

# The Road to Health Toolkit

## Group Leader Guide

How to Prevent or Delay Type 2 Diabetes in Your Community:  
A Resource for Community Health Workers



**Centers for Disease  
Control and Prevention**  
National Center for Chronic  
Disease Prevention and  
Health Promotion

## Suggested Citation

Centers for Disease Control and Prevention. *Road to Health Group Leader Guide*.  
Atlanta: U.S. Department of Health and Human Services,  
Centers for Disease Control and Prevention; 2022

All materials produced by the federal government are in the public domain and are copyright free.  
This means you can download materials, photocopy them, and use them  
without any special permission.

# Table of Contents

- Instructions for Community Health Workers .....1
  - Type 2 Diabetes Can be Prevented or Delayed .....1
  - Role of the CHW .....1
- About this Guide.....2
- How to Use this Guide.....4
- Lesson 1 Type 2 Diabetes is Preventable, and Losing Some Weight Can Help .....6
  - Topic 1: Preventing Type 2 Diabetes — Meeting Angela and Ray .....7
  - Topic 2: Diabetes Affects Various Body Organs .....8
  - Topic 3: Type 2 Diabetes Risk Factors and How the Disease Can Be Prevented..... 10
- Lesson 2 Making Healthy Food Choices ..... 12
  - Topic 1: Reading Food Labels ..... 13
  - Topic 2: Limit Unhealthy Fats ..... 15
  - Topic 3: New Routines for Eating Well Away from Home..... 17
  - Topic 4: Using the “Traffic Light” Method to Label Foods ..... 19
  - Topic 5: Understanding Proper Portion Sizes..... 21
  - Topic 6: A Healthy Approach to Carbs..... 23
- Lesson 3 Increase Physical Activity ..... 27
  - Topic 1: Getting Active ..... 28
  - Topic 2: Track Your Activity ..... 30
  - Topic 3: Challenges and Excuses ..... 32
  - Topic 4: Finding Time for Physical Activity ..... 34
- Lesson 4 Rewards and Goal Setting..... 37
  - Topic 1: Rewards of a Healthier Lifestyle ..... 38
  - Topic 2: Summary of Key Points – Setting Goals..... 40

# Instructions for Community Health Workers

This Group Leader Guide is one of the tools in the *Road to Health Toolkit* used to support community health workers (CHWs)/*promotores de la salud* who serve Black or African American persons and Hispanic or Latino persons. You can use this guide to teach small groups or individual people.

## Type 2 Diabetes Can be Prevented or Delayed

As demonstrated in the National Diabetes Prevention Program (National DPP) lifestyle change program (LCP), type 2 diabetes can be prevented or delayed by making lasting lifestyle changes. Goals of the yearlong program focus on making moderate changes in both food choices and physical activity to achieve one or more of the following outcomes:

- Lose at least 5% of starting weight, or
- Lose at least 4% of starting weight and log an average of 150 minutes (for example, 30 minutes a day, 5 days a week) of physical activity each week, or
- Lower A1C by 0.2%.

The *Road to Health Toolkit* increases awareness of prediabetes among people who are at an increased risk for type 2 diabetes. It also teaches them simple strategies they can use to lower their risk. It's not a substitute for the yearlong LCP. However, it can help motivate people with prediabetes to take steps to improve their health and join a type 2 diabetes prevention program.

## Role of the CHW

As a CHW, you can help participants become more active, make healthy food choices, lose weight, and maintain a healthy weight. Although change is not easy, the supportive environment you create and the information you provide will make a difference in the lives of your participants and the people who care about them. You can do several things to help:

- Increase awareness at the community level about the importance of lifestyle changes needed to prevent or delay the onset of type 2 diabetes.
- Be an active listener.
- Become a better resource by learning more about the services available in the community, especially available National DPP LCPs.
- Encourage participants to make every effort to prevent or delay type 2 diabetes.
- Help them identify their challenges and ways to overcome them.
- Motivate them to come up with their own goals and solutions.
- Help them enroll in a National DPP LCP.

### What is the HbA1C Test?

The hemoglobin (Hb) A1C, or A1C, test is one of the commonly used tests to diagnose prediabetes and diabetes. It's a simple blood test that measures your average blood sugar levels over the past 3 months. A normal A1C level is below 5.7%, a level of 5.7% to 6.4% indicates prediabetes, and a level of 6.5% or more indicates diabetes. Within the 5.7% to 6.4% prediabetes range, the higher your A1C, the greater your risk is for developing type 2 diabetes.

# About this Guide

This guide uses storytelling as a way to teach the topics within *Road to Health*. The story follows Angela and Ray, a brother and sister with a family history of diabetes who have followed their road to health for preventing type 2 diabetes. This guide presents their story in the following lessons and topics:

## Lesson 1: Type 2 Diabetes is Preventable, and Losing Some Weight Can Help

The story of taking a road to health begins by describing a healthy future without type 2 diabetes. It also explains the disease and its risk factors and describes how it can be prevented or delayed.

- Topic 1: Preventing Type 2 Diabetes—Meeting Angela and Ray
- Topic 2: Diabetes Affects Various Body Organs
- Topic 3: Type 2 Diabetes Risk Factors and How the Disease Can Be Prevented

## Lesson 2: Making Healthy Food Choices

This lesson focuses on food and nutrition basics.

- Topic 1: Reading Food Labels
- Topic 2: Limit Unhealthy Fats
- Topic 3: New Routines for Eating Well Away From Home
- Topic 4: Using the “Traffic Light” Method to Label Foods
- Topic 5: Understanding Proper Portion Sizes
- Topic 6: A Healthy Approach to Carbs

## Lesson 3: Increase Physical Activity

Participants learn about incorporating physical activity into their life and the benefits it has for their overall health and in preventing or delaying type 2 diabetes.

- Topic 1: Getting Active
- Topic 2: Track Your Activity
- Topic 3: Challenges and Excuses
- Topic 4: Finding Time for Physical Activity

## Lesson 4: Rewards and Goal Setting

Participants learn about rewards of a healthier lifestyle and setting goals.

- Topic 1: Rewards of a Healthier Lifestyle—Setting Goals
- Topic 2: Summary of Key Points

**Throughout the lessons, three central messages are emphasized about preventing type 2 diabetes:**

- Making small changes in food choices to establish a healthier eating pattern
- Creating new routines that can become new healthy habits
- Increasing physical activity

These messages help participants understand that even small steps can have a big impact, and that small changes in their eating and physical activity build healthy habits that they can sustain.

## **Disclaimer**

Talk to your participants about the importance of starting slowly, with new ways to eat healthier and to include physical activity in their daily life. Encourage them to talk first with their doctor or other health care professional before starting anything new.

# How to Use this Guide

- It is important to cover ALL the lessons in this guide. Cover the information over several sessions to allow participants to think about what they have learned and to practice skills. Don't try to teach too much at one time. Participants are not likely to make lifelong changes in food choices and physical activity based on one session.

Schedule each session to last 15 minutes to 1 hour. You can either discuss all the topics in a lesson or limit how many topics to cover, depending on the available time. The time will also depend on your participants' needs and knowledge levels.

Each topic in this guide features three sections:

- **Background:** This section will increase your understanding of the topic. For some topics, it provides information to link the story of Angela and Ray to the content. You may opt to share this information with your participants in your discussions to give them more context about the topic.
- **Key Points:** This section summarizes the key content and messages.
- **Ask and Discuss:** Ask these questions to promote dialogue with your participants. These questions help your participants talk about what they know, how confident they feel about making changes, and their challenges and successes. These questions also encourage them to apply the concepts you are teaching and to set short-term goals. Feel free to add your own questions. These discussions can extend beyond the time assigned for a topic, so limit yourself to two or three questions. Then, reinforce the session content with the message at the bottom of the page in the Participant Guide.

You do not need to read every page word for word. You can read what Ray and Angela say, but then make the story fit your group or participant. You may give a little information or a lot on each page, but you do not need to cover it all in one session.

This guide is intended to be used together with the Participant Guide. When starting a topic, distribute the Participant Guide to each participant. You may also use the Participant Guide as a presentation tool. For example, display a page for a topic on an iPad, projector, or computer for all your participants to view. The Participant Guide contains a page for each topic in the lesson. Each page contains three focus areas: (1) how Angela and Ray are making changes related to the topic; (2) an illustration for the content presented; and (3) a health message that will be reinforced at the end of the session.

You can schedule additional sessions to build upon the lessons in this toolkit by using the activities suggested in the Activities Guide. You don't need to teach all the activities. You choose what works best for your participants.

## Helpful Tips for Teaching Road to Health

### Preparing to Teach

- Read everything in the Group Leader Guide and Participant Guide ahead of time so you won't have to search for information when you are leading a discussion.
- This toolkit has a User's Guide and other resources that will help you understand the concepts discussed. Please see the "Additional Information" section of the User's Guide for more help.

### During Teaching Sessions

- Start the first session by asking your participants if they have any family members or friends with diabetes, or if their doctor has told them that they have prediabetes. These questions will get people talking about the topic and give you a better idea of your group's health needs. Many people have had

experiences with diabetes, but they don't know how to talk about their experiences or they might be shy. Participants' examples will liven up your session.

- While presenting, regularly ask if anyone has questions. Use the Ask and Discuss section to engage participants.
- At the end of each session, use some of the activities suggested in the Activities Guide.
- In addition to the ideas in the Activities Guide, you can also show the Every Day Is a New Beginning music video or play the podcasts to promote dance as physical activity with your participants. These activities will reinforce the message that physical activity is important to prevent type 2 diabetes and that it can be fun too. See page 11 in the User's Guide for more ways to use these materials.
- You can distribute copies of the *Food Tracking Activity Log*, *Weekly Food Log*, and *Activity Log* to help your participants keep track of the food they eat and their minutes of activity each day. These logs are located in the appendix of the Activities Guide and on the [Road to Health Toolkit](#) website.
- Leave time to discuss the guiding questions in the Ask and Discuss sections. If you are short on time, cover one area well, including discussion, instead of rushing to cover everything. You can always set up additional times to meet.

If you need more guidance about how to conduct an effective education session, refer to the "Additional Information" section of the User's Guide. This section is intended to help you with some possible situations and provides suggestions for overcoming obstacles.

## After Teaching Sessions

Use the Evaluation Guide to collect feedback about your sessions. Keep your participants engaged between sessions by sending out text messages or group chats. Suggested messages are found within each lesson.

## Other Toolkit Components

Familiarize yourself with the User's Guide for more information on other toolkit components to enrich your educational sessions. Other components include:

- Participant Guide
- User's Guide
- Activities Guide
- Evaluation Guide
- Presentation slide deck you can edit and use to hold sessions online
- Posters for printing or interacting with participants online
- Videos and podcasts to help participants move:
  - Every Day Is a New Beginning — Features a music video showing African Americans having fun being physically active in everyday life.
  - Put on My Shoes — Encourages increased physical activity to the tune of original music.
  - Breathe In, Breathe Out — Promotes healthy lifestyle messages through original music.
- Tools and worksheets for participants:
  - Weekly Food Log
  - Food Tracking Activity Log
  - Activity Log
  - Barriers to Physical Activity

# Lesson 1

---

## **Type 2 Diabetes is Preventable, and Losing Some Weight Can Help**

## Topic 1: Preventing Type 2 Diabetes — Meeting Angela and Ray

**The Williams' Family Story**  
Meet sister and brother, Angela and Ray Williams

 <p><b>"I see our future...a future without type 2 diabetes."</b></p> <p>Angela, 28 Elementary School Teacher</p>	 <p><b>"With better choices, we can prevent or delay type 2 diabetes."</b></p> <p>Ray, 32 Realtor</p>
--	---

**Type 2 diabetes does not have to be your destiny.**

### Background

Angela and Ray Williams are sister and brother. They are from a family affected by type 2 diabetes. Their mother and brother have diabetes, as do other members of their extended family. Because of this family history, Angela and Ray are at risk for type 2 diabetes. Over the last 2 years, Angela and Ray have made small changes in the way they eat and to their physical activity level to help prevent type 2 diabetes from becoming their destiny. Telling a story about Angela and Ray can help participants learn the key points.

### Tip

Tell the story YOUR way. The Participant Guide shows Angela and Ray's key messages, but it is up to you to add the details to make the story real to your participants. Don't be afraid to add information about how diabetes has touched your life and your community.

### Key Points

- Introduce Angela and Ray Williams as a sister and brother. Describe their family history of diabetes.
- Tell participants that this is only part of the story and that they will learn more about Angela and Ray as they move through the Participant Guide.

### Ask and Discuss

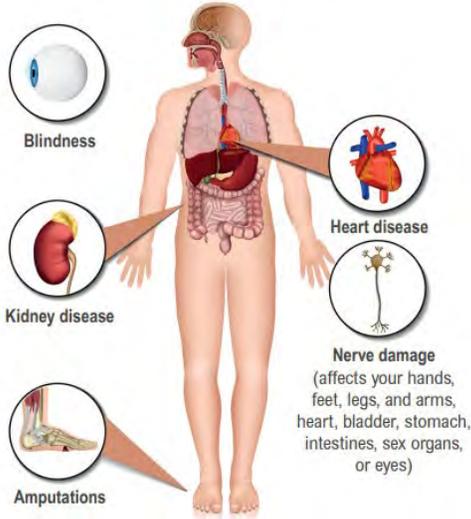
1. Does anyone in your family have diabetes?
2. How has type 2 diabetes affected you?
3. Do you think you are at risk? (Participants will learn more about the risks for type 2 diabetes later.)

## Topic 2: Diabetes Affects Various Body Organs



“So what is diabetes? It affects your whole body – sometimes you don’t even know you are sick.”

**Diabetes Complications**



Blindness

Kidney disease

Amputations

Heart disease

Nerve damage  
(affects your hands, feet, legs, and arms, heart, bladder, stomach, intestines, sex organs, or eyes)

**Type 2 diabetes affects our family, but it doesn't have to hurt my health.**

### Background

Diabetes means that your blood sugar, or glucose, is too high. Glucose comes from the food that you eat and is also made in your liver and muscles.

Your blood always has some glucose in it because your body needs glucose for energy. But too much glucose in the blood isn't good for your health. An organ called the pancreas controls the amount of glucose in your blood. The pancreas makes insulin, which helps glucose get from food into your cells. Cells take the glucose and make it into energy your body needs for life.

In a person with type 2 diabetes, either the pancreas does not make enough insulin, or the cells don't use insulin very well. So, glucose builds up in the blood and can't get into your cells. Your blood glucose gets too high and then damages your body.

### Key Points

- How does diabetes affect your health? Think about a glass of lemonade that sits out overnight. As the water evaporates, it leaves a coating of sugar on the inside of the glass. Imagine that coating building up on the insides of your blood vessels or coating your nerves. This is not literally what happens to blood vessels and nerves in people with diabetes, but it is an image that helps you understand the damage diabetes can cause. Diabetes can damage any part of your body if your blood sugar level is high most of the time.
- Diabetes is a serious disease. It increases your chance of blindness, heart disease, stroke, kidney failure, and amputations. But you can prevent or delay type 2 diabetes through lifestyle changes by doing the following:
  - Lose at least 5% of your starting weight, lose at least 4% of your starting weight and log an average of 150 minutes of activity each week, or lower your HbA1C by 0.2%.

- Lose weight and maintain a healthy weight by making small changes in food choices to establish a healthier eating pattern.
- Get at least 150 minutes of moderate-intensity physical activity a week. That's only 30 minutes 5 days a week. Moderate activities may include brisk walking, yard work, actively playing with children, biking, dancing, or playing soccer.
- Taking small steps is a manageable way to make great strides toward achieving your goals. For example, walking for 15 minutes on your lunch break twice this week might be a good place to start. Maybe next week you walk for 15 minutes three times a week during your lunch break, plus do 10 arm curls with exercise bands, weights, or cans of food. Don't get too stuck on the idea that these small steps aren't enough. Each time you achieve a small goal, you're making positive changes toward reaching your bigger long-term goals. Small changes in our routines are manageable. When you've stayed with a change long enough and feel you can do a bit more, take another step forward.

### **Ask and Discuss**

1. If your family talks about diabetes, what do they talk about most?
2. Do people you know consider diabetes a serious disease? For example, do they know diabetes can be life-threatening?
3. How is diabetes managed in your family?
4. Did you know that type 2 diabetes can be prevented or delayed?
5. What do you think of when you hear that small changes can prevent and delay type 2 diabetes?

## Topic 3: Type 2 Diabetes Risk Factors and How the Disease Can Be Prevented

### Risk Factors of Diabetes

Age 45 or older.

Physically active less than 3 times a week.

Overweight or obese.

Have a parent or sibling with type 2 diabetes.

Had diabetes while you were pregnant (gestational diabetes).

A person who is African American, Hispanic/Latino, Native American, Alaska Native (some Pacific Islander and Asian American persons are also at higher risk).

“Diabetes runs in our family, but I don’t claim it. I’m making small changes to what I eat and do. I’m losing a few pounds and I’m in control.”

**Even those of us at high risk can prevent or delay type 2 diabetes.**

### Background

People with certain conditions in their or their family’s health history are more likely to develop type 2 diabetes. These are called risk factors. Having one or more of the following risk factors means you are more likely to get type 2 diabetes:

- Are overweight or have obesity.
- Are physically active less than 3 times a week.
- Are a person who is African American, Hispanic/Latino, Native American, Alaska Native (some Pacific Islander and Asian American persons are also at higher risk).
- Have a parent or sibling with type 2 diabetes.
- Are age 45 or older.
- Had diabetes while you were pregnant (gestational diabetes).

Diabetes can develop at ANY AGE.

### Key Points

- Discuss the risk factors for diabetes and why it is important for people to know they may be at risk. (Because they can take steps to prevent it.)
- Let your participants know that even if they are at high risk, they can do something about it.
- Tell your participants that:
  - Consistently making healthy eating choices and remaining active can help change the course that would lead to type 2 diabetes and related health complications.
  - The key is small steps, taken one at a time. Small changes add up to big results.

- Risk factors are not a 100% guarantee that you will get diabetes. You can make your own road to health.

## Ask and Discuss

1. What are your risk factors?
2. What do you think of when you hear that you may be at higher risk for type 2 diabetes? How do you feel about it?

## End of Lesson Knowledge Check

You can use the following CDC Path 2 Prevention resource to assess whether participants understand risks for type 2 diabetes and how it can be prevented:

**Myth vs. Fact Game:** <https://diabetespath2prevention.cdc.gov/learnmore>

Display this game on the screen and ask participants to raise their hands to show whether they think each item is a myth or fact. How well do your participants know the information that you discussed during your session (e.g., type 2 diabetes is preventable, losing weight and increasing physical activity will reduce their risk, etc.)? NOTE: You may not have taught all the information in this game.

## Share Messages before the Next Session

Taking a break between lessons? Keep your participants interested and engaged by sharing messages by text, group chat or social media. Use the sample messages below or create your own.

Topic 1: Preventing type 2 diabetes

Topic 2: Diabetes affects various body organs

Does anyone in your family have diabetes or do you think you are at risk for developing it? When you know your level of risk, you can take steps to improve or maintain your health. Take a prediabetes risk test or talk to a health care provider about your risk for type 2 diabetes.

Did you know that by walking 15 minutes a day, you can increase your activity by 105 minutes a week? There is no step too small when making lifestyle changes to prevent or delay type 2 diabetes.

Topic 3: Type 2 diabetes risk factors and how the disease can be prevented

Risk factors are not a 100% guarantee that you will get diabetes. You can make your own road to health. Just like when you go on a trip, you can make plans to eat healthier, be more active, and manage your stress better. What small steps can you take this week?

# Lesson 2

---

## Making Healthy Food Choices

## Topic 1: Reading Food Labels

Sample Label for Frozen Lasagna

Nutrition Facts	
4 servings per container	
Serving size 1 cup (227g)	
Amount per serving	
<b>Calories</b>	<b>280</b>
% Daily Value*	
<b>Total Fat</b> 9g	12%
Saturated Fat 4.5g	23%
Trans Fat 0g	
<b>Cholesterol</b> 35mg	12%
<b>Sodium</b> 850mg	37%
<b>Total Carbohydrate</b> 34g	12%
Dietary Fiber 4g	14%
Total Sugars 6g	
Includes 0g Added Sugars	0%
<b>Protein</b> 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6mg	8%
Potassium 510mg	10%

1. Serving Information →

2. Calories →

3. Nutrients →

4. Quick Guide to percent Daily Value (%DV)  
• 5% or less is **low**  
• 20% or more is **high**



“We have to eat healthier and make better choices. First, I learned to read food labels.”

Source: [www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#see3](http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#see3)

Small steps in eating and moving can lead to big rewards.

### Background

Two ways to prevent or delay type 2 diabetes are to eat healthier and to be physically active. You'll discuss these topics in the upcoming lessons. Start by teaching participants to read and understand food labels.

Ray took the first step to learn what he eats and how to make better choices. Use the sample food label for frozen lasagna below to make a connection between serving size, the general quality of the food, and the balance of nutrients the food contains. You can also refer participants to the FDA nutrition label infographic for more explanation on using food labels: [www.fda.gov/media/89314/download](http://www.fda.gov/media/89314/download). In addition, refer to FDA's [The New Nutrition Facts Label](#) and CDC's [Food Labels](#) for more information on food labels.

### Key Points

1. **Serving size.** That's the size of one serving. All the other facts on the label are based on this amount. Also look at the number of servings in the package. If a package contains 4 servings and you eat the whole package, you'll need to multiply all the other facts on the label by 4.
2. **Calories.** Knowing the number of calories can help you reach or stay at a healthy weight. Calories are the amount of energy you get from a serving of this food.
3. **Nutrients.** Eating too much fat, especially saturated fat or trans fat, cholesterol, added sugars, or sodium (salt) can raise your risk of certain health problems. These include heart disease, some cancers, and high blood pressure. Try to get less than 30% of your daily calories from fat.
4. **% Daily Value.** Most Americans don't get enough fiber, vitamin A, vitamin C, calcium, or iron. Consuming enough of these nutrients can improve your health and lower your risk of certain health problems.

To learn more about healthy and unhealthy fats, please see Lesson 2, Topic 2 — Limit Unhealthy Fats on page 15.

## Sample Label for Frozen Lasagna

**1. Serving Information** → 4 servings per container  
**Serving size 1 cup (227g)**

**2. Calories** → **Amount per serving**  
**Calories 280**

**3. Nutrients** →

	% Daily Value*
<b>Total Fat</b> 9g	<b>12%</b>
Saturated Fat 4.5g	<b>23%</b>
Trans Fat 0g	
<b>Cholesterol</b> 35mg	<b>12%</b>
<b>Sodium</b> 850mg	<b>37%</b>
<b>Total Carbohydrate</b> 34g	<b>12%</b>
Dietary Fiber 4g	<b>14%</b>
Total Sugars 6g	
Includes 0g Added Sugars	<b>0%</b>
<b>Protein</b> 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6mg	8%
Potassium 510mg	10%

**4. Quick Guide to percent Daily Value (%DV)**

- 5% or less is **low**
- 20% or more is **high**

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: [www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#see3](http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#see3)

### Tip

Bring food labels for foods that are high and low in fat, calories, and sugar. Teach participants to compare food labels.

### Ask and Discuss

1. Why are food labels useful?
2. Do you read food labels? What do you look for?
3. Besides reading labels, how could you find out nutrition facts about your food?

## Topic 2: Limit Unhealthy Fats

Topic 2: Limit Unhealthy Fats		Cook With Healthy Fats	
 <p>"I found a lot of unhealthy fats in my foods. I've made changes to eat healthier fats."</p>	Ways to avoid unhealthy fats and limit healthy fats when you cook		
	Instead of...	Cook the healthy way!	
	 <p>Eating animal fat and skin</p>	 <ul style="list-style-type: none"><li><input type="checkbox"/> Take the skin off chicken before you cook it.</li><li><input type="checkbox"/> Trim the fat off meat before you cook it.</li></ul>	
	 <p>Frying or deep-frying in butter or lard</p>	 <ul style="list-style-type: none"><li><input type="checkbox"/> Grill, roast, sauté, poach, or stir-fry in a small amount of vegetable oil such as olive or canola oil.</li><li><input type="checkbox"/> Use olive or canola oil.</li><li><input type="checkbox"/> Simmer in water or stock.</li><li><input type="checkbox"/> Steam or microwave.</li></ul>	

### Background

Angela talks about replacing unhealthy fats with healthier ones. We all need some fat in the foods we eat. Healthy fats give us energy and help us grow, absorb vitamins, and stay healthy. They help us to feel full sooner and longer, so we don't eat too much. The fats to limit are called saturated fats—they are unhealthy fats. Saturated fats are found in foods such as butter, beef fat, higher-fat meats, cakes, cookies, pizza, casseroles, burgers, and traditional ground beef tacos.

Eating too much unhealthy fat can raise your blood cholesterol levels and increase your risk of heart disease.

### Key Points

- Foods with unhealthy fats to avoid or limit:
  - Chicken or Turkey Skin
  - Sauces Made with Butter or Cream
  - Palm Oil, Palm Kernel Oil
  - Fatback, Salt Pork
  - High-Fat Dairy Products Like Whole or 2% Milk, Cream, Ice Cream, Full-Fat Cheese
  - High-Fat Meats Like Ground Beef, Bologna, Hot Dogs, Sausage, Bacon, Spareribs
  - Lard
- Explain that foods with unhealthy fats are widely available, tempting to many of us, and are present in some traditional family or cultural dishes.

- Foods high in healthy fats include:
  - Avocado
  - Canola Oil
  - Nuts Like Almonds, Cashews, Pecans, Walnuts, and Peanuts
  - Albacore Tuna, Herring, Rainbow Trout, Salmon, Sardines
  - Peanut Butter and Peanut Oil
  - Olive Oil
  - Corn Oil
  - Soft (tub) Margarine
  - Safflower Oil
  - Sunflower Oil
  - Soybean Oil
  - Sesame Seeds
  - Oil-based Salad Dressings
  - Pumpkin and Sunflower Seeds
  - Flaxseed and Flaxseed Oil
- You can avoid eating too much unhealthy fat by removing the skin from chicken and turkey, choosing meats with less fat, such as cuts with “loin” in the name, cooking with oils like olive oil instead of lard or butter, and using low-fat or fat-free dairy products.
- When a recipe calls for an ingredient that is high in unhealthy fat, see if you can replace it with vegetables or whole grains, or a lower-fat dairy product, a leaner type of meat, or a healthy fat.

### **Ask and Discuss**

1. What kinds of food do you eat that contain unhealthy fats?
2. What are some healthy fats that you can eat in place of unhealthy fats?
3. What are some ways you can avoid or limit unhealthy fat in what you eat?

## Topic 3: New Routines for Eating Well Away from Home

**Dining Out—Small Steps, Big Changes**



**Large Fast-Food Meal**

	Calories	Fat
Double Cheeseburger	520 cal	26 g
Large Fries	490 cal	20 g
Large Cola	290 cal	0 g
<b>Total</b>	<b>1,300 cal</b>	<b>46 g</b>



**Regular Fast-Food Meal**

	Calories	Fat
Cheeseburger	300 cal	13 g
Small Fries	220 cal	10 g
Medium Cola	210 cal	0 g
<b>Total</b>	<b>730 cal</b>	<b>23 g</b>



**“Value meals may have been a bargain to my wallet, but they weren’t a bargain for my health.”**

**The real cost of “value meals” is high calories, fat, and salt.**

### Background

Ray talks about “value meals.” After he found out more about the nutrition in them, he understood why they aren’t a good “value” for his body. As a result, Ray decided to make some small changes so he could still enjoy eating at his favorite fast-food restaurant. For example, Ray cuts down how many times a week he eats fast food, orders a smaller value meal to cut down on his portion size, and makes healthy swaps to his value meal.

You can get nutrition information by asking for it at the counter of the fast-food restaurant or on the restaurant’s website.

### Key Points

- If participants eat fast food, ask them how they can make fast-food meals healthier. For example:
  - Swap out fries for a side salad with low-fat Italian dressing or olive oil.
  - Swap out a regular soda for calorie-free drinks such as water, tea, seltzer, or diet soda.
  - “Downsize,” not “super-size,” foods.
  - Share fries with a friend or get the children’s hamburger with no cheese.
  - Choose low-fat choices, such as grilled chicken or salad.
- Discuss other new routines for making healthy choices anywhere you eat out.
  - Review the whole menu in advance to avoid surprises.
  - Compare calories of menu items to help guide your decisions.
  - Have a lighter or small main meal when you plan to order dessert.
  - Plan for more physical activity before and/or after a special dinner out.
  - Look for words on the menu that may help you make a better choice, like baked, steamed, or healthy/lighter choice.
  - Say, “I’d like this side item as my main course,” “My friend and I will share this item, and we’d like an extra plate,” or “Bring me a to-go box when you bring my meal, please.”
  - Think about portion sizes by looking around at the meals other people have ordered.

## Ask and Discuss

1. What is one swap you can make the next time you order a meal?
2. Does it surprise you how many calories are saved by downsizing a fast-food meal? (Refer to the visual in the Participant Guide.)
3. How many calories do you eat each day? How do you know?
4. What are better choices at a fast-food place? (For example, grilled chicken sandwich or salad with a low-calorie or small amount of dressing.)

## Topic 4: Using the “Traffic Light” Method to Label Foods



### Background

There are many ways to divide food into categories for health. Angela used this “traffic light” method to help her make healthy food choices:

- Red means stop and limit. This category consists of processed foods. A processed food is one that’s been altered from its original form and often stripped of its nutrients (that is, its vitamins, minerals, and fiber). These foods, such as hotdogs, soda, pie, and fried foods, are the highest in sugar, fat, and salt. Limit these foods and eat them only once in a while and in small portions. These foods are lowest in healthy nutrients.
- Yellow means go slowly. Foods in this category contain nutrients but can still be high in sugar, fat, and salt. Eat these foods in moderation and be careful about portion size. Foods in this category may include applesauce, canned beef, 1-minute oats, cheese-flavored crackers, or canned fruit in syrup.
- Green means go ahead. This category consists of unprocessed or minimally processed foods. Foods that have undergone minimal processing are the best-quality food since they contain the most nutrients, including fiber, vitamins, and minerals. These foods include vegetables, fruits, and whole grains, and leaner cuts of meat and chicken. Eat more of these foods.

For more information on the core elements that make up a healthy dietary pattern and limiting foods and beverages higher in added sugars, saturated fat, and sodium, refer to the [2020-2025 Dietary Guidelines for Americans](#).

### Key Points

- If you are in a participant’s home, bring color stickers to label foods and teach why each food
- is “red,” “yellow,” or “green.” Processed foods get the red light. Foods that are less processed, but still contain high amounts of sugar, fat and salt, get the yellow light. For example, a can of pears in syrup,

though a fruit, would get a yellow sticker because it's high in sugar. Fresh fruit and fresh, canned (in water), and frozen vegetables get the green light.

- If you are in a community setting (e.g., family reunion, church, school, health fair), bring samples of commonly eaten foods and have participants label them using the “traffic light” method.
- Emphasize that highly processed foods should be limited and eaten in small amounts and on special occasions. Small swaps from red to yellow and green foods can make a big difference.
- Tell participants, ideally, to base meals and snacks around whole, or unprocessed, foods. However, we know this is probably not realistic for most of us. We buy processed foods because they can save time and are convenient. So, set realistic goals, and focus on some small steps you can make in the bigger picture.
- Talk about how participants can easily add more foods from the “green” group.

### **Ask and Discuss**

1. Think of what you ate today. Try to classify the food using the “traffic light” method. Classify what you ate last night.
2. What are some small changes you can make to adjust the amount of processed foods that you eat?
3. How can you satisfy a sweet tooth without eating too much sugar?

## Topic 5: Understanding Proper Portion Sizes

The infographic is divided into two main sections. On the left, there are two portrait photos. The top photo shows a woman with a quote: "We're learning to measure how much food is on our plates." The bottom photo shows a man with a quote: "To learn the right size of portions, we use the Plate Method." On the right, there is a circular diagram representing the Plate Method. The circle is divided into three colored sections: a green section for "Nonstarchy Vegetables" (with a broccoli icon), an orange section for "Carbohydrate Foods" (with icons of a potato and a pear), and a red section for "Protein Foods" (with a fish icon). To the right of the circle is a blue circle containing a glass of water icon and the text "Water or 0-Calorie Drink". At the bottom right of the infographic, it says "\*Plate Method by the American Diabetes Association". At the bottom of the entire infographic, a green banner contains the text "Learning portion sizes is easy."

"We're learning to measure how much food is on our plates."

"To learn the right size of portions, we use the Plate Method."

Nonstarchy Vegetables

Carbohydrate Foods

Protein Foods

Water or 0-Calorie Drink

\*Plate Method by the American Diabetes Association

Learning portion sizes is easy.

### Background

Ray and Angela found new ways to look at their food and think about what they eat. They also learned that they might not have to give up foods they eat every day if they control their portion sizes. Proper portion size is a key to losing weight. A portion is not the same as a serving. A serving is a recommended amount of food. It can be found on a food label, along with the calories, fat, and sugar for that serving. A portion is the amount of food you choose to eat and can, of course, be larger or smaller than a serving.

The Diabetes Plate Method is a visual way to create a healthy meal. Using this method, you can serve up meals with a healthy balance of vegetables, protein, and carbohydrates—without any counting, calculating, weighing, or measuring. The [2020-2025 Dietary Guidelines for Americans](#) recommends making half of your grains whole grains. Whole grains include all whole-grain products and whole grains used as ingredients such as brown rice, quinoa, millet, oats, and whole-grain cereals and crackers. Refined grains include all refined-grain products and refined grains used as ingredients such as white breads, wheat, pasta, white rice, and refined-grain cereals and crackers. Many whole grains are good sources of dietary fiber. Most refined grains contain little to no fiber. Fiber can help you feel full, so you'll be satisfied with fewer calories.

### Key Points

The following are some suggestions for controlling portion sizes. You can also ask participants to come up with their own tips.

- Use the Diabetes Plate Method as a guide to create well-portioned meals with a healthy balance of vegetables, protein, and carbohydrates. Aim to make half of your plate non-starchy veggies (such as broccoli, lettuce, and peppers). Non-starchy veggies typically have fewer carbohydrates and calories than starchy veggies (such as corn, potatoes, sweet potatoes, and peas). Keep your grains and starchy

foods (such as potatoes and oatmeal) in one quarter of the plate. Protein foods (such as chicken, lean meat, and fish) can go in the other quarter. The plate method can be a good guide toward healthier eating. It's not necessarily something we can achieve all the time. Use it as a model.

- Think about how other foods fit into your day:
  - A small amount of dairy (1 cup of skim milk). Dairy provides protein and calcium, as well as carbohydrates.
  - A small amount of fruit (1 apple, half a banana, or half cup of berries). Remember, fruit provides carbohydrates.
  - A drink that has low or no calories (water, sparkling water, or coffee without sugar).
- Look at serving sizes on labels and start trying to bring your portion size closer to the serving size.
- Split meals with friends at a restaurant or box up half the food right away to take home.
- Food tracking increases awareness of portion sizing, especially when you measure food.

### Tip

A food tracker can help your participants see what and how much food they are eating. Participants can use the *Weekly Food Log* or the *Food Tracking Activity Log* to record their food and drink intake.

### Ask and Discuss

1. Show me what your portions look like on a typical plate of food for dinner. How does that compare to what we've talked about today?
2. How can you make healthier choices and still feel satisfied?
3. What else can you do to control the portion sizes you eat?

## Topic 6: A Healthy Approach to Carbs

 <p><b>"I choose healthier carbohydrates (starches), and make sure to balance them out with protein, fruits, and vegetables."</b></p>	Healthy carbs	
	Breakfast	
	 <p>Bowl of whole-grain oatmeal with blueberries and almonds</p>	 <p>Whole-grain toast with peanut butter, bananas, and fresh strawberries</p>
	Lunch	
 <p>Whole-grain pasta with broccoli</p>	 <p>Whole-grain tortillas with pumpkin, garlic, and black beans</p>	

### Background

Angela learned that she doesn't have to give up carbs. She learned to make small changes toward taking a healthy approach to carbs by choosing less processed carb foods and balancing out carbs with protein, fruits, and vegetables.

Our bodies break down or convert most carbs into glucose. Glucose is a type of sugar in your blood that is the main energy source for the body. The carbs we eat, including other sugars, like fructose (fruit sugar), sucrose (cane sugar), and lactose (milk sugar), are broken down into glucose to fuel your body. When you eat more carbs, your body makes more glucose, which increases your blood sugar. A hormone in your body called insulin helps sugar leave your blood and enter your cells. This sugar gives cells energy. In people with type 2 diabetes, the body doesn't use insulin well. So, sugar builds up in their blood instead of going into their cells. That means the cells don't get enough energy. And high blood sugar can cause many health problems over time. The types of carbs you consume impact your blood sugar. More processed carbohydrate foods convert to sugar more quickly in the body.

### Key Points

- Carbs provide your body with energy.
- All carbs are NOT created equal. The difference is the fiber and nutrient content.
- When you do have carbs, choose foods that are:
  - Low in calories, fat, and sugar
  - A good source of fiber
  - Rich in vitamins and minerals
  - Less processed or not processed at all. Remember, processed foods are often stripped of their nutrients (that is, their vitamins, minerals, and fiber).

- Carbs come from a variety of foods. There are three main types of carbs: starches, sugars, and fiber.
- Starches include three types of food: starchy veggies; beans, peas, and lentils; and grain foods.
  - Starchy veggies include corn, potatoes, green peas, winter squash, parsnips, yams, and plantains.
  - Beans, peas, and lentils include black, pinto, and kidney beans; red, brown, and black lentils; black-eyed peas, split peas, and garbanzo beans.
  - Grain foods consist of whole grains and refined grains. Choose whole grains. Whole grains contain fiber, vitamins, and minerals. Refined grains contain just starch and are stripped of valuable nutrients in the refining process.
  - Some foods containing sugars also contain other nutrients, in the case of fruit, milk, and yogurt. Other sugars, such as table sugar, maple syrup, and honey, contain few nutrients and add flavor, but also have additional calories. It is important to limit foods high in added sugars. Added sugar is sugar added during food preparation. Cake, candy, cookies, sugar-sweetened beverages, such as soda, flavored coffees, and smoothies, and ice cream all have added sugar.
  - Fiber can lower your blood sugar and cholesterol. It passes through your body without being digested. So, it fills you up without adding calories. Try to get 25 to 30 grams of fiber each day. Check the nutrition facts label to see how much fiber an item contains. High-fiber foods include
    - beans, peas, and lentils.
    - veggies and fruits (especially ones that have skin or seeds that you eat).
    - nuts (such as walnuts and almonds).
    - whole-grain foods.
- Focus on a balance between carbohydrates, proteins, and fats in the foods you choose.
- Remember, you can make healthier carb choices in small steps. Start small with one change. In time, this change will become a habit, and then you can make additional changes from there.

## Tip

To help participants understand processed versus less processed carbohydrates, bring in an apple and some jellybeans or show an image of each. Explain that an apple contains carbs, but it also contains vitamins, minerals, and fiber. Jellybeans are another source of carbs, but contain no vitamins, minerals, or fiber. They contain a lot of added sugar. Foods in this category, like jellybeans, are often termed “empty calories” because they contain high sugar and high calories without additional nutritional value such as vitamins, minerals, and fiber.

## Ask and Discuss

1. What types of carbs are you eating? Is it a healthy balance?
2. What is one small healthy change related to carbs that you can make?
3. What are some ways you can choose carbs wisely and make some healthy swaps?

## End of Lesson Knowledge Check

Ask your participants the questions below to see if they have retained the information you shared during this lesson. See the Evaluation Guide for ways to check in with your participants.

1. When reading food labels, what is the lowest percent daily value of sugar that would be considered high?
  - a) **20 percent**
  - b) 10 percent
  - c) 15 percent
  - d) 25 percent
2. A way you can limit unhealthy fats in cooking is to:
  - a) Trim the fat off meat before you cook it.
  - b) Sauté or stir-fry vegetables in a small amount of vegetable oil.
  - c) Bake with nonfat plain yogurt instead of butter or lard.
  - d) **All of the above.**
3. One way to help manage portion sizes and make sure you get plenty of vitamins, minerals, and fiber is to fill half of your plate with non-starchy vegetables like:
  - a) Corn
  - b) **Greens**
  - c) Potatoes
  - d) Peas
4. Which is an example of a healthier choice you can make when eating out?
  - a) Choose a lighter or smaller main meal if you are going to order dessert.
  - b) Swap out soda for calorie-free drinks like water, flavored water, or seltzer.
  - c) Review the menu in advance so you can plan ahead.
  - d) **All of the above.**

You also can use the following Road to Health activities to help assess if participants understand how to make healthy food choices.

- **Activity 2: A Healthy Plate I Enjoy Eating** (page 4): Were participants able to accurately portion veggies, grains and starchy foods, and proteins on their plates? Did they select healthy foods (e.g., lower in fat, calories, added sugar; less processed foods; fruits and veggies; whole grains; etc.)?
- **Activity 4: Shop for Healthy Food** (page 6): Were participants able to identify healthier foods they would like to try purchasing and eating? willing to eat?
- **Activity 7: What's for Lunch?** (page 9): Were participants able to accurately read the nutrition labels? How many identified the healthiest lunch option?

## Share Messages before the Next Session

Taking a break between lessons? Keep your participants interested and engaged by sharing messages by text, group chat or social media. Use the sample messages below, or create your own.

### Topic 1: Reading food labels

Reading food labels helps give you power over your choices in what and how much you eat. You can also improve your health by getting more fiber and healthy nutrients through label reading. This week check out the food label on one of your favorite foods. What do you notice?

### Topic 2: Limit unhealthy fats

Did you know that you can avoid eating too much unhealthy fat by removing the skin from chicken and turkey, choosing meats with less fat, such as cuts with “loin” in the name, or cooking with oils like olive oil instead of lard or butter? Which of these can you try this week?

### Topic 3: New routines for eating well away from home

Tip of the week: If you plan to eat out, look for words on the menu that may help you make a better choice, like baked, steamed, or healthy/lighter choice. You can also often order a half portion of an entrée, even if it is not listed on the menu.

### Topic 4: Using the Traffic Light Method

Processed foods are red foods. They have been changed from their original form and have less nutrients like vitamins, minerals, and fiber. These foods, such as hotdogs, pie, and fried foods, are the highest in sugar, fat, and salt. Limit these foods to only once in a while and in smaller portions.

### Topic 5: Understanding proper portion sizes

Tip of the week: The Diabetes Plate is a visual way to manage portions and create a healthy meal. Using this method, you can serve up meals with a healthy balance of vegetables, protein, and carbs—without any counting or measuring. Learn more: <https://bit.ly/3zGjCAf>

### Topic 6: A healthy approach to carbs

This week try to take a healthy approach to carbs by choosing less processed options and balancing out carbs with protein, fruits, and vegetables. What are some ways you can choose carbs wisely and make some healthy swaps?

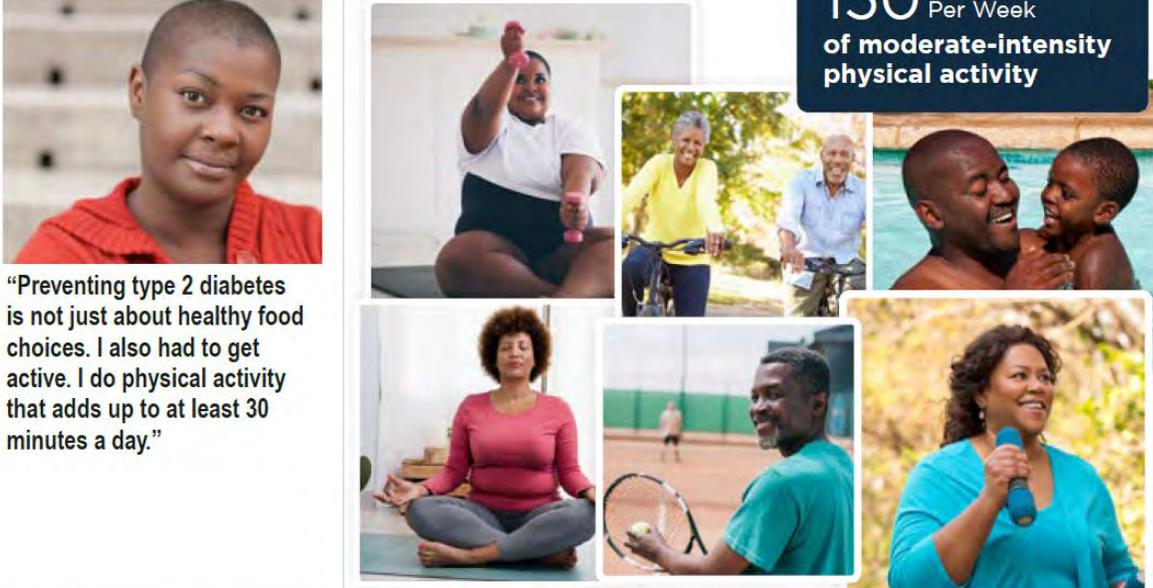
# Lesson 3

---

## Increase Physical Activity

# Topic 1: Getting Active

## Topic 1: Getting Active



**Adults Need:**  
**150** Minutes  
Per Week  
**of moderate-intensity  
physical activity**

“Preventing type 2 diabetes is not just about healthy food choices. I also had to get active. I do physical activity that adds up to at least 30 minutes a day.”

**Getting active may help prevent or delay type 2 diabetes.**

## Background

In addition to lowering your risk of type 2 diabetes, getting active has many health benefits. Benefits of getting active include better sleep and mood, improved balance and flexibility, lower blood pressure and cholesterol, lower risk of heart attack and stroke, lower stress level, more energy, and stronger muscles.

According to the US Department of Health and Human Services’ *Physical Activity Guidelines for Americans*, adults should do at least 150 minutes a week of moderate-intensity activity for substantial health benefits. That could be 30 minutes a day, 5 days a week. You can spread your activity out during the week, so you don’t have to do it all at once. You can even break it up into smaller chunks of time during the day.

## Key Points

- Ask participants what they hear when you say, “30 minutes a day.” Tell participants to make getting active a part of their normal routine. Explain that when you form a habit and stick to it, it will become a part of your natural routine. Ask them what steps they can start with to work up to 150 minutes a week.
- The key is to move more each day. There are lots of ways to get your 30 minutes of physical activity:
  - Walk, walk, and keep walking—with a friend or by yourself, but walk briskly. (If you can sing as you walk, you’re too slow. If you can talk, that’s a moderate pace.)
  - Take a family walk before or after dinner each evening.
  - Play basketball with the kids.
  - Show the kids how to dance to your kind of music. (Try to learn to dance to their music. Have a good laugh together.)
  - Download free exercise apps or try exercise videos online.

- If you have a lawn, mow it, trim the shrubs, and take care of your garden. If you don't have a garden, start one. It will give you many health benefits and put fresh vegetables on your table.
- Clean your house to upbeat music.
- Walk your dog or a friend's dog.
- Listen to the music CD/DVD or watch the music video in this *Toolkit* and dance along.
- Go bowling.
- Take the stairs instead of the elevator.
- Play actively (run, walk, bike) with your kids or grandkids.
- Get off the bus one stop early.

### **Ask and Discuss**

1. Do you have a lot of time in your day when you are not physically active? For example, sitting at work, driving to appointments, preparing meals.
2. Can you think of ways to be physically active for 10 minutes at a time? (Listen for activities that really take 10 minutes and brainstorm ways to make shorter activities longer.)
3. What kinds of physical activities do you like? Why do you like them?
4. What are some of the benefits of being more physically active for you?

## Topic 2: Track Your Activity



“Tracking my activity helps me stick to my goals, and I have made it a part of my daily routine.”

**Keeping track of your progress is a great way to stay motivated to exercise.**

Date	Minutes	Activity	Pace
Monday	30 minutes	Bike ride around the neighborhood	<input type="checkbox"/> Easy <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Hard
Tuesday	30 minutes	Walking	<input checked="" type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Wednesday	15 minutes	Walking briskly with the dog	<input type="checkbox"/> Easy <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Hard
Thursday	30 minutes	Zumba on app	<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Hard
Friday	15 minutes	Sweeping the floor	<input checked="" type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
Saturday	30 minutes	Yard work	<input type="checkbox"/> Easy <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Hard
Sunday			<input type="checkbox"/> Easy <input type="checkbox"/> Moderate <input type="checkbox"/> Hard
<b>Total Minutes</b>		<b>Weekly Reflection:</b> Write about your wins and challenges for this week.	

### Background

Angela tracks her activity daily using a free app on her cell phone. She has learned that tracking, or self-monitoring, can help her keep up with her physical activity goals. She also identifies daily activities that count toward her 150 minutes of activity each week. She includes everyday activities like sweeping the floor briskly or raking leaves.

### Key Points

- Discuss the purpose of tracking physical activity. Tracking your activity each day can help you stay focused on your activity goals. It also allows you to see yourself progress toward your goals.
- Tracking your activity has two steps.
  1. Time your activity using a watch, clock, timer, fitness tracker, smartphone app, or computer app.
  2. Record your minutes of activity using an activity log, notebook, spreadsheet, fitness tracker, smartphone app, computer app, or voice recording.
- Track activity of at least a medium, or moderate, pace. To make sure you’re working out at a moderate, or medium, pace, use the Talk Test (you can talk, but not sing, during your activity).
- Introduce participants to the *Activity Log* to track their minutes of activity each day. Refer to the *Activity Log* on page 54 in the Activities Guide.
- Practice tracking with participants by marching in place and having them record the minutes in their logs.
  - March in place with participants. Keep track of how long they march.
  - Participants can hold on to a chair for support if they wish. If marching while standing is too hard for them, they can march while seated.

- Participants should use the Talk Test to make sure they're marching at a moderate pace or more.
- When you have finished marching, tell participants how long they marched for.
- Have participants write down the time and activity in their *Activity Log*.

### Ask and Discuss

1. What are some ways you can time your activity?
2. Besides using the *Activity Log*, what are some other ways to record your minutes of activity?
3. How will you practice tracking your activity?
4. What might you find challenging about tracking your activity? How will you work around these challenges?

## Topic 3: Challenges and Excuses



“Making excuses is way too easy. I added one healthy change a month and broke up my physical activity into smaller parts during the day.”

Keeping track of your progress is a great way to stay motivated to exercise.

### Overcoming Challenges

- Know your “why.”
- Plan ahead.
- Break up your 150 minutes of exercise
- Work out while you get things done
- Download free exercise apps
- Do free activities.
- Walk in a mall
- Try another way to be active
- Ask how to treat an injury
- Use splints and supports



### Background

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.

### Key Points

Talk about challenges to physical activity. Have participants brainstorm all the challenges they can think of and write them down.

Talk about each challenge. Can participants find solutions or think of small things they can do to be more active? They don’t have to overcome every challenge on the spot. The key is to remind them that small steps are important to long-term change.

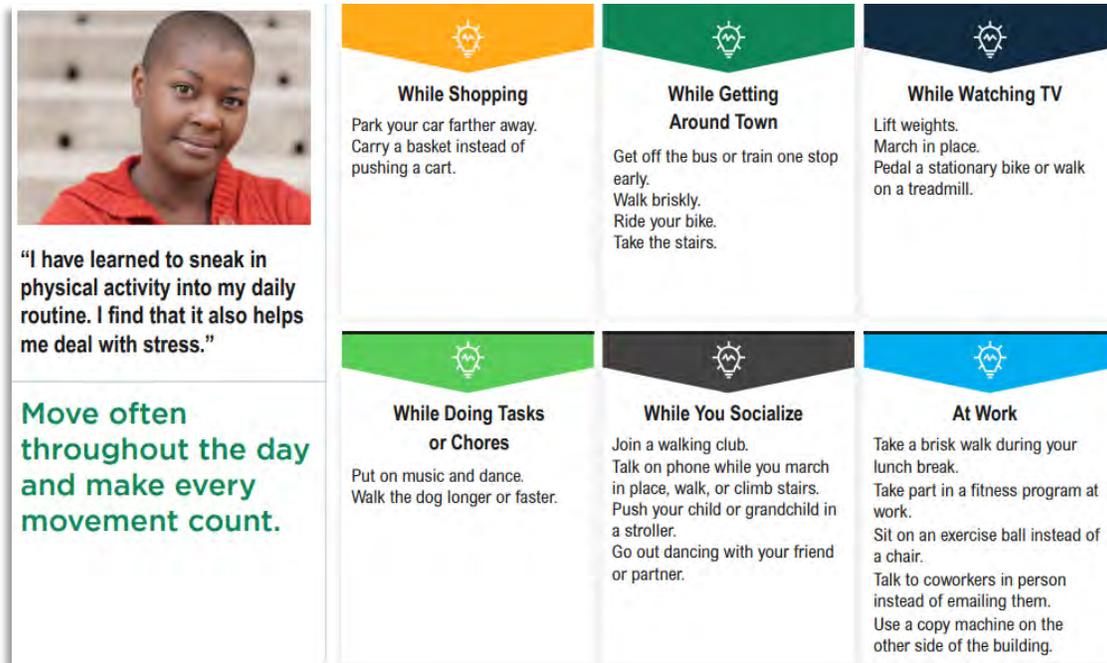
Some common challenges and ways to succeed may include:

Challenges	Ways to Succeed
<ul style="list-style-type: none"> <li>I feel less motivated.</li> </ul>	<ul style="list-style-type: none"> <li>Know your “why.” Remind yourself every day why you want to get active. Ask family and friends to remind you too.</li> </ul>
<ul style="list-style-type: none"> <li>I have less time due to life changes.</li> </ul>	<ul style="list-style-type: none"> <li>Plan ahead. Make physical activity a regular part of your schedule. Put it on your calendar.</li> <li>Break your 150 minutes into 10-minute chunks.</li> </ul>
<ul style="list-style-type: none"> <li>I have less money due to life changes.</li> </ul>	<ul style="list-style-type: none"> <li>Download free exercise apps.</li> <li>Do free activities like walking, dancing, and marching in place.</li> <li>Walk in a mall.</li> </ul>
<ul style="list-style-type: none"> <li>The weather is making it hard to walk outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>Work out while you get things done. Move briskly while you sweep the floor, mow the lawn, or walk your dog.</li> </ul>
<ul style="list-style-type: none"> <li>I’m injured.</li> </ul>	<ul style="list-style-type: none"> <li>Ask your health care provider how to treat the injury. For instance, you may need to rest and ice the area.</li> <li>Use splints and supports as needed.</li> </ul>

## Ask and Discuss

1. We all have challenges, but do you and your family always seem to have an excuse for not doing physical activity? What are your challenges to being active?
2. What is one thing YOU can do today to be active? What is one habit you can adopt this month? Ask each person to name one thing to change. Encourage each person, no matter how small the change.
3. What one goal will you set for yourself today? What one goal can you set for your family?
4. How can you keep track of progress?
5. What would happen if you kept taking steps to be healthier?

## Topic 4: Finding Time for Physical Activity



The infographic is a 2x3 grid of tips for finding time for physical activity. Each tip is presented in a colored box with a lightbulb icon. The top-left box features a photo of a woman and a quote. The bottom-left box contains a general recommendation. The other six boxes list specific activities for different contexts.

 <p><b>"I have learned to sneak in physical activity into my daily routine. I find that it also helps me deal with stress."</b></p>	<b>While Shopping</b> Park your car farther away. Carry a basket instead of pushing a cart.	<b>While Getting Around Town</b> Get off the bus or train one stop early. Walk briskly. Ride your bike. Take the stairs.	<b>While Watching TV</b> Lift weights. March in place. Pedal a stationary bike or walk on a treadmill.
<b>Move often throughout the day and make every movement count.</b>	<b>While Doing Tasks or Chores</b> Put on music and dance. Walk the dog longer or faster.	<b>While You Socialize</b> Join a walking club. Talk on phone while you march in place, walk, or climb stairs. Push your child or grandchild in a stroller. Go out dancing with your friend or partner.	<b>At Work</b> Take a brisk walk during your lunch break. Take part in a fitness program at work. Sit on an exercise ball instead of a chair. Talk to coworkers in person instead of emailing them. Use a copy machine on the other side of the building.

### Background

Even when Angela is busy, she finds time to sneak fitness into her daily routine. She finds that the physical activity helps lower her stress level.

There are many benefits of being active, including:

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

Even though physical activity offers many benefits, it can be challenging to fit in physical activity when you have a busy lifestyle. Angela's days are busy, but there are ways for her to fit in some physical activity and keep her other commitments.

### Key Points

- Ways you can fit in physical activity anytime during the day may include:
  - Schedule it.
  - Change your schedule.
  - Use a fitness app or tracker.
  - Find ways to fit it into the activities you already have planned.

- Ways to be more active during our regular routines may include:
  - Shopping
  - Getting around town
  - Watching TV
  - Doing tasks or chores
  - Socializing
  - Working
- Ways you can be physically active if going outside isn't possible or the area is unsafe may include:
  - Keep workouts simple and use items around your home to work out.
  - Check with local community centers for physical activity offerings.
  - Look for free workout classes in gyms, parks, and other community locations.
  - Look online for free beginner workout videos.

### Ask and Discuss

1. What are some ways that you can fit physical activity into your daily schedule? What specific times during the day can you add physical activity into your routine?
2. What makes it challenging to fit in physical activity in your routine?
3. What are some activities that you would like to try?

### End of Lesson Knowledge Check

Ask your participants the questions below to see if they have retained the information you shared during this lesson. See the Evaluation Guide for ways to check in with your participants.

1. One way to increase physical activity during the day is to:
  - a) Get off the bus or train one stop early.
  - b) Put on music and dance while doing chores.
  - c) Talk on the phone while you march in place, walk, or climb stairs.
  - d) **All of the above.**
2. What is an example of a moderate-intensity physical activity?
  - a) Sweeping the floor.
  - b) Walking slowly.
  - c) **Doing yard work.**
  - d) Stretching.
3. Which of the following is a non-weight-related benefit of physical activity?
  - a) Better sleep.
  - b) Lower blood pressure.
  - c) Improved sexual health.
  - d) **All of the above.**

**New Activity** (not in the Road to Health Activity Guide): Ask participants to list one way they can add physical activity to their daily life. Are all participants able to state one or more ideas that increase their physical activity? Do their plans sound doable (have they considered when/how they will fit in these activities)?

