

NR-000-53, CCNE: Reducing Your Risk for Type 2 Diabetes

Client-centered nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

Part 1: Planning the Nutrition Education Session - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

Part 2: Session Outline - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

Snapshot of Group Session:

CCNE Lesson title: Reducing Your Risk for Type 2 Diabetes

Developed by: State Agency Staff

Date Developed: 11/2014

Approved by: Texas WIC State Agency

NE Code: NR-000-53

Class Description: This class teaches participants about the different types of risk factors for type 2 diabetes. With an interactive activity, participants will be able to identify their personal risks and how to reduce them.

Target Audience: Parents and caregivers

Type of Learning Activities: Facilitated discussion and an active self-evaluation activity

Part 1: Planning the Nutrition Education Session

Lesson: NR-000-53 Reducing Your Risk for Type 2 Diabetes

Item	Notes for Planning the Session
<p>Learning Objective(s) – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Be aware of different types of risks for diabetes. • Have increased confidence of knowing how to reduce their modifiable risks. • Name one solution for reducing their risk for type 2 diabetes.
<p>Key Content Points – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> 1. Certain risks for diabetes are not under our control. These are age, family history of type 2 diabetes, gestation diabetes, ethnicity, and delivered a baby that weighed 9 lbs or more. 2. Risk factors for type 2 diabetes that can be changed are BMI, waist circumference, physical activity, blood pressure, cholesterol, smoking, and prediabetes. 3. Reducing our risk factors for type 2 diabetes can help us reduce our risk for other conditions like stroke, heart disease, and cancer.
<p>Materials – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • Risk factor checklists for participants to fill out • Pens for participants to use when making notes on their checklists • Risk factors/solution sheets to hang on the wall (staff may want to laminate these) • Tape for posting risk factors/solution sheets along the wall • Flip-chart or whiteboard with markers (optional) