

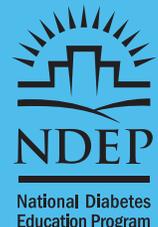
# The Road to Health Toolkit

## ACTIVITIES GUIDE

How to Prevent or Delay  
Type 2 Diabetes in Your Community  
An Activities Guide for Community Health Workers



October 2008

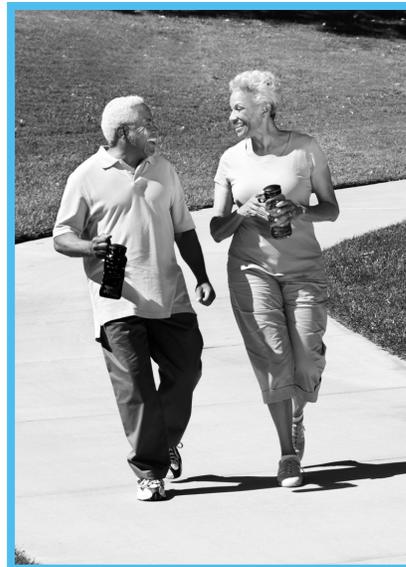


NDEP-104



### **Suggested Citation**

Centers for Disease Control and Prevention. *Road to Health Activities Guide*. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2008.



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## Introduction

These activities come from a variety of sources suggested by the National Diabetes Education Program's (NDEP) Hispanic/Latino and African American/African Ancestry Workgroup members. The sources are noted at the end of each activity description. Because many of these activities were developed by organizations other than NDEP or the U.S. Department of Health and Human Services, NDEP cannot guarantee the effectiveness of any given activity or say if there are any possible associated risks.

This *Activities Guide* was developed to reinforce the message from the Diabetes Prevention Program (DPP) study that type 2 diabetes can be prevented or delayed. The DPP study found that people at high risk for diabetes can prevent or delay the onset of the disease by:

- 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 five days a week. This could be brisk walking, yard work, and actively playing with children, for example, riding bicycles or playing soccer.

This is good news for your participants! You can find out more about the DPP study in the *User's Guide* or by visiting [www.bsc.gwu.edu/dpp](http://www.bsc.gwu.edu/dpp).

Use these activities to show how easy it is to get started on “*the road to health.*”

There are two types of activities included in this guide:

- Activities for making healthy food choices.
- Activities for physical activity.

Feel free to adapt these activities to the needs of your participants. You can even come up with your own new learning games or activities!

You can share your own activities or learn from other community health workers (CHWs) by using NDEP's Internet-based “bulletin board” (<http://team.cdc.gov>) where you can do the following:

- Read about new educational materials, ideas, and resources that you can use.
- Post questions or send messages to other CHWs in English or Spanish.
- Share opportunities and training.
- Send a note about what you think you need as a CHW to prevent type 2 diabetes in your community.

To sign up for the Diabetes CHW Web Board, send an e-mail to [DiabetesWebBoard@cdc.gov](mailto:DiabetesWebBoard@cdc.gov) and include:

- Name
- E-mail address
- Telephone number
- Name of organization
- State in the subject line “Request to join the Diabetes CHW Web Board”

When you sign up for the Diabetes CHW Web Board, you will receive an e-mail with further directions on how to use it.

### **Tips for Success**

Note: *The Road to Health Toolkit* does NOT replace individual counseling with a dietitian and cannot substitute for sessions with a diabetes educator for people with diabetes.

NDEP strongly recommends that you involve a registered dietitian in activities about food labels, choosing portion sizes, and other healthy eating activities, if possible.

Similarly, be sure to encourage your participants to consult a doctor or other health care professional before starting any physical activity program.

Be sure to review the *Tips for Increasing Physical Activity* section on page 32 before beginning activities that include physical activity in order to avoid injury and to help you develop successful programs that engage the people in your community.



# Making Healthy Food Choices

## Background Information: Portions versus Servings

This section provides additional background information on making healthy eating food choices.

### What Is the Difference Between Portions and Servings?

Portion size is the amount of food eaten at one time. Serving size is the amount stated on the Nutrition Facts label. Sometimes portion and serving sizes match, and sometimes they don't. For example, if the label says that one serving size is 2 cookies and you eat 4, then you have eaten 2 servings of cookies.

Recommended servings are listed on

- The Food Guide Pyramid (<http://www.mypyramid.gov>).
- *Dietary Guidelines for Americans 2005* (<http://www.healthierus.gov/dietaryguidelines/>).

The typical portion sizes served at home and in restaurants have changed over time. Small portions, closer to the recommended serving size, have been replaced by bigger “super size” portions. The trend has also spilled over into the grocery stores and vending machines, where a bagel (1–2 ounces) has become a BAGEL (4–5 ounces) and an “individual” bag of chips can easily feed more than one person. Research shows that people unintentionally consume more calories when they are given larger portions. This can mean significant excess calorie intake, especially when a person eats high-calorie foods. See the Tips box for suggestions you can make to help people avoid some common portion-size pitfalls.

Source: <http://www.healthierus.gov/dietaryguidelines/>

How Can Community Health Workers Help?

- Provide tips on how to visually estimate serving sizes.
- Explain how serving sizes differ from portion sizes.

## Tips for Portion Control

**When eating out.** Many restaurants serve more food than one person needs at one meal. Take control of the amount of food that ends up on your plate by splitting an entrée with a friend. You can also ask your waiter for a to-go box and wrap up half your meal as soon as it's brought to the table.

**When eating in.** To minimize the temptation of second and third helpings when eating at home, serve the food on individual plates, instead of putting the serving dishes on the table. Keeping the excess food out of reach might also discourage overeating.

**In front of the TV.** When eating or snacking in front of the TV, put the amount that you plan to eat into a bowl or container instead of eating straight from the package. It's easy to overeat when your attention is focused on something else.

**Go ahead, spoil your dinner.** We learned as children not to snack before a meal for fear of spoiling our dinner. Well, it's time to forget that old rule. If you feel hungry between meals, eat a healthy snack, like a piece of fruit or small salad, to avoid overeating during your next meal.

**Be aware of large packages.** For some reason, the larger the package, the more people consume from it without realizing it. To minimize this effect:

- Divide the contents of one large package into several smaller containers to help avoid eating too much.
- Don't eat straight from the package. Instead, serve the food in a small bowl or container.

**Out of sight, out of mind.** People tend to consume more when they have easy access to food. Make your home a “portion friendly zone.”

- Replace the candy dish with a fruit bowl.
- Store especially tempting foods, such as cookies, chips, or ice cream, out of immediate eyesight, like on a high shelf or at the back of the freezer. Move the healthier food to the front at eye level.

Adapted from <http://www.cnpb.usda.gov/Publications/NutritionInsights/insight11.pdf>.

## Activity 1: Portion Distortion

### Goal

Teach how portions have become larger over time and how these larger portions add up to eating too many calories in a day.

### Background

The amount of food served as a single portion at home and at restaurants has grown larger in the past 2 decades. Sometimes a single portion provides enough food for at least two people. This growth in portion size relates to increases in our waistlines and body weight—both of which increase the risk of developing type 2 diabetes.

### Things You Need

The materials listed here can be purchased at local fast-food places, sandwich shops, grocery stores, or convenience stores. You can keep track of the cost of items, if—as part of the lesson—you wish to include the cost of eating portions that are too large. The *NDEP Fat and Calorie Counter* is included in this toolkit and can be downloaded from NDEP's Web site (<http://ndep.nih.gov/diabetes/pubs/catalog.htm>). Use the NDEP Fat and Calorie Counter to look up foods that don't come with a nutrition label.

- 1 fast-food, kid-size hamburger, 1 fast-food, adult-size hamburger.
- 1 convenience store, small container cup of soda, 1 super-size cup of soda.
- 1 (8 ounce) cup of dry cereal, 1 full bowl of dry cereal.
- 1 small bag of chips (single-serving size), 1 large bag of chips (multi-serving size).
- 1 cup boiled okra, 1 cup fried okra (or other similar vegetable, such as 1 cup boiled corn, 1 cup creamed corn, 1 cup fresh squash, or 1 cup squash casserole).

You will need the nutritional information for each item to compare calories, fat, and sugar.

You can also use the *Portion Distortion Quiz Slide Show I and II*, which can be found at <http://hp2010.nhlbihin.net/portion/> or in the *Road to Health Supplemental CD-ROM*. The Portion Distortion Quiz can be the first part of this lesson and then you can move on to your demonstration. Use the quiz to show people how portion size has grown, how many calories are now in a single “typical” portion, and how many minutes it takes to work off those calories. You can also make your own Portion Distortion Quiz using foods commonly eaten in your community.

## Steps

1. Go through each food pair and share the difference in calories, fat, and sugar of each pair.
2. Use your hands to show portion control—a closed fist is an estimated serving of starches, an open palm of the hand is a serving of meat, a cupped hand is a serving of vegetables, and the end of the thumb is a serving of cheese. For some of us, our thumbprint is about the size of a teaspoon; for others, our thumbprint is about the size of a tablespoon. Try it and see! Other examples using our fist are: for some of us, our fist is about the size of a ½ cup but for others, it is 1 cup. It doesn't need to be exact; this is just an estimate, and it will help you estimate how much you are eating. These examples are taken from the book *A Healthier You*, based on the *Dietary Guidelines for Americans*, 2005, U.S. Department of Health and Human Services.
3. Share how food portions have changed over time. In the 1950s, a family-size bottle of soda was 26 ounces. Now a single-serve bottle is 20 ounces. McDonald's original hamburger with fries and a 12-ounce soda used to have 590 calories. Today, the same McDonald's "Extra Value Meal," including a 1-pound hamburger with cheese, super-size fries, and a super-size soda has 1,550 calories. A typical bagel once weighed 3 ounces. Today it weighs 4–7 ounces—more than double!
4. Teach participants to "downsize," not "super size" their food.
5. If you choose to talk about the cost of fast food in this lesson, note that moving from a small to a medium theater popcorn costs 71¢ more and adds 500 calories; switching from a convenience store large soda to an extra-large one costs 37¢ more and adds 450 extra calories; changing from a 3-ounce cinnamon bun to a larger one from a national chain vendor costs 48¢ more and adds an extra 370 calories.

Source: Prevention Institute. From *Wallet to Waistline: The Hidden Costs of Super Sizing*. Available at: <http://www.preventioninstitute.org/portionsizerept.html#major>.

Source: Adapted from the National Institutes of Health, National Heart, Lung, and Blood Institute, available online at: <http://hin.nhlbi.nih.gov/portion/index.htm>. The Web site provides an interactive quiz on portion sizes. The site also provides links to a body mass index (BMI) calculator, a menu planner, and a healthy weight home page that offers more tools and information on reaching and maintaining a healthy weight.

## Activity 2: Food Detective I

### Goal

Teach portion control through visual elements, and show how our own eyes can deceive us as we decide on the portion of food we should have. Encourage participants to become “fat detectives” or “calorie detectives”—whichever term appeals to them most.

### Background

Diabetes is not caused by eating too much sugar. But too many calories, whether from high-sugar foods, high-fat foods, or just too much food, contribute to obesity and put people at risk for getting diabetes. The DPP encourages people to focus on fat and to become “fat detectives” who are more aware of the fat that they eat and how that can help them lose weight by making healthy food choices. Encourage participants to become “fat detectives” first, and then work on teaching them to be “calorie detectives.”

### Things You Need

- Paper plates, pens.
- Food scale (if available), measuring cups, and measuring spoons.
- Various food items, such as crackers, juice, soda, peanut butter, biscuits, ketchup, salad dressing, meats, and others typically used by your participants.
- The NDEP Fat and Calorie Counter, available as part of this toolkit.

### Steps

1. Place typical portion sizes of various items on paper plates.
2. On a sheet of paper, have participants write the name of the food item, and then write down the portion size, the number of calories, the number of fat grams, and the number of sugar grams they estimate that serving to have.
3. After everyone has guessed, weigh the items with the food scale or measure the portion (for example, number of cups or tablespoons) and look up the fat and calories in the NDEP Fat and Calorie Counter.
4. Show what a healthy portion of each item would be (a “serving” on the label or in the NDEP Fat and Calorie Counter) and that portion’s nutrition compared with the typical portion.

Source: Adapted from the Diabetes Prevention Program, *Three Ways to Eat Less Fat*, available at <http://www.bsc.gwu.edu/dpp/lifestyle/part/english/05three.pdf>. The 17-page PDF document explains how to weigh and measure food servings, provides sample menu makeovers, provides food and snack recommendations, and provides a lesson plan on helping people become “fat detectives.”

## Activity 3: Food Detective II

### Goal

Teach participants to read labels and shop for healthier food choices for themselves and their families.

### Preparation

Ask permission from a local grocery store for a tour. Let the manager know you will have questions for the baker, the butcher, and the other grocery employees (if they are available). You can also contact the local American Dietetic Association (1-800-877-1600 or [www.eatright.org](http://www.eatright.org)) or the American Association of Diabetes Educators (1-800-338-3633 or <http://www.diabeteseducator.org/>) to find certified diabetes educators to help you conduct the tour.

### Things You Need

- Paper, pens, and one or more calculators.
- Toy “detective badges” or “sheriff stars” made from construction paper and safety pins, if appropriate to the group (for example, a family or mixed-age group that includes children).

### Steps

1. Tour the grocery store ahead of time. Plan food items to compare based on your participants’ typical eating habits, such as chips, salad dressings, beans, and meats.
2. Ask participants to meet you at the grocery store on a given day and at a particular time.
3. Begin the tour by asking participants how many of them shop with a list. Teach them that planning a menu and using a list can save money and keep them from being tempted by fast food.
4. Compare common items for calories, fat, and nutrition. For example, compare regular refried beans with vegetarian refried beans to show participants that “vegetarian” items are not necessarily lower in fat. You can also compare macaroni and cheese that uses sharp cheddar cheese and then show macaroni and cheese that uses low-fat cheese and skim milk as a substitute. Show them that they have to be “fat detectives” and read the labels. Participants might be surprised by the fat content in items that sound like they might be healthier but really aren’t. For example, sharp cheddar cheese and refried bean burritos are vegetarian but are still high in fat.
5. Ask participants to choose other items to compare as you go aisle by aisle.
6. Stop at the butcher’s counter. Ask which meats are leaner or if certain meats can be trimmed before taking them home.
7. Be sure to pick up certain items and ask participants how many servings are in a bag, carton, or can. Give the serving size. A “low fat” or “low calorie” food might seem OK, except that the serving size is much smaller than what people commonly eat. For example, some fruit-filled cookies are low in fat and calories based on a serving of two cookies. But is this a realistic portion for most people?

8. Pick up a few labels to show that sugar has many forms with different names: sucrose, high-fructose corn syrup, corn syrup, dextrose, maltose, glucose, fructose, fruit juice from concentrate, brown sugar, honey, and molasses. If any of these are listed in the first five ingredients, look for another food choice.
9. Point out that unhealthy fats, such as saturated fats and *trans* fats and cholesterol are found in many foods. Ask the participants to look for choices that are lean, fat-free, or low-fat when selecting or preparing meat, poultry, dry beans, and milk products. Additionally, discuss the need to watch out for foods processed or made with certain oils (for example, palm oil, palm fruit oil, palm kernel oil, and coconut oil) that increase the amount of saturated fat in the food. Provide some examples of foods that tend to have saturated fats (such as cakes, cookies, pies, and whole milk products). These examples are taken from the book *A Healthier You*, based on the *Dietary Guidelines for Americans*, 2005, U.S. Department of Health and Human Services.
10. Choose a few fat-free items, such as cookies, which typically are loaded with sugars. Choose other items labeled “sugar-free,” which are often high in fat and calories. This can be a real eye-opener for people who think fat-free or sugar-free means you can eat all you want.

Source: Adapted from Thunder Bay District Health Unit, Ontario, Canada. Available online at: <http://www.tbdhu.com/HealthyLiving/HealthyEating/>. The Web site provides tip sheets, posters, information, and an online newsletter on healthy eating.

## **Background Information: Reading Nutrition Labels for Fats and Sugars**

*Your participants can make food choices that can help them maintain a healthy meal plan. Read this section to help them understand how to read the nutrition label. Use the Food Detective and Community Kitchen activities in this Activities Guide to help participants use nutrition labels to identify high-fat foods, find lower-fat choices, and control portion sizes.*

One of the earliest skills participants in the DPP learned was how to reduce the amount of fat in their diets. They learned to become “fat detectives” and “calorie detectives.” Many people lost weight by eating lower-fat foods and increasing physical activity. Others also needed to count calories and reduce portion sizes. In this toolkit, we follow the methods effective in the DPP. We focus on spotting high-fat foods and working with participants to reduce overall fat in their diets. We are not going to focus on types of fats (saturated, unsaturated, and trans fats) because the DPP did not. In this toolkit, we focus on teaching people to recognize foods that are high in fats because they are usually high in calories. For more detailed information on general nutritional recommendations on fat, please see <http://www.healthierus.gov/dietaryguidelines/>.

**CONSIDER THIS:**

If you eat 100 more food calories a day than you burn, you'll gain a bit less than 1 pound a month. That's more than 10 pounds in a year. The bottom line is: to lose weight, it's important to reduce calories and increase physical activity.

Source: Dietary Guidelines for Americans, 2005.

Eating foods with a lot of added sugar can contribute to weight gain. Recognizing the amount of sugar in some foods (such as cookies, doughnuts, and soft drinks) can help people make healthier food choices (such as fruits, vegetables, and water).

### **Reading the Ingredients List for Fats and Sugars**

In addition to the nutrition label, most packaged foods sold in the United States must list their ingredients, from the highest to the lowest weight. Beware of key sources of fat and sugar such as those listed below:

- **Fat:** vegetable oil, corn oil, butter, cream, shortening, margarine, palm oil, sour cream (a dairy product high in fat), lard, animal fats, coconut oil.
- **Sugar:** fructose, corn syrup, high-fructose corn syrup, lactose, sucrose, dextrose, glucose, raw sugar, brown sugar, cane sugar, molasses (an ingredient high in sugar), honey, golden syrup, maple syrup, fruit juice concentrate, maltose, and maltodextrin.

If these are listed among the first few ingredients, this can be a tip-off that the food contains too much fat or sugar.

Note: It is important to teach Spanish speakers how to recognize the English words for fats and sugars on the Nutrition Facts label.

Source: <http://www.cfsan.fda.gov/~dms/foodlab.html>.

## The Nutrition Facts Label: An Overview

This *Activities Guide* focuses on sections 1, 2, and 3 of a sample Nutrition Facts Label, listed below. The DPP showed that these are important for helping to prevent or delay type 2 diabetes. These sections of the *Activities Guide* can give you a basic understanding of the Nutrition Facts Label. If you are not comfortable explaining these sections of the Nutrition Facts Label to your participants, ask a dietitian or nutritionist to help you. That way, you will also learn and become more comfortable teaching people how to be smart food shoppers by reading labels.

### 1) The Serving Size

The information in the main or top part of the label is different for different foods. It includes information about the product. Parts 1, 2, 3, 4, and 6 on the sample label show this information.

Sample Label for  
Macaroni & Cheese

**1** Start Here →

**2** Check Calories

**3** Limit these Nutrients

**4** Get Enough of these Nutrients

**5** Footnote

**Nutrition Facts**

Serving Size 1 container (228g)  
**Serving Per Container 2**

---

**Amount Per Serving**  
**Calories 250**    **Calories from Fat 110**

---

**% Daily Value\***

<b>Total Fat 12g</b>	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 3g	
<b>Cholesterol 30mg</b>	<b>10%</b>
<b>Sodium 470mg</b>	<b>20%</b>
<b>Total Carbohydrate 31g</b>	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 5g	
<b>Protein 5g</b>	

---

<b>Vitamin A</b>	<b>4%</b>
<b>Vitamin C</b>	<b>2%</b>
<b>Calcium</b>	<b>20%</b>
<b>Iron</b>	<b>4%</b>

\*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories: 2,000	2,500
Total Fat	LessThan 65g	80g
Sat Fat	LessThan 20g	25g
Cholesterol	LessThan 300mg	300mg
Sodium	LessThan 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

**6** Quick Guide to % Daily Value

- 5% or less is Low
- 20% or more is High

**Serving Size 1 Cup (228g)**  
**Servings Per Container 2**

The bottom part has a footnote with Daily Values for 2,000- and 2,500-calorie diets. This footnote shows recommended information for important nutrients, including fats, sodium, and fiber. You will see the footnote only on larger packages. Part 5 of the sample label shows this information. In this *Activities Guide* and in the Flipchart, our goal is to teach people how to reduce calories, but we are not going to focus on calculating and counting total daily calories. This information is just for your reference.

You can find more information on sections of the label not explained below on the U.S. Food and Drug Administration Web site ([www.cfsan.fda.gov/~dms/foodlab.html](http://www.cfsan.fda.gov/~dms/foodlab.html)). The Web site is also available in Spanish at [www.cfsan.fda.gov/~dms/stransfa.html](http://www.cfsan.fda.gov/~dms/stransfa.html).

In the labels below, we have shaded some sections. The shading will help you focus on the areas you are explaining. You won't see shading on the labels of products you buy. When you look at the Nutrition Facts Label, start with the serving size and the number of servings in the package. Serving sizes are standardized. They use units you know, like cups or pieces, and the metric amount (grams). The standardized serving sizes help you compare similar foods.

The number of calories and nutrients on the top part of the label depends on the serving size. Note the serving size and how many servings are in the package. When you talk to participants about portion size, ask them to show you how much of that food they eat at a meal. Then look at the nutrition label and work together to see how many servings their typical portion would be. People are often surprised to learn how many servings they eat at one meal. Some oversized cookies, for example, have 4–6 servings in one cookie!

## 2) Calories (and Calories from Fat)

Calories measure how much energy you get from a serving of the food. Many Americans eat more calories than they need. The calorie section of the label can help you show people how to manage their weight. If people eat more servings, they take in more calories.

Amount Per Serving
<b>Calories 250    Calories from Fat 110</b>

In the example, there are 250 calories in one serving of this macaroni and cheese. How many calories from fat are in one serving? Answer: 110 calories. For the sample label, almost half the calories in one serving come from fat. What if you ate the whole package? You would eat two servings, or 500 calories, and 220 calories would come from fat.

Eating too many calories per day is linked to overweight and obesity.

### 3) The Nutrients: How Much?

Look at the top of the nutrient section in the sample label. It shows some key nutrients that affect your health.

Cut down on these nutrients.

<b>Total Fat 12g</b>	<b>18%</b>
<b>Saturated Fat 3g</b>	<b>15%</b>
<b>Trans Fat<sup>†</sup> 3g</b>	
<b>Cholesterol 30mg</b>	<b>10%</b>
<b>Sodium 470mg</b>	<b>20%</b>

Eating too much fat, saturated fat, *trans* fat, cholesterol, or sodium could increase your risk of certain chronic (long-lasting) diseases. These diseases include heart disease, some cancers, and high blood pressure. Health experts recommend that you keep your intake of saturated fat, *trans* fat, and cholesterol as low as possible as part of a nutritionally balanced and healthy meal plan.

In this toolkit we are focusing on total fat because that was an important part of weight loss among participants in the DPP. To learn more about these other nutrients, visit [http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/tips\\_food\\_label.html](http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/tips_food_label.html).

**Dietary Tradeoffs:** You don't have to give up a food you like for a healthy meal plan. When you eat a food that's high in fat, eat low-fat foods at other meals. Balance high-fat foods with low-fat foods.

Watch how much you eat. Keep the total fat for the day low.

#### A Word about Sugars

*Eating sugar does not cause diabetes*, but cutting down on excess sugar helps keep weight under control. Many foods have “hidden” sugars, that is, sugars with other names, such as high-fructose corn syrup. The sugars listed on the Nutrition Facts Label include naturally occurring sugars (like those in fruit and milk) and those added to a food or drink.

## Plain Yogurt

<b>Nutrition Facts</b>	
Serving Size 1 container (226g)	
Amount Per Serving	
<b>Calories 110</b>	<b>Calories from Fat 0</b>
<b>% Daily Value*</b>	
<b>Total Fat 0g</b>	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol Less than 5mg</b>	<b>1%</b>
<b>Sodium 160mg</b>	<b>7%</b>
<b>Total Carbohydrate 15g</b>	<b>5%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 10g	
<b>Protein 13g</b>	
<b>Vitamin A 0%</b>	<b>• Vitamin C 4%</b>
<b>Calcium 45%</b>	<b>• Iron 0%</b>

\* Percent Daily Values are based on a 2,000 calorie diet.  
Your Daily Values may be higher or lower depending on your calorie needs.

## Fruit Yogurt

<b>Nutrition Facts</b>	
Serving Size 1 container (227g)	
Amount Per Serving	
<b>Calories 240</b>	<b>Calories from Fat 25</b>
<b>% Daily Value*</b>	
<b>Total Fat 3g</b>	<b>4%</b>
Saturated Fat 1.5g	<b>9%</b>
Trans Fat 0g	
<b>Cholesterol 15mg</b>	<b>5%</b>
<b>Sodium 140mg</b>	<b>6%</b>
<b>Total Carbohydrate 46g</b>	<b>15%</b>
Dietary Fiber Less than 1g	<b>3%</b>
Sugars 44g	
<b>Protein 9g</b>	
<b>Vitamin A 2%</b>	<b>• Vitamin C 4%</b>
<b>Calcium 35%</b>	<b>• Iron 0%</b>

\* Percent Daily Values are based on a 2,000 calorie diet.  
Your Daily Values may be higher or lower depending on your calorie needs.

Look at the Nutrition Facts Label of the two yogurts. The plain yogurt on the left has 10 grams of sugars and 110 calories in one serving. The fruit yogurt on the right has 44 grams of sugars and 240 calories for the same size serving.

Now look below at the ingredients of the two yogurts. Ingredients are listed in descending order by weight. This means the ingredients are listed from most to least. The plain yogurt has no added sugars or sweeteners. Its 10 grams of sugars are natural sugars that are part of the yogurt (lactose).

### Plain Yogurt versus Fruit Yogurt

**Serving Size: 1 container (227g)**

*Plain Yogurt*

The plain yogurt has no added sugars.

**INGREDIENTS: CULTURED PASTEURIZED GRADE A NONFAT MILK, WHEY PROTEIN CONCENTRATE, PECTIN, CARRAGEENAN.**

### *Fruit Yogurt*

The fruit yogurt has more natural sugar in the form of apples, as well as added sugars.

**INGREDIENTS: CULTURED GRADE A REDUCED FAT MILK, APPLES, HIGH FRUCTOSE CORN SYRUP, CINNAMON, NUTMEG, NATURAL, ACIDOPILUS CULTURES.**

Source: Adapted from the U.S. Food and Drug Administration ([www.cfsan.fda.gov/~dms/foodlab.html](http://www.cfsan.fda.gov/~dms/foodlab.html)).

### **For More Information on Reading Nutrition Labels**

For more information on using the food label, visit [http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/tips\\_food\\_label.html](http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/tips_food_label.html)

Take the fun quiz from the U.S. Food and Drug Administration to test your food label knowledge. Visit [www.cfsan.fda.gov/~dms/flquiz1.html](http://www.cfsan.fda.gov/~dms/flquiz1.html).

Check out this useful interactive Web site in Spanish: Evalúe su plato [www.diabetes.org/all-about-diabetes/chan\\_span/i3/i3p4.htm](http://www.diabetes.org/all-about-diabetes/chan_span/i3/i3p4.htm)

## Activity 4: Community Kitchen

(Learning to Read Labels)

### Goal

To teach the healthier side of cooking, how to read labels, and how to make dishes lighter without giving up flavor. Teach participants to recognize healthier food choices.

### Things You Need

Traditional or favorite recipes from the community or from your own collection.

- Common pantry items and their healthier versions.
- Flipchart from the toolkit on reading food labels.
- A countertop or table with chairs.

### Steps

1. Review how to read a food label. Use the Flipchart included in this toolkit and the section above in this Guide.
2. Ask participants to bring a common pantry item (for example, refried beans, black-eyed peas, cookies, or potato chips).
3. Bring in items perceived as “lighter” or healthier, such as low-fat or vegetarian refried beans, black-eyed peas without ham, whole-grain bread, and low-fat cookies.
4. Compare nutrition facts about each product and discuss how some items that might seem healthier might not be healthy choices because of higher levels of sugar or fat.
5. Use your NDEP Fat and Calorie Counter to create nutrition information for a typical meal in your community, including calories, fat, and sugar.
6. Use your NDEP Fat and Calorie Counter to compare nutrition information for the same menu made with lighter items or replacements.

Source: Adapted from the U.S. Food and Drug Administration, *How to Understand and Use the Nutrition Facts Label*, available online at <http://vm.cfsan.fda.gov/~dms/foodlab.html>. The Web site provides detailed information on reading nutrition labels, including a video explaining how to read labels and how to understand the Daily Value System used on food labels.

## Activity 5: Sneak in Nutrition

### Goal

To create colorful dishes that increase nutritional value by using at least five ingredients or five colors in a dish. Teach ways to “sneak in” nutrition without altering the flavor.

### Things You Need

- A sample salad. (Use some of these items: spinach leaves, romaine lettuce, jícama, carrots, peppers, low-fat cheese, celery, cucumber, and tomatoes.)
- Appeal to your community’s tastes. Use a wide range of colors in the salad.

### Steps

1. Demonstrate the “sneak in” technique by preparing a colorful salad or a vegetable casserole.
2. The goal is to have at least five colors in the salad or casserole. Ask your participants what you might add (for example, meat, fruit, and dark green veggies) or take away, but still have five colors.
3. Ask people how they can add healthy color to their everyday meals. For example, add shredded carrots to spaghetti sauce, shredded cabbage to tacos, celery to beans and rice, spinach leaves to soups, and mashed cauliflower to mashed potatoes. Substitute applesauce for half of the oil in a muffin recipe.
4. For those who cannot eat plain raw vegetables, shredded vegetables are easier to chew.
5. Encourage the “sneak in” technique when eating out. Share ideas with participants, such as: “Don’t let a restaurant force you to eat potatoes if you want more color in your life! Ask the waiter what the restaurant offers as a healthier choice than fries or mashed or baked potatoes. Ask politely to speak to the manager about a replacement. If you ask, most places will provide another choice. Tell them your doctor recommends that you ask for healthier choices!”

Source: More information is available online at <http://www.fruitsandveggiesmatter.gov/index.html>. The Web site includes sample recipes and ideas on adding fruits and vegetables to everyday foods.

## Activity 6: Lunch Exchange

### Goal

To teach the nutritional value of common meal choices and to encourage healthier food choices.

### Things You Need

- Three examples of fast-food lunches or three typical lunches eaten in your community (the actual foods, not just pictures).
- A *Food Comparison Sheet* (See the Appendices, page 45, of this resource or look online at [www.nyapplecountry.com/ednutritionchart.htm](http://www.nyapplecountry.com/ednutritionchart.htm).)
- Nutritional information selected from the *NDEP Fat and Calorie Counter* available in this toolkit.
- If you wish, include prices of common fast-food items. Compare this with the cost of making your own meals from healthier choices (for example, a healthy sandwich made at home).

### Steps

1. Have participants rate how they think each lunch will taste and whether it will satisfy their hunger. Ask the group how they think this meal will “score” nutritionally: “healthy choice” and why or “not a healthy choice” and why. Consider having them use a 1–10 scoring system, with 1 being very unhealthy and 10 being very healthy. Rate each item for taste, hunger satisfaction, and nutrition.
2. After the group has agreed on ratings, taste the meals. Then compare the rating of taste and satisfaction with the nutritional score of each.
3. If a fast-food lunch is rated as tasty, ask the group whether eating the fast-food meal was worth clogging their hearts with the extra fat and calories. This poor food choice may stay with them long after the taste is gone.
4. Discuss how many calories and fat the fast-food meal is, compared with their total daily goal. Discuss what you would need to change at other meals (food choices that are lower in fat and calories) to make up for the fast-food meal. Balance is the key.
5. Give the actual nutrition information for each lunch.
6. Show the cost: A “Best Value” meal isn’t really the best value either for health or for the wallet compared to a healthy food made at home.
7. Discuss healthier choices or substitutions to make that lunch healthier and more affordable.

8. Ask each person to name one thing he or she would be willing to do to make the meal healthier. (Give examples: Eat the burger but not the fries. Eat the chicken and mashed potatoes without the gravy. Eat the burrito with low-fat cheese or no cheese. Have the salad dressing on the side. Skip the mayo on the sub sandwich and add veggies.)

Source: Adapted from National Diabetes Education Program, Fat and Calorie Counter, available in this toolkit and online at <http://ndep.nih.gov//diabetes/prev/prevention.htm>. The Web site provides links to more information in English and Spanish.

## Activity 7: Community Water Log

### Goal

Encourage participants to drink more water and less soda or juice through a healthy, goal-setting activity.

### Background

The key is to change from drinking juice or soda to drinking water. Water makes up more than half of a person's weight and is necessary to stay healthy. Water has no calories but soda or juice have a lot of extra calories. Soda has no nutritional value other than calories from sugar. Although juice has more nutrients than soda, it is also loaded with sugar and calories. Even all-natural or no-sugar-added juice has natural sugar. Drinks with added and natural sugars should be limited.

### Things You Need

Water logs. For an example, see the Appendices (page 46) of this *Activities Guide* or look online at [http://www.nal.usda.gov/wicworks/Sharing\\_Center/FIT-VA/waterlesson.doc](http://www.nal.usda.gov/wicworks/Sharing_Center/FIT-VA/waterlesson.doc) for a sample water consumption lesson plan.

- Any chart with a grid.
- A calculator.

### Steps

1. Have participants log the number of glasses of water they drink each day. The goal is for everyone to drink at least eight 8-ounce glasses a day.
2. Each week, tally the total number of glasses of water for each participant.
3. Combine the totals of each participant, and determine the total amount in gallons. Remember, 1 gallon = sixteen 8-ounce glasses. Encourage participants to set realistic goals for drinking water each day. Ask participants to bring their water log charts for the next education session with the CHWs to share their progress.

Source: Adapted from Nemours Foundation, KidsHealth, available online at [http://kidshealth.org/kid/stay\\_healthy/food/water.html](http://kidshealth.org/kid/stay_healthy/food/water.html). This fun and educational Web site, written from a child's perspective, explains in very simple ways why water is the best choice for your body and why your body needs water. The site also provides links to recipes, games, information on a growing body, and much more.

## Activity 8: The “Gross Value” of a Meal Deal\*

### Goal

Teach how “value meals” are often marketed as “high value” but contain very little nutritious value and are commonly eaten by teens and young adults. Show the amount of fat, sugar, and calories in meals they typically select. Teach better choices and how to outsmart the menu deals offered.

### Things You Need

Nutrition guides from fast-food restaurants

- Plastic forks, knives, and cups
- Lard or shortening and sugar
- Measuring cups, scoops, spoons, and plates
- A kitchen countertop or room with chairs

### Steps

1. Fast-food restaurants provide nutrition guides that list the fat, sugar, and total calories for their foods. Ask for a copy of this information at fast-food places in your community. Many fast-food restaurants also list nutritional information for their foods on the back side of the paper that lines the food tray—flip it over to see what you can learn! Ask at the counter for extra tray liners to use in your classes.
2. Use the nutrition guides to put together a typical “value meal.” Write out the calorie, fat, and sugar totals for each item.
3. Measure the fat (using teaspoons for the lard or shortening) and sugar. (If you are working with kids or teens, be as gross as possible. The “yuck” factor has great appeal to this age group.)
4. On the plate, place the fork and knife to represent a pie chart of the meal’s percentage of recommended daily calories. For example, if a meal is 25% of their daily calories, have the knife at the “12” mark, and the fork at the “3” mark or one-fourth of the plate.
5. Between the fork and knife, place the fat and sugar to show what participants are putting into their bodies when they eat the meal. Place the sugar from the drink in the cup.
6. Ask, “Would you eat that in its raw form?”
7. Explain that the appealing taste of fast food can hide its real effects on the body. For example, sweet rolls made with butter may be tasty and enjoyable, but are high in fat.
8. Ask participants how they can save calories, as well as reduce fat and sugar intake. Examples are: Choose a regular hamburger over a big burger sandwich; split the small fries with a friend; skip the soda or choose diet soda; or hold the sour cream.
9. If you have a group with teenagers, ask if they’d be more likely to eat healthy foods if they thought it would increase their ability to play a sport or even participate in gym class. Explain that making healthy food choices can help increase energy levels and help them look and feel better. Particularly for teenage girls, attractiveness is a motivator for making healthy food choices.

10. Stress to young people that the way they treat their bodies affects them now as well as in the future.

\* The NDEP's Fat and Calorie Counter, which is available in this toolkit, provides information about serving size, fat grams, and calories for more than 1,500 foods including regional foods from all parts of the United States.

## Activity 9: Supper Clubs

### Goal

Teach the “lighter” side of cooking by making foods with less fat and fewer calories. Show its appeal by sampling recipes and encouraging community support for healthier cooking.

Remember: Children and teens in focus groups say that they often model a parent’s behavior, which sometimes influences their selection of healthy foods.

### Things You Need

A place to meet, such as someone’s home

- Healthy recipes from <http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/recipes.html>
- Ingredients for recipes
- Recipe cards
- *CD/DVDs Movimiento Por Su Vida* and/or *Step by Step: Moving towards the prevention of Type 2 Diabetes* provided in this toolkit to play in the background.

### Steps

1. Set up a monthly supper club in the neighborhood.
2. One person creates a menu of popular foods from the Web site noted above and writes the recipes on recipe cards for guests.
3. Club members come over early to help prepare foods. They learn to cook healthier, tasty foods.
4. Serve the food, and share ideas for the next Supper Club meeting.
5. Repeat monthly.
6. Have a contest for the best-tasting, low-fat, healthful recipe.
7. Remind parents that they influence their kids’ eating behaviors and physical activity levels. Encourage them to make healthy food choices and physical activity behaviors for their own health and also as role models for their kids.
8. Have a series in the neighborhood (for example, every Wednesday night at the community center) to show different meals and better choices people can make at home or when eating out.

CHWs may want to look at the Cooking Light, Community Web site for more information about supper clubs, available online at <http://community.cookinglight.com/>. The Web site includes online bulletin boards for people to exchange ideas for healthy recipes and ways to lighten up favorite dishes.

Note: The Department of Health and Human Services has a Web site has healthy low-fat recipes for breakfast, lunch, dinner, soups, breads, appetizers, and desserts, including traditional favorites in the Hispanic/Latino and African American communities. <http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/recipes.html>.

For healthy recipes, please visit <http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/recipes.html>.

## Recipes

Source: <http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/recipes.html>.

### Grilled Chicken with Green Chile Sauce

Marinate meats to make them tender without adding a lot of fat.

4 chicken breasts, skinless and boneless  
¼ cup olive oil  
¼ tsp oregano  
½ tsp black pepper  
¼ cup water  
10 to 12 tomatillos, husks removed and cut in half  
½ medium onion, quartered  
2 cloves garlic, finely chopped  
2 serrano or jalapeño peppers  
2 Tbsp cilantro, chopped  
¼ tsp salt  
¼ cup sour cream, low-fat  
juice of 2 limes

1. Combine the oil, juice from one lime, oregano, and black pepper in a shallow glass baking dish. Stir. Place chicken breasts in the baking dish and turn to coat each side. Cover the dish and refrigerate overnight. Turn the chicken periodically to marinate chicken on both sides.
2. Put water, tomatillos, and onion into a saucepan. Bring to a gentle boil and cook, uncovered, for 10 minutes or until the tomatillos are tender. In a blender, place the cooked onion, tomatillos, and any remaining water. Add the garlic, peppers, cilantro, salt, and the remaining lime juice. Blend until all ingredients are smooth. Place the sauce into a bowl and refrigerate.
3. Place the chicken breasts on a hot grill and cook until done. Place the chicken on a serving platter.
4. Spoon a tablespoon of low-fat sour cream over each chicken breast. Pour the sauce over the sour cream.

Yield: 4 servings. Serving size: 1 breast. Each serving provides: Calories: 210, Total fat: 5 g, Saturated fat: 1 g. Cholesterol: 73 mg, Sodium: 91 mg, Calcium: 53 mg, Iron: 2 mg, Fiber: 3 g, Protein: 29 g, Carbohydrate: 14 g, Potassium: 780 mg.

## **Classic Macaroni and Cheese**

Low-fat cheese and skim milk help make this favorite dish low-fat.

2 cups macaroni  
½ cup onions, chopped  
½ cup evaporated milk, fat-free  
1 medium egg, beaten  
¼ tsp black pepper  
1¼ cups sharp cheddar cheese (4 oz), finely shredded, low-fat  
non-stick cooking oil spray

1. Cook macaroni according to directions. (Do not add salt to the cooking water.) Drain and set aside.
2. Spray a casserole dish with non-stick cooking oil spray. Preheat oven to 350° F.
3. Lightly spray saucepan with non-stick cooking oil spray.
4. Add onions to saucepan and sauté for about 3 minutes.
5. In another bowl, combine macaroni, onions, and the remaining ingredients and mix thoroughly.
6. Transfer mixture into casserole dish.
7. Bake for 25 minutes or until bubbly. Let stand for 10 minutes before serving.

Yield: 8 servings. Serving size: ½ cup. Each serving provides: Calories: 200, Total fat: 4 g, Saturated fat: 2 g .

Cholesterol: 34 mg, Sodium: 120 mg, Fiber: 1 g, Protein: 11 g, Carbohydrate: 29 g, Potassium: 119 mg.



# Physical Activity

## **Background Information: Tips for Increasing Physical Activity**

\* “Do it, move it, make it happen. No one ever sat their way to success.” —Unknown

The evidence is growing and is more convincing than ever! People of all ages who are generally inactive can improve their health and well-being by becoming active at a moderate intensity on a regular basis.

Regular physical activity substantially reduces the risk of getting diabetes. Use these tips to help encourage people to be more physically active.

Adapted from: <http://www.cdc.gov/nccdphp/dnpa/physical/importance/everyone.htm>.

## Background Information: Making Physical Activity Part of Your Life: Tips for Being More Active

\* There are 1,440 minutes in every day. Schedule 30 of these minutes for physical activity.

Adults need recess too! With a little creativity and planning, even the person with the busiest schedule can make room for physical activity. For many folks, before or after work or meals is often a good time to cycle, walk, or play. Ask people about their weekly or daily schedule, and ask them to make opportunities to be more active. Every little bit helps. Consider the following suggestions:

- Walk, cycle, jog, or skate to work, school, the store, or place of worship.
- Park the car farther away from your destination.
- Get on or off the bus several blocks away.
- Take the stairs instead of the elevator or escalator.
- Play with children or pets. Everybody wins. If you find it too difficult to be active after work, try it before work.
- Take fitness breaks—walking or doing desk exercises—instead of taking cigarette or coffee breaks.
- Perform gardening or home repair activities.
- Avoid labor-saving devices; for example, turn off the self-propel option on your lawn mower or vacuum cleaner.
- Use leg power—take small trips on foot to get your body moving.
- Exercise while watching TV (for example, use hand weights, stationary bicycle/treadmill/stair climber, or stretch).
- Dance to music.
- Keep a pair of comfortable walking or running shoes in your car and office. You'll be ready for activity wherever you go!
- Make a Saturday morning walk a group habit.
- Walk while doing errands.

## Background Information: Tips for People Who Have Been Inactive for a While

\* Use a sensible approach by starting out slowly.

- Begin by asking people to choose moderate-intensity activities they enjoy the most. By choosing activities they enjoy, people are more likely to stick with them.
- Ask people to gradually build up the time they spend doing the activity by adding a few minutes every few days or so. They should work up to being able to do 30 minutes per day comfortably.
- As the minimum amount becomes easier, people should slowly increase either the length of time they do an activity or the amount of force that they put into the activity, or both.
- Suggest that people vary their activities, both to stay interested and to get the most benefits.
- Ask participants to explore new physical activities.
- Reward and acknowledge the efforts you see people make.

Adapted from: Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity, and Obesity <http://www.cdc.gov/nccdphp/dnpa/physical/life/tips.htm>.

## Background Information: Tips for Avoiding Activity-Induced Injuries

\* “Success doesn’t come to you. ... You go to it.” —Marva Collins, Teacher

The following reminders can help participants prevent common injuries associated with physical activity:

- Listen to your body.
- Be aware of the signs of overexertion. Breathlessness and muscle soreness could be danger signs.
- Be aware of the warning signs and signals of a heart attack, such as sweating, chest and arm pain, dizziness, and lightheadedness. Stop the activity if you feel these symptoms and get medical care right away.
- Take 3–5 minutes at the beginning of any physical activity to properly warm up your muscles through increasingly more intense activity. As you near the end of the activity, cool down by decreasing the level of intensity. (For example, before jogging, walk for 3–5 minutes, increasing your pace to a brisk walk. After jogging, walk briskly, decreasing your pace to a slow walk over 3–5 minutes. Finish by stretching the muscles you used—in this case primarily the muscles of the legs.)
- Start at an easy pace—increase time or distance gradually.
- Drink plenty of water throughout the day (i.e., at least eight to ten 8-ounce cups per day). Drink a glass of water before you get moving, and drink another half cup every 15 minutes that you remain active.

Adapted from: Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity, and Obesity [http://www.cdc.gov/nccdphp/dnpa/physical/life/avoiding\\_injury.htm](http://www.cdc.gov/nccdphp/dnpa/physical/life/avoiding_injury.htm).

## Activity 10: 10,000 Steps Club

### Goal

Encourage participants to take 10,000 steps a day on their road to health. Why 10,000 steps a day? Because that number of steps is roughly the same as 30 minutes of brisk walking. The DPP study found that 10,000 steps a day, 5 days a week, helped to prevent or delay type 2 diabetes.

### Background

Based on the walking goals in the DPP study, this activity encourages participants to wear a pedometer and strive for at least 10,000 steps a day.

### Things You Need

Pedometers (Basic “step counters” are available for a few dollars each.)