## Share Messages before the Next Session

Taking a break between lessons? Keep your participants interested and engaged by sharing messages by text, group chat or social media. Use the sample messages below, or create your own.

### Topic 1: Getting active

Preventing type 2 diabetes is more than making healthy food choices. Move more each day until it becomes a habit. Make movement fun- take 10 minutes to garden, walk the dog, or dance. Build up to 30 minutes, 5 or more days a week. What is one thing you can do this week to move more?

### Topic 2: Track your activity

Tracking exercise helps you see your progress and create new routines. Try to walk at least 15 minutes two days next week and keep track on paper or on your phone how it went. Repeat each week until you don't have to think about it—you just do it!

### Topic 3: Challenges and excuses

Know your “why” for exercising. Do you want to be able to sleep better, be more flexible, or have more energy? This can help you plan what types of activities to do each week to improve your health.

### Topic 4: Finding time for physical activity

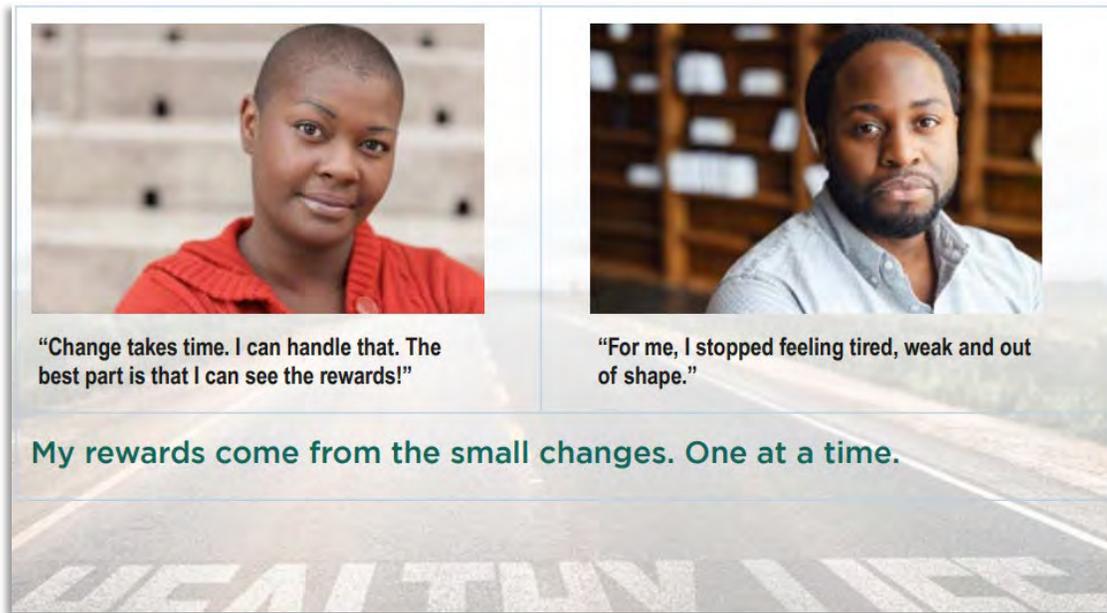
Sneak fitness into your everyday activities. Look for free local community events or online workout videos. What can you do to increase your physical activity at work? While watching TV? Getting around town? Try adding one small exercise into your daily routine.

# Lesson 4

---

## Rewards and Goal Setting

## Topic 1: Rewards of a Healthier Lifestyle



“Change takes time. I can handle that. The best part is that I can see the rewards!”

“For me, I stopped feeling tired, weak and out of shape.”

**My rewards come from the small changes. One at a time.**

### Background

Building healthier habits is intrinsically rewarding. The rewards come from the ways you think and feel about yourself and the things you can accomplish. At first you might not see or realize the benefits of making healthy food choices and increasing your physical activity. These benefits take time. Some examples of intrinsic rewards may include:

- I feel strong and capable when I lift more weight than I thought I could.
- I get to connect with friends when I exercise.
- I leave the gym energized and ready to take on the day.
- I feel less stressed.
- I am better able to keep up with my kids.
- I feel good about doing something healthy for my heart and my muscles.
- I now exercise every day without even thinking much about it, when I once spent hours per day trying to motivate.

## Key Points

Angela and Ray talk about their rewards.

- For Angela:
  - She sings with more strength—and the choir noticed.
  - She played in the softball game at her family reunion.
  - She lost 10 pounds over the last year and a half—slow but steady progress.
  - Her friends are now in a walking group with her.
  - She no longer craves sugar and salt.
- For Ray:
  - He lost about 8 pounds in 12 months—slow but steady loss.
  - He no longer keeps junk food in the house. He avoids temptation and saves money.
  - He still treats himself to Mom’s home cooking, but once a week instead of every day.
  - His knees no longer hurt all the time.
  - He can walk up steps and not be out of breath.

## Ask and Discuss

1. What are some intrinsic rewards that keep you motivated to reach your goals?
2. What intrinsic rewards help make exercise a habit for you?

## Topic 2: Summary of Key Points – Setting Goals



The graphic features two photographs of individuals. On the left, a woman with a short haircut and a red top is smiling. On the right, a man with a beard and a light blue shirt is looking thoughtfully to the side. Below the photos are two quotes. The bottom section of the graphic has a light blue background with white clouds and contains three green sentences for goal setting.

“My road will not include diabetes. It does not have to be my destiny.”

“I take it one choice one day at a time. I’m making my own road to health.”

“Today I will ...,”  
“This week I will ....,”  
“This month I will ...”

### Background

This is the last page. Remind participants about the three ways they can prevent or delay type 2 diabetes:

- Lose at least 5% of their starting weight, or lose at least 4% of their starting weight and log an average of 150 minutes of activity each week, or lower their A1C by 0.2%.
- Lose weight and maintain a healthy weight by making small changes in food choices to establish a healthier eating pattern.
- Get at least 150 minutes of moderate-intensity physical activity a week. That’s only 30 minutes 5 days a week. Moderate activities may include brisk walking, yard work, actively playing with children, biking, dancing, or playing soccer.

### Key Points

- Start setting some activity and healthy eating goals with your participants.
- Ask each person to commit to one thing to improve his or her health. Use the *Physical Activity Commitment* on page 51 in the Activities Guide to help participants stay on track with their goals.
- Ask participants to finish these three sentences: “Today I will ...,” “This week I will ....,” and “This month I will ...”
- Remind them that small changes lead to big rewards, and help them set themselves up for success
- by choosing a change they CAN do!
- Remind them that all lifestyle changes can be done with little cost by making a few adjustments in their daily routine.
- Encourage participants to try out new routines so that they can become habits over time. When new routines become habits, they will be much easier to follow.

## Ask and Discuss

1. What are your next steps (for example, take a walk after dinner, split lunch with friends, make a healthy menu)? What is one thing you will work on today? This week? This month?
2. Make a list of your goals to start on your road to health. Where will you put this list (for example, fridge, front door, bedroom mirror)?
3. How can I support you in your efforts?

## End of Lesson Knowledge Check

Ask your participants the question below to see if they have retained the information you shared during this lesson. See the Evaluation Guide for ways to check in with your participants.

1. An example of an intrinsic reward for making healthy changes that comes from the way you think and feel about yourself is:
  - a) Treating yourself to your favorite dessert or snack.
  - b) Having more energy to play with your kids or grandkids.**
  - c) Losing weight.  
Reducing medications.

## Share Messages

You can help your participants maintain their progress by sharing messages by text, group chat or social media. Use the sample messages below, or create your own.

Topic 1: Rewards of a healthier lifestyle

Building healthier eating and exercise habits is naturally rewarding! It takes time, but you will soon start to feel more rested, have more energy, and feel stronger and healthier. Celebrate what went well for you this week, every small step counts! Didn't make as much progress as you liked? That's okay! You can plan for next week how you can work around any challenges that may come up.

Topic 2: Setting goals

Finish these 3 sentences:

"Today I will ..."

"This week I will ...."

"This month I will ..."

Small changes lead to big rewards. Set yourself up for success by picking a change that YOU can do and that fits YOUR life.



<https://www.cdc.gov/diabetes/php/toolkits/road-to-health.html>

For more information call 1-800-CDC-INFO (800-232-4636) TTY 1-(888) 232-6348 or visit [www.cdc.gov/info](http://www.cdc.gov/info). To order resources, visit [www.cdc.gov/diabetes/](http://www.cdc.gov/diabetes/)