try to have fun!</p> <p>↗ <b>DO:</b> Give participants a few minutes to make their action plan.</p>

Notes to Coach	Summary and Closing (10 minutes)
<div data-bbox="152 596 233 684" data-label="Image"> </div> <p data-bbox="133 722 466 762">Things to Try at Home:</p> <ul data-bbox="133 787 431 989" style="list-style-type: none"> <li>■ Food Log</li> <li>■ How to Cope With Challenges</li> <li>■ Action Plan</li> </ul> <p data-bbox="133 1236 363 1314">This discussion is optional.</p>	<p data-bbox="574 506 1406 663">▶ <b>SAY:</b> Please look at your Food Log again. I'd like you to start tracking <u>what</u> and <u>when</u> you eat. Once you get used to that, you can also track <u>how much</u> you eat. We'll work on tracking <u>calories</u> at a later session.</p> <p data-bbox="574 688 1406 888">You don't need to show me your Food Log. But I strongly recommend that you track <u>every</u> day. This will help you reach your weight goal and <u>lower</u> your risk of type 2 diabetes. For a reminder on ways to track, see "How to Track Your Food" on page 5.</p> <p data-bbox="574 919 1109 961">↗ <b>DO:</b> Answer questions as needed.</p> <p data-bbox="574 999 1430 1199">▶ <b>SAY:</b> It can be challenging to track your food. Please look at "How to Cope With Challenges" on page 11. It shows some common challenges and ways to cope with them. Write your own ideas in the column that says "Other Ways to Cope." Check off each idea you try.</p> <p data-bbox="574 1230 1362 1314">💬 <b>DISCUSS:</b> What might you find challenging about tracking your food?</p>

Notes to Coach	Summary and Closing
	<p>► <b>SAY:</b> We have come to the end of our meeting. Today we discussed how tracking your food each day can help you prevent or delay type 2 diabetes.</p> <p>We talked about:</p> <ul style="list-style-type: none"><li>■ The purpose of tracking</li><li>■ How to track your food</li><li>■ How to make sense of food labels</li></ul> <p>You also got a chance to practice tracking your food.</p> <p> <b>DISCUSS:</b> Do you have questions about anything we talked about today?</p> <p>► <b>SAY:</b> Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about ___.</p> <p>Thank you for coming to this session. Remember to bring your Participant Notebook to the next session.</p> <p><b>Meeting adjourned.</b></p>