- Tracking sheets
- A buddy system

### Steps

1. Distribute pedometers and tracking sheets.
2. Encourage participants to start the program slowly and work toward 10,000 steps a day.
3. Ask each person to choose a buddy. It’s better for people to choose their own buddy than for you to do so. Encourage them by saying you can assign buddies if they prefer.
4. Describe brisk walking: It is walking quickly—for example, to avoid being late—but not so quickly that you can’t talk with your buddy.
5. Have buddies share their daily totals, and encourage each person’s progress to the goal of 10,000 steps.
6. Have the group share strategies for getting in more steps (e.g., take the stairs, get off the bus one stop early, walk at lunchtime, and others).
7. Consider rewarding participants for reaching their goals.

## Activity 11: A Journey of Two

### Goal

Encourage walking as a means of forming relationships and to set healthy goals.

*Suggestion:* This is a good opportunity to partner with a local faith-based or community center.

### Things You Need

- Chart with grid lines
- City map (Check with car rental companies for free maps or photocopy a map from the library.), pushpins, and stickers. Note: Some maps may be copyrighted.
- Daily health quote or meditations. Find these at online health and motivation sites or in health magazines and books at your local library. Samples of health quotes and inspirations are located in the Appendices (page 69–70).

### Steps

1. Choose a “journey” timeframe, such as 1 month.
2. Ask group members to select walking buddies to create their daily journey for two people.
3. Set up a calendar with each team’s name. Have buddies identify a daily walking goal (for example, 4 blocks, 1 mile, or 10 minutes).
4. Share daily healthy quotes that buddies can use as motivation for their walk (e.g., “I’m on the road to health” or “Diabetes does not have to be my destiny”).
5. For each day that buddies meet their walking goal, they can place a sticker for that day next to their name on the calendar.
6. Add up daily totals and then track the actual path they are “walking” by moving a pushpin along the route.
7. End the activity with a celebration of the journey’s accomplishments.
8. Plan the next journey.

Source: Adapted from Public Broadcasting System, America’s Walking Program, available online at <http://www.pbs.org/americawalking/health/health20percentboost.html>. The Web site provides detailed information on creating a walking program through a “20% boost plan”—a plan to safely build up to walking 10,000 steps a day. It also includes interactive quizzes, health calculators, tips on using a pedometer, and much more.

## Activity 12: Neighborhood Discovery

### Goal

Encourage walking as a means to reaching a “far-off destination,” and teach goal setting for health.

**Suggestion:** This is a perfect chance to partner with your state’s local Game and Wildlife Office, the Audubon Society, or a local natural history museum that hosts annual bird counts and other animal counts. They will have charts for counting birds as well as identification charts. State and local Audubon Society chapters can be found at [www.audubon.org/states/index.html](http://www.audubon.org/states/index.html).

### Things You Need

Grid chart with names of people or groups of people.

- A list of wildlife or birds in the area and a chart for counting them.
- Walking chart records (date and places walked).

### Steps

Ask people to form groups of two or more.

1. Share the bird-counting or other animal-counting charts.
2. Pass out walking record forms to the groups. A sample walking record form is in the Appendices of this resource.
3. Plan a daily neighborhood walk to chart birds or other animals found.
4. Meet once a week at the community center or other location to tally the number of birds or other animals found. Chart the number of places or the miles walked by the whole group.

Note: For examples of walking logs, go to [www.vdf.org/PAD/exercisetherapy.php](http://www.vdf.org/PAD/exercisetherapy.php) or visit <http://www.vdf.org/Resources/documents/VDFWalkingBrochure.pdf>.

## Activity 13: Community Garden

Note: Before beginning this activity, please consider the time of year, your climate, and the ages of your participants. Mid-day activities outdoors may present more problems with mid-day heat and sunburn. Be sure to ask participants to bring water and sunscreen, and try to schedule activities for early or late in the day on hot days.

### Goal

Encourage outdoor activity through gardening. Show how easy and economical it is to grow vegetables. This activity also gives you time to teach the value of a garden for both exercise and the fresh vegetables they can produce.

*Suggestion:* Contact your local extension service. Go to [www.csrees.usda.gov/](http://www.csrees.usda.gov/), and click “Local Extension Service” to get information on your area; or look up “Extension Service” in the Government Services section of the phone book. Vegetable seeds and advice may be free. Or you may ask for “sponsorship” from a local garden or hardware store.

### Things You Need

Access to a plot for gardening (a community member’s yard or a plot at the local community center).

- Seeds, soil.
- Gloves and gardening tools.

### Steps

1. Choose a garden plot. If you can’t find an outdoor area, check with a local school. They may have a plot you can garden. Another choice is to create indoor vegetable planters in local community members’ homes.
2. Choose a name for your garden.
3. Find a volunteer who can be the head gardener and lead garden activities.
4. Select vegetables to plant, and get seeds or plants.
5. Have garden members keep track of the hours they spend gardening and tending the vegetables.
6. At the end of the gardening season, count up the hours and celebrate the harvest.

Source: Adapted from American Community Gardening Association. A planning guide is available online at <http://www.communitygarden.org/starting.php>. The Web site provides detailed information to planning and starting a community garden as well as links to tips for gardening with different age groups.

## Activity 14: Train like a Super Star

### Goal

Encourage physical activity opportunities, even when there seems to be no time.

### Things You Need

- Sample stretching exercises and sample exercise basics (for example, marching in place, jumping jacks, leg lifts, crunches, against-the-wall pushups).
- Other materials included in this toolkit on physical activity.
- CD/DVD or VHS *Step by Step: Moving towards prevention of Type 2 Diabetes*; CD/DVD or VHS *Movimiento Por Su Vida* provided in this toolkit; television and DVD player, or VCR, and the *Welcome to the City of Excuses* poster (see pages 63–65). Posters are also included in the *Road to Health Supplemental CD-ROM*.

### Steps

1. Explain a simple activity people can do during commercials of a favorite television show. The book, *A Healthier You*, says that strength training can be done anywhere. An example of a goal to work toward could be to do 8 to 12 repetitions of different exercises, such as push-ups, bicep curls, or sit-ups. Show the CD/DVD or VHS *Step by Step* or the CD/DVD or VHS *Movimiento Por Su Vida* to see people moving every day in easy ways.
2. Point out that if they do this during each break of an hour-long TV show, they've just exercised for almost 20 minutes.
3. Ask people to keep track of activity individually by using the *NDEP Food and Activity Tracker*, which is available on *The Road to Health Supplemental CD-ROM* (included in this toolkit). *The NDEP Food and Activity Tracker* can also be located online at [http://ndep.nih.gov//diabetes/pubs/GP\\_FoodActTracker.pdf](http://ndep.nih.gov//diabetes/pubs/GP_FoodActTracker.pdf).
4. Add up the total “commercial minutes” of exercise each week.
5. Encourage people to increase the number of minutes of exercise each week.
6. Encourage participants to get a buddy. Ask buddies to keep each other moving.
7. Encourage participants to think about reasons they may not want to exercise. Use the *Welcome to the City of Excuses* poster to help identify the most common excuses people use to avoid physical activity.
8. Keep track of your physical activity using *My Physical Activity Tracker* available in the appendix of this *Activities Guide* (page 48).

Source: Adapted from Mayo Clinic. Basic fitness ideas are available online at [http://www.mayoclinic.com/health/fitness/HQ01217\\_D](http://www.mayoclinic.com/health/fitness/HQ01217_D). The Web site includes tips on low-cost or no-cost workouts, starting and staying motivated, and links to a wide range of topics from fitness myths to proper shoe selection to alternative medicine.

*A Healthier You* was developed by the Department of Health and Human Services. It can be purchased at <http://bookstore.gpo.gov>, or by calling 1-866-512-1800.

## Activity 15: PAWS (Pets Are Wonderful Support)

### Goal

Increase physical activity by developing a regular daily walking routine.

### Background

A dog makes a wonderful cheerleader to remind you of your walking routine and rewards your activity with a wagging tail. Explain the idea of “partnering” with a dog or pet to increase physical activity. Note that people do not have to own a dog. Perhaps a friend has one you can walk regularly.

### Things You Need

A pet, or buddy with a pet, or a pet whose owner is homebound.

### Steps

1. Pair up participants with pets (as available).
2. Suggest “borrowing” a pet from a neighbor who has trouble getting around or works long hours.
3. Ask participants to keep track of their walks on an activity tracker. The *NDEP Food and Activity Tracker* is provided on *The Road to Health Supplemental CD-ROM*, which is included in this toolkit. The *NDEP Food and Activity Tracker* can also be located online at [http://ndep.nih.gov//diabetes/pubs/GP\\_FoodActTracker.pdf](http://ndep.nih.gov//diabetes/pubs/GP_FoodActTracker.pdf).
4. Your community may have a program that links volunteers willing to walk pets with owners who are homebound.
5. Remind participants that walking is good for them and the pet!

Source: Adapted from <http://www.pawssf.org/volunteer.htm>. This Web site provides information on how pets can help people be healthier and answers frequently asked questions about pets and health.

## **Activity 16: 3-on-3 Adult Soccer, Kickball, Basketball, Frisbee, or Softball Games**

### **Goal**

Create opportunities for physical activity through community games or tournaments.

### **Things You Need**

Area for play (school field or local park).

- A big bag of different types of balls, Frisbees, etc.
- Healthy snacks and water.

### **Steps**

1. Have participants sign up as teams of three for a Saturday or Sunday afternoon activity.
2. The first few times you meet, you pick the game and bring the equipment. For example, throwing a Frisbee can involve all ages, doesn't have to follow exact rules, and allows people to play at different intensity levels. The next week's activity can be kicking around a soccer ball. You don't have to have enough people for a full game. You could just practice three-on-three, passing the ball back and forth.
3. Encourage people to bring other sports equipment for variety.
4. Have healthy snacks and water available.
5. Create chances for "pickup" games instead of organized play. For example, meet each Sunday afternoon in the park or neighborhood schoolyard with a bag of balls or Frisbees. Pick different games to play.
6. Make a plan for a rainy day, for example, agreeing to meet in a school gym or in a church hall to continue activities in case of bad weather.

Source: Adapted from U.S. Department of Health and Human Services, Steps to A Healthier US, available online at <http://www.healthierus.gov/exercise.html>. The Web site provides links to a wide range of topics on nutrition, physical activity, obesity, diabetes, and blood pressure and includes tips and brochures you can share with your participants.

## **Activity 17: Walk to Timbuktu (or New York City or Hollywood—Anywhere You Want)**

### **Goal**

Encourage walking as a means to reaching “far-off places.” Learn healthy, goal-setting habits. (You could change this to be a hike to the top of the Empire State Building or Mt. Kilimanjaro, or substitute step climbing for walking.)

### **Things You Need**

Chart with grid lines.

- Maps (check with car rental companies for free maps or photocopy a map from the public or school library). Note: Some maps may be copyrighted.
- Pushpins, play money (or tickets like those used at raffles), a calendar, and stickers.

### **Steps**

1. Choose a game period, such as 1 month.
2. Figure out the number of miles to the destination. A good city-to-city chart is online at <http://www.travelnotes.org/NorthAmerica/distances.htm>, or go to [www.mapquest.com](http://www.mapquest.com).
3. Set up a calendar with each person’s name. Ask participants to choose a daily walking goal (for example, 1 mile or 20 minutes). A sample chart can be found in the Appendices on page 47.
4. For each day people meet their walking goal, place a sticker next to their name on the calendar.
5. Add up everyone’s daily or weekly totals. Move a pushpin along the route to keep track of progress.
6. At the end of the game, give participants prizes of play money or raffle tickets for small prizes.
7. End the game with a celebration with the goal’s theme. For example, if your goal was to “walk to New York City,” host the party with healthier versions of New York favorites, such as pizza, by making your own! Lightly toast English muffins, then spoon tomato sauce onto the muffin halves, top with low-fat cheese and vegetables (e.g., carrots, zucchini, or spinach), and cook in the oven or microwave until the cheese melts. It’s cheaper to make your own than to order out. Besides, participants can get exactly what they want.
8. Plan the next walking adventure.

Source: Adapted from Public Broadcasting System, America’s Walking Program, available online at <http://www.pbs.org/americaswalking/health/health20percentboost.html>. The Web site includes detailed information on creating a walking program through a “20% boost plan”—a plan to safely build up to walking 10,000 steps a day. It also includes interactive quizzes, health calculators, tips on using a pedometer, and much more.

## Appendix

You may copy these pages to use as handouts.

### Sample Diabetes Prevention Program (DPP) Study Recommended Weight-Loss Chart

The DPP Study found that losses of as little as 5%–7% of a person’s body weight (if a person is overweight) can help prevent or delay diabetes. If you are unsure whether someone is overweight, measure the person’s height and weight and consult the “At-risk Weight Chart” on page 29 of the *User’s Guide* or the “Copier-Ready Game Plan Tools for Patients” Section of the NDEP GAME PLAN toolkit (page 2 of 2), which can be ordered for free online at [ndep.nih.gov/](http://ndep.nih.gov/) or by calling 1-888-693-NDEP. The table below tells you how much weight the person needs to lose to follow the DPP recommendation.

Current Weight (in pounds)	5%-7% Weight-Loss Recommendation (in pounds)
150	7-10
160	8-11
175	8-12
185	9-12
200	10-14
215	11-15
225	12-17
250	13-18
275	14-19
300	15-21

For specific weights, you can calculate the DPP study recommended weight loss range as follows:

Current Weight \_\_\_\_\_ x 0.05 = low end

Current Weight \_\_\_\_\_ x 0.07 = high end

Source: [http://ndep.nih.gov//diabetes/pubs/GP\\_Booklet.pdf](http://ndep.nih.gov//diabetes/pubs/GP_Booklet.pdf).

## Food Comparison Sheet

Collect nutrition information for an apple, potato chips, ice cream, and a snack of your choice. Fill out the chart below, and on the basis of your comparison, write a suggestion for eating the snacks you investigated. Participants can use this chart in many ways. It may be helpful for the Lunch Exchange activity described on page 23 of this *Activities Guide*.

Source: Adapted from <http://www.nyapplecountry.com/ednutritionchart.htm>.

	Apple	Potato Chips	Ice Cream	Other Snack
Calories/serving				
Calories from fat				
Total fat				
Cholesterol				
Sodium				
Total carbohydrates				
Dietary fiber				
Sugars				
Protein				

## Water Log

In the chart below, mark off each 8-ounce glass of water. If needed, make notes in the column on the right. At the end of the week, add up all the water you drank and see how close you are to your goal.

The goal is to have eight 8-ounce glasses of water each day. Your body needs more water in hot weather or if you are very active. Not only is water necessary to help your body function properly, but drinking it even when you don't feel thirsty can help you feel full and postpone snacking or prevent overeating. Reach for water—not soda or juice—when you are thirsty.

Every 16 cups of water you drink—about 2 days' worth—is equal to 1 gallon of water. In 1 week you should be drinking about 3 1/2 gallons of water.

Source: For an overview of the benefits of water intake and daily recommendations, the Mayo Foundation for Medical Education and Research (MFMER) offers information and graphics in an article entitled *Water: How Much Should You Drink Every Day*, available at <http://www.mayoclinic.com/invoke.cfm?id=NU00283>. Source: MayoClinic.com. All rights reserved. Used with permission.

	Water	Notes
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		
<b>Saturday</b>		
<b>Sunday</b>		

## Walking Log

Each day, keep track of your daily walk in one of three ways: by distance, by the number of steps on your pedometer, or by time. Once a week, count up your miles, steps or time and write it in the “weekly total” row.

As an alternative, use the *NDEP Food and Activity Tracker* to keep track of how much you walk and what you eat in one place.

If you walk 3 miles, 3 days a week for 1 year, you will have walked 468 miles. That is like walking from Washington, DC, to Boston, Massachusetts!

	Distance	Steps	Time	Location	Notes
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Weekly Total					

## My Physical Activity Achievement Record

Source: [www.diabetesatwork.org](http://www.diabetesatwork.org)

Name \_\_\_\_\_ Week of \_\_\_\_\_

The NDEP Food and Activity Tracker is a tool that helps participants monitor their progress in making changes. Because some people may prefer a simpler tool that focuses on only physical activity, we have included another option:

### My Physical Activity Achievement Record

Day of the Week	Physical Activity Done	Amount of Time
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

## Physical Activity Contract

Making the decision to do more physical activity is a big step. Use the Exercise Contract below to help participants stay on track with their goals.

## Physical Activity Contract

I, \_\_\_\_\_, will be active \_\_\_\_\_ days a week  
for at least \_\_\_\_\_ minutes.

The activity or activities I will do is (are):

---

---

---

Signed: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

Source: [www.diabetesatwork.org](http://www.diabetesatwork.org)

## Portions versus Servings

What is the difference between portions and servings?

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.

For example, a serving of pasta is 2 ounces of dried pasta (about 1 cup cooked) and the U.S. Department of Agriculture recommends that most adults eat only 5–7 ounces from this food group (grains) per day. If the amount of pasta you usually eat is closer to 2–3 cups than 1 cup, you may be eating all three of your recommended servings for the day at one meal. A goal might be to bring this portion size closer to the recommended serving size.

The portion size served at home and in restaurants has changed over time. Bigger “super-sized” portions have replaced smaller portions that are closer to the recommended serving size. The super-size portion of most of our meals, snacks, and packaged foods is one of the reasons most Americans are overweight. Being overweight or obese increases the risk of developing type 2 diabetes.

Use the examples from the *Portion Distortion Quiz Slide Show I and II* available on *The Road to Health Supplemental CD-ROM*. These examples can help participants identify ways to reduce their portion sizes. Teach your participants about portion control as one way to help them lower their weight (if they are overweight) or maintain a healthy weight. By doing this, they can decrease their risk of developing diabetes.

The next several pages contain tips and charts that you may want to photocopy and give to participants as reminders. You might also want to use them as a teaching aid. Ask participants to come up with more ideas to add to these tip sheets.

The serving size card table on page 51 shows common methods for teaching portion control and proper portion size. Choose an approach that will work best for your audience. Use the Food Detective I activity on page 12 of this *Activities Guide* to help participants learn about portion sizes. Because different people learn differently and teaching styles vary, this toolkit offers a few choices on ways to teach proper portion sizes. Some people like to teach using measurements (e.g., cups, teaspoons) to show portion sizes. Others like using everyday objects.

Everyday objects (a deck of cards, dice) can give people a concrete idea of how big an ideal portion would be. Another approach emphasizes getting more vegetables on the plate before other foods are added. You can find the *Plate Method* on page 53 of this *Activities Guide* to show how portion sizes have changed over the years. Recognizing how much one is eating is the first step to portion control.

Portion control is an important part of weight loss and type 2 diabetes. Use the *Portion Distortion* activity and the examples from the National Heart, Lung, and Blood Institute’s *Portion Distortion Quiz* (in *The Road to Health Supplemental CD-ROM*) to show how portion sizes have changed over the years. Recognizing how much one is eating is the first step to portion control.

## Size Up Your Servings

Healthy eating includes making healthful food choices by decreasing the amount of calories you eat per day and understanding serving sizes. One helpful way to cut calories from food is to write down what we eat. Do it for one day. This means writing down everything you eat, along with an estimate of the amount you eat—and be realistic. How do you know how much of a food you are eating? Take a minute to look in your cabinet. Find your measuring spoons and cups. Next, find something familiar such as common everyday objects that will help you figure out your serving sizes.

Visualizing a half-cup or 3 ounces can be difficult, let alone “one serving.”

For some of us, our thumbprint is about the size of a teaspoon; for others, our thumbprint is about the size of a tablespoon. Try it and see it! Another example is our fist. For some of us, our fist is about the size of a 1/2 cup, and for others, it is a cup. It doesn't need to be exact, this is just an estimate—and it will help you estimate how much food you are eating.

Listed next are examples of everyday objects you can use to help visualize your serving sizes. Use this chart to help people learn serving size by using common everyday objects. Photocopy this Serving Size Card and give to people to keep in their pockets, purse, or wallet. They can compare serving sizes when they eat out or cook at home. You can laminate the page for long-term use. Once you get a good sense of serving sizes, you can compare them to the amount you eat and make any necessary modifications.

Serving Size Card	
Serving Sizes	Everyday Objects
A teaspoon of margarine is the size of the tip of your thumb to the first joint.	
Three ounces of meat is the size of a deck of cards.	
One cup of pasta is the size of a tennis ball.	
An ounce and a half of cheese is the size of three dominoes.	
Two tablespoons of peanut butter are the size of a ping pong ball.	
One half-cup of vegetables is the size of a light bulb.	

Source: American Dietetic Association. Visualize the Right Portion Size. October 22, 2004. Available at: [http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home\\_4367\\_ENU\\_HTML.htm](http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home_4367_ENU_HTML.htm)

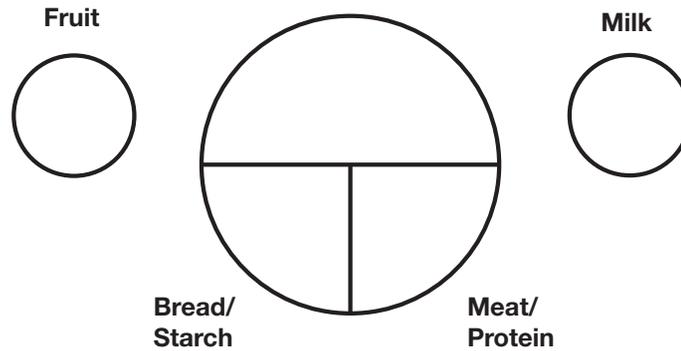
Source: U.S. Department of Health and Human Services. (2005). A Healthier You: Based on the Dietary Guidelines for Americans. Washington, DC: U.S. Government Printing Office. Available at: <http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/chapter9.html>

## The Plate Method: Tips for Getting More Vegetables into Your Diet

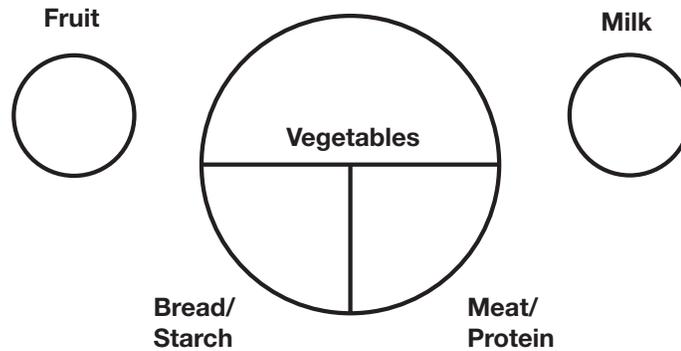
The *Plate Method* can help people eat more vegetables and control the portion sizes of other foods.

The examples below use a 9-inch diameter dinner plate. Remind people not to pile high a big mountain of pasta, rice, potatoes, or meat. The idea is to make a flat portion the size of a quarter of the plate. The following illustrations are *Plate Methods* for breakfast, lunch, and dinner.

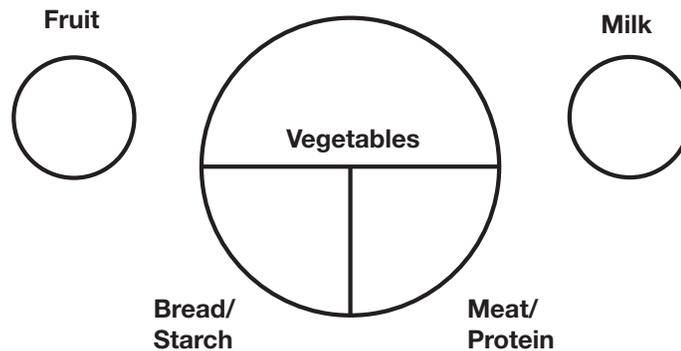
### Breakfast



### Lunch



### Dinner



The Plate Method has several variations, and a number of commercial Web sites have teaching aids based on the Plate Method. NDEP does not endorse any of these commercial products, but a brief description of the following Web sites are included for your convenience:

**The Idaho Plate Method (<http://www.platemethod.com/>)**

Originally used as a tool for diabetes meal planning, the Plate Method described on this Web site is also used to encourage eating more vegetables and controlling the portion sizes of other foods. Information on “How to use the Plate Method” and educational tips are available as free downloads. Educational products such as placemats are available for sale in English and Spanish. The Idaho Plate Method Web site has references and programs that support the use of the Plate Method. Visit their Web site if you are looking for more information on the Plate Method.

**The Healthy Diabetes Plate (<http://info.ag.uidaho.edu/diabetes/index.html>)**

This Web site sells a curriculum to teach healthy food choice skills to people with diabetes using the Idaho Plate Method. This may be helpful in working with groups in which some people have diabetes and others are at risk.

**Table Top Nutrition (<http://www.tabletopnutrition.com/diabetes-educators.shtml>)**

This Web site also sells teaching tools that can be used by people who have diabetes or are at risk for developing it, to learn healthier eating habits using the Plate Method. Paper and laminated placemats are also available using the MyPyramid system. A “teacher’s pack” of paper MyPyramid placemats can be used in a classroom exercise in which children color their own personalized guide to making healthy food choices.

## Restaurant Tips

Give people copies of this *Restaurant Tips* handout as a reminder of healthy food habits. Suggest that people can put the tips on the refrigerator or another place where the family can see them, or discuss as a family. Ask people to suggest other tips.

Restaurants usually serve large portions. Try these tips to cut down on calories:

- Start with a full glass of water, unsweetened iced tea, or diet soda.
- Skip sweet drinks. They add calories without much nutrition.
- When your order arrives, box up half the food right away to take home.
- Order a salad before your main meal, with the dressing on the side.
- Order an appetizer as a main course.
- Order smaller sizes, such as a half order of pasta or a “petite” cut of meat. Portions may still be large. A “smaller” portion of meat may be an 8-ounce serving.
- In fast-food restaurants, avoid “extra value” or “super sized” meals, or split them with a friend. A regular hamburger is usually one serving of meat and two servings of grain.
- Share a main course or dessert with a friend.
- Try to get as many colors on the plate as you can. Veggies are a great source of color. By getting more colors, you are getting different vitamins and minerals in the same meal.
- Ask for substitutions for less healthy foods. For example, ask for vegetables or a salad instead of French fries.
- Ask for reduced-calorie sour cream, butter, or other toppings.
- Ask for all sauces, dressings, and gravies on the side.
- Eat slowly.
- You don’t have to “clean your plate.” Ask for a take-home bag if you can’t stand to leave food on the plate.
- Tell the waiter your doctor told you to eat healthier!

Adapted from: American Dietetic Association ([www.eatright.org](http://www.eatright.org)), and the U.S. Department of Agriculture ([www.usda.gov](http://www.usda.gov)).

## Busting Food Myths

*This background information can help you as you discuss fat, sugar, and portion size with participants.*

Eating starches, fat, or sugar doesn't make you fat. Eating more calories than you can burn up can make you gain weight and become overweight. Fat has more than twice as many calories as carbohydrates or protein. In the DPP study, people lost weight by eating fewer calories than they used. The first step they took was to simply cut the amount of fat in their diets.

Eating sugar doesn't cause diabetes. But eating foods with a lot of sugar (and fat) may mean that you are getting too many calories, which in turn can make you overweight. Being overweight is a leading risk factor for type 2 diabetes.

Even if a food is "fat free," you have to watch the portion size. Fat-free foods still have calories. Sometimes they have as many calories as the full-fat versions. Those calories count just as much. The same is true for sugar-free foods. Compare the calories in fat-free or sugar-free foods to the "regular" versions. You may be surprised.

Foods labeled "no sugar added" can still have sugar. "No sugar added" only means the food has no table sugar. Foods with the "no sugar added" label may have other types of sugar that your body uses just like table sugar. And they may have just as many calories.

Eating protein doesn't build muscle. Bigger muscles come from muscle building exercise. The average American diet contains more protein than is necessary.

For a healthy meal plan, eat a variety of foods each day.

## Overcoming Barriers to Physical Activity

*This information can help you to discuss solutions to overcome barriers for physical activity with the participants.*

### Instructions

1. Ask participants to take the *Barriers to Being Active Quiz*. Follow the instructions to identify the barriers that are most important to each person.
2. Show the *Welcome to the City of Excuses* poster on the *Road to Health Supplemental CD-ROM*. You could make photocopies to send home with people or copy the poster onto an overhead projector transparency.
3. Ask people to add their own excuses to their maps or write them on your map if you have only one copy.
4. Consider asking people to draw their own map and write in excuses they find themselves making. You may find that some people would prefer to write a list of excuses instead of drawing their own map. Either a drawing or a list of excuses is fine.
5. Discuss the suggestions provided below for getting over these barriers. Ask if each person could make one change based on these tips.

Understanding common barriers to physical activity and creating strategies to overcome them may help you make physical activity part of your daily life.

Too often, people get distracted from the *road to health* because of barriers such as a demanding job or the thought of having to give up a favorite dessert. Use the *Welcome to the City of Excuses* poster to show examples of these barriers to participants. Help them identify ways to make these barriers less overwhelming by focusing on small changes one day at a time.

The *Barriers to Being Active Quiz* (in the *Road to Health Supplemental CD-ROM* as a PDF file and at [http://www.cdc.gov/nccdphp/dnpa/physical/life/barriers\\_quiz.pdf](http://www.cdc.gov/nccdphp/dnpa/physical/life/barriers_quiz.pdf)) can help you identify the types of physical activity barriers that keep participants from making regular physical activity an important part of their lives. Once participants have taken the quiz and been scored on all seven parts, they will understand which barriers affect them the most, and you can look together at page 60 for suggestions on how to overcome them.

## Barriers to Being Active Quiz: What keeps you from being more active?

Directions: Listed below are reasons that people give to describe why they do not get as much physical activity as they think they should. Please read each statement and indicate how likely you are to say each of the following statements:

How likely are you to say?	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1. My day is so busy now that I just don't think I can make the time to include physical activity in my regular schedule.	3	2	1	0
2. None of my family members or friends like to do anything active, so I don't have a chance to exercise.	3	2	1	0
3. I'm just too tired after work to get any exercise.	3	2	1	0
4. I've been thinking about getting more exercise, but I just can't seem to get started.	3	2	1	0
5. I'm getting older so exercise can be risky.	3	2	1	0
6. I don't get enough exercise because I have never learned the skills for any sport.	3	2	1	0
7. I don't have access to jogging trails, swimming pools, bike paths, etc.	3	2	1	0
8. Physical activity takes too much time away from other commitments—time, work, family, etc.	3	2	1	0
9. I'm embarrassed about how I will look when I exercise with others.	3	2	1	0
10. I don't get enough sleep as it is. I just couldn't get up early or stay up late to get some exercise.	3	2	1	0
11. It's easier for me to find excuses not to exercise than to go out to do something.	3	2	1	0
12. I know of too many people who have hurt themselves by overdoing it with exercise.	3	2	1	0

13. I really can't see learning a new sport at my age.	3	2	1	0
14. It's just too expensive. You have to take a class or join a club or buy the right equipment.	3	2	1	0
15. My free time during the day is too short to include exercise.	3	2	1	0
16. My usual social activities with family or friends do not include physical activity.	3	2	1	0
17. I'm too tired during the week and I need the weekend to catch up on my rest.	3	2	1	0
18. I want to get more exercise, but I just can't seem to make myself stick to anything.	3	2	1	0
19. I'm afraid I might injure myself or have a heart attack.	3	2	1	0
20. I'm not good enough at any physical activity to make it fun.	3	2	1	0
21. If we had exercise facilities and showers at work, then I would be more likely to exercise.	3	2	1	0

**Follow these instructions to score yourself:**

- Enter the circled number in the spaces provided, putting together the number for statement 1 on line 1, statement 2 on line 2, and so on.
- Add the three scores on each line. Your barriers to physical activity fall into one or more of seven categories: lack of time, social influences, lack of energy, lack of willpower, fear of injury, lack of skill, and lack of resources. A score of 5 or above in any category shows that this is an important barrier for you to overcome.

_____ + _____ + _____ = _____
1 8 15 Lack of time
_____ + _____ + _____ = _____
2 9 16 Social influence
_____ + _____ + _____ = _____
3 10 17 Lack of energy
_____ + _____ + _____ = _____
4 11 18 Lack of willpower
_____ + _____ + _____ = _____
5 12 19 Fear of injury
_____ + _____ + _____ = _____
6 13 20 Lack of skill
_____ + _____ + _____ = _____
7 14 21 Lack of resources

Source: CDC Division of Nutrition and Physical Activity [http://www.cdc.gov/nccdphp/dnpa/physical/life/barriers\\_quiz.pdf](http://www.cdc.gov/nccdphp/dnpa/physical/life/barriers_quiz.pdf)

## Suggestions for Overcoming Physical Activity Barriers

### Barrier: Lack of Time

- Find time slots. Pay attention to your daily activities for 1 week. When can you find time to be active at least 30 minutes a day, 5 days a week?
- Add physical activity to your daily routine. For example, walk or ride your bike to work or shopping, organize school activities around physical activity (e.g., scheduling a walk for your child's class), walk the dog, exercise while you watch TV, or park farther away from your destination.
- Make time for physical activity. For example, walk or jog during your lunch hour, or take fitness breaks instead of coffee breaks.

### Barrier: Social Influence

- Explain your interest in physical activity to friends and family. Ask them to support your efforts.
- Invite friends and family members to exercise with you. Plan social activities involving exercise.
- Develop new friendships with physically active people. Join a group, such as the YMCA or a hiking club.

### Barrier: Lack of Energy

- Schedule physical activity for times in the day or week when you feel most energetic.
- Remind yourself that if you give it a chance, physical activity will increase your energy level; then, try it.

### Barrier: Lack of Motivation

- Plan ahead. Make physical activity a regular part of your daily or weekly schedule and write it on your calendar.
- Invite a friend to exercise with you regularly and write it on both your calendars.
- Join an exercise group or class.

### Barrier: Fear of Injury

- Learn how to warm up and cool down to prevent injury.
- Learn how to exercise at the right level for your age, fitness level, skill level, and health status.
- Choose activities that are not risky.

### Barrier: Lack of Skill

- Choose activities that do not require new skills, such as walking, climbing stairs, or jogging.
- Exercise with friends who are at the same skill level as you are.
- Find a friend who is willing to teach you some new skills.
- Take a class to develop new skills.

### Barrier: Lack of Resources

- Choose activities that don't require much in the way of facilities or equipment, such as walking, jogging, or jumping rope.
- Identify inexpensive, convenient resources available in your community (e.g., community education programs, park and recreation programs, or worksite programs).

### Barrier: Weather Conditions

- Develop a set of regular activities that you can do even in bad weather (e.g., indoor cycling, aerobic dance, indoor swimming, calisthenics, stair climbing, rope skipping, mall walking, dancing, gym games).
- Look at outdoor activities that depend on weather conditions (e.g., cross-country skiing, outdoor swimming, outdoor tennis) as “bonuses”—extra activities when weather and circumstances permit.

### Barrier: Travel

- Put a jump rope in your suitcase and jump rope.
- Walk the halls and climb the stairs in hotels.
- Stay in hotels with swimming pools or physical activity facilities.
- Join the YMCA, YWCA, or a national fitness chain that allows members to use the facilities in other cities.
- Visit the local shopping mall and walk for half an hour or longer.
- Bring an MP3 or CD player and your favorite aerobic physical activity music.

## Barrier: Family Obligations

- Trade babysitting time with a friend, neighbor, or family member who also has small children.
- Do physical activities with the kids—go for a walk together, play tag or other running games, get an aerobic dance or exercise video or CD for kids (there are several on the market) and exercise together. You can spend time together and still get your physical activity.
- Jump rope, ride a stationary bicycle, or other stationary or indoor aerobic activity while the kids are playing or sleeping.
- Try to do physical activity when the kids are not around (e.g., during school hours or their nap time).
- Encourage physical activity facilities to provide child care services.

Source: Adapted from the Diabetes Prevention Program, Lifestyle Balance, available at <http://www.bsc.gwu.edu/dpp/manuals.htmlvdoc>. The Web site provides links to curriculum and information on the DPP in English and Spanish.

Welcome to the City of Excuses! Where Healthy Living is a Second Priority Posters

# WELCOME TO THE CITY OF EXCUSES!

Where Healthy Living Is a Second Priority

**Fear of Injury**  
"I'm afraid I might injure myself or have a heart attack."

**Lack of Energy**  
"I'm just too tired after work to do any type of physical activity."

**Lack of Time**  
"My day is so busy now, I just don't think I can make the time to include physical activity in my schedule."

**Lack of Willpower**  
"It's easier for me to find excuses not to do any physical activity than to go out and do something."

August 2008

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# ¡Bienvenido a la ciudad de las excusas!

Donde vivir saludable no es una prioridad



**Miedo a Lesionarse**  
"Tengo miedo de lesionarme o tener un ataque al corazón".

**Falta de Energía**  
"Estoy demasiado cansado después del trabajo como para ponerme a hacer cualquier tipo de actividad física".

**Falta de Tiempo**  
"Mi día es tan ocupado que realmente creo que no tengo tiempo para incluir actividad física en mi itinerario".

**Falta de Compromiso**  
"Es más fácil para mí encontrar excusas para no hacer actividad física que ir afuera y hacer algo".

August 2008



El Programa Nacional de Educación sobre la Diabetes (NDEP) del Departamento de Salud y Servicios Humanos de los Estados Unidos es un programa conjunto de los Institutos Nacionales de la Salud (NIH) y de los Centros para el Control y la Prevención de Enfermedades (CDC) con el apoyo de más de 200 organizaciones asociadas.



CS 11861

## Using Pedometers to Track Your Physical Activity

In addition to the ideas in the *Activities Guide*, the following activities may help you motivate participants to track daily walking efforts with pedometers.

You don't *need* a pedometer to be more active, but these devices are becoming more popular, and the NDEP team has some ideas for using them.

There are many kinds of pedometers and step counters. Don't worry about which one is the best. Just get participants started with whatever is simplest to use or find. For many of these activities, people must write down how many steps they take. They can use NDEP's Food and Activity Tracker, which can be located online at: [http://ndep.nih.gov//diabetes/pubs/GP\\_FoodActTracker.pdf](http://ndep.nih.gov//diabetes/pubs/GP_FoodActTracker.pdf).

The next three sections of this guide contain challenges and tips for pedometer use. But be careful not to overdo it! Encourage participants to work slowly toward higher levels of physical activity and to check with a health care professional before starting any new exercise plan.

### Introductory Pedometer Challenges

The simple challenges in this section will help your participants get to know the pedometer. Participants can also check their activity levels.

### Advanced Pedometer Challenges

After participants know how to use the pedometer, you can use more advanced challenges. These fun challenges help participants take more steps every day.

#### 1) Introductory Pedometer Challenges

##### Past Week Challenges

##### Individual Activity

(Time: 7 days)

There are two parts to this activity.

Part 1: How many steps do you take in a day? Have participants wear a pedometer for a week. Every day, they should log the number of steps they take. To find out the average steps per day, add all the steps and divide by seven.

Part 2: What does your week look like? Have participants wear a pedometer for a week and log the total number of steps. Do participants take more steps on a weekday or weekend? Discuss reasons why their step counts varied. The overall goal here is for participants to realize that the amount of physical activity they get per day can be directly affected by their daily schedules (e.g., by work, child care, or commuting).

## **Measure a Mile**

### **Group/Buddy/Individual Activity**

**(Time: 30 to 45 minutes)**

Ask each group member to choose a “buddy.” People can also do this activity alone. Have the buddy teams go to an area track or another flat path that is a known distance and walk a mile while wearing the pedometer. (Hint: Many high schools have ¼-mile tracks that are open to the public when not in use by students.)

The buddy teams should check to see if their pedometer calculates how many steps it takes to walk a mile. With this kind of pedometer, the buddy teams can see how many steps it took to walk 1 mile. If 1 mile is too much, they can walk ¼ or ½ mile. It is OK to take a break while doing this. This is not a race.

At the next session, ask each buddy team how many steps they logged on their walk. Have the group talk about the number of steps each one took to walk 1 mile. Then you can tell the group that it usually takes about 2,000 steps to walk a mile. Have the buddies compare their number to the average.

Remember: People usually think that they walk more than they really do. Your goal in leading this activity is to give participants a reality check about the distance they walk each day.

## **2) Advanced Pedometer Challenges**

### **The Lifestyle Activity Challenge Individual or Group Activity (Time: 2 days)**

Ask each participant to pick 2 days when their activities will be similar. For instance, they could pick 2 weekdays. Participants should write down the number of steps taken on each day. On the first day, participants should go about their day normally. For the second day, ask participants to be more physically active, for example, to walk a short distance that they might have driven otherwise. Suggest that they increase their activity in general in many small ways to avoid overexertion.

### **Individual Challenge Activity**

**(Time: 7 days)**

Ask participants to write down the number of steps taken on Day 1. Then they should add 250–500 steps each day for the next 6 days—the same number of extra steps each day. At the follow-up session, ask what things participants did to take more steps. If you are working with a group, ask them to share their ideas and discuss any problems they had near the end of the week.

Some people may prefer to use this simpler table for keeping track of physical activity instead of the NDEP Food and Activity Tracker. Monitoring activity played an important role in helping people increase physical activity and lose weight in the DPP.

Source: Adapted from Physical Activity Epidemiology— Andrea Kriska, PhD, University of Pittsburgh. Supported in part by ONRC/EXPORT.

## My Physical Activity Tracker

My goal for this week is:	<b>Cardio or Aerobic</b> 30 minutes most days of the week	<b>Strength Training</b> At least 2 days a week
<b>Monday</b> Notes:	<input type="checkbox"/> Today's Goal My Activities:	<input type="checkbox"/> Today's Goal My Activities:
<b>Tuesday</b> Notes:	<input type="checkbox"/> Today's Goal My Activities:	<input type="checkbox"/> Today's Goal My Activities:
<b>Wednesday</b> Notes:	<input type="checkbox"/> Today's Goal My Activities:	<input type="checkbox"/> Today's Goal My Activities:
<b>Thursday</b> Notes:	<input type="checkbox"/> Today's Goal My Activities:	<input type="checkbox"/> Today's Goal My Activities:
<b>Friday</b> Notes:	<input type="checkbox"/> Today's Goal My Activities:	<input type="checkbox"/> Today's Goal My Activities:
<b>Saturday</b> Notes:	<input type="checkbox"/> Today's Goal My Activities:	<input type="checkbox"/> Today's Goal My Activities:
<b>Sunday</b> Notes:	<input type="checkbox"/> Today's Goal My Activities:	<input type="checkbox"/> Today's Goal My Activities:

### **Cardio or Aerobic:**

Moderate physical activity—You feel your heart beat faster and you breathe faster too.

Vigorous physical activity—You have a large increase in breathing and heart rate. Conversation is difficult.

### **Strength Training:**

Sometimes called resistance exercises—You work your muscles against resistance using weights or gravity (for example, push-ups). Try 6–8 strength training exercises of 8–12 repetitions of each exercise.

**To track your physical activity online, please visit: [www.presidentchallenge.org](http://www.presidentchallenge.org).**

## Motivational Quotations and Dichos (Proverbs or Sayings)

Quotations to help you motivate your participants can be found in abundance in library resources, in books and magazines, in bookstores, and online. The following are samples of some quotations and sayings that can motivate you and your participants. You can use them at the beginning of your meeting as you work together toward the road to health.

### Inspiration and Motivation

*Just don't give up trying to do what you really want to do. Where there is love and inspiration, I don't think you can go wrong.* —Ella Fitzgerald

*I used to want the words "She tried" on my tombstone. Now I want "She did it."*  
—Katherine Dunham

*Salud y alegría belleza cría.* —dicho español

*Train your head and hands to do, your head and heart to dare.* —Joseph Seamon Cotter, Jr.

*You never find yourself until you face the truth.* —Pearl Bailey

*Am I the best in the world? No. The question is: Am I the best I can be?*  
—Edward James Olmos

*Del dicho al hecho hay mucho trecho.* —dicho chileno

*The greatest wealth is health.* —Virgil

*I can accept failure. Everyone fails at something. But I can't accept not trying.*  
—Michael Jordan

*In order to change we must be sick and tired of being sick and tired.* —Author Unknown

*Defining myself, as opposed to being defined by others, is one of the most difficult challenges I face.*  
—Carol Moseley-Braun

*A la tercera va la vencida.* —dicho

*If you have health, you probably will be happy, and if you have health and happiness, you have all the wealth you need, even if it is not all you want.* —Elbert Hubbard

*Life is not merely to be alive, but to be well.* —Marcus Valerius

*Persevera y triunfarás.* —dicho

*The battles that count aren't the ones for gold medals. The struggles within yourself—the invisible, inevitable battles inside all of us—that's where it's at.* —Jesse Owens

*La salud es la mayor riqueza.* —dicho

*Our bodies are our gardens to which our wills are gardeners.* —William Shakespeare

## Physical Activity

*Movement is a medicine for creating change in a person's physical, emotional, and mental states.*  
—Carol Welch

*I have to exercise in the morning before my brain figures out what I'm doing.*  
—Marsha Doble

*A man's health can be judged by which he takes two at a time—pills or stairs.* —Joan Welsh

*Those who think they have not time for bodily exercise will sooner or later have to find time for illness.* —Edward Stanley

*Discutir con la tentación es ya camino para ser vencido por ella.* —Miguel de Unamuno

## Healthy Eating

*You are what you eat.* —American proverb

*Para alargar tu vida disminuye tu comida.* —dicho

*He who takes medicine and neglects to diet wastes the skill of his doctors.* —Chinese Proverb

*After dinner, rest a while, after supper, walk a mile.* —Arabic Proverb

*One should eat to live, not live to eat.* —Moliere

*Todo aquel que trepa un árbol tiene derecho a su fruto. El que algo quiere, algo le cuesta.* —dicho

*When diet is wrong, medicine is of no use. When diet is correct, medicine is of no need.*  
—Ancient Ayurvedic Proverb

*An apple a day keeps the doctor away.* —Roman proverb

## Inspiration and Motivation

*A man too busy to take care of his health is like a mechanic too busy to take care of his tools.*  
—Spanish Proverb

*Más vale prevenir que lamentar.*—dicho español

Source: Adapted from <http://www.quotegarden.com/exercise.html>, [http://www.useful-information.info/quotations/health\\_quotes.html](http://www.useful-information.info/quotations/health_quotes.html), and <http://www.corsinet.com/braincandy/proverb.html>.







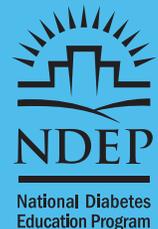


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**National Diabetes Education Program**  
**1-888-693-6337 [www.ndep.nih.gov](http://www.ndep.nih.gov)**



October 2008



NDEP-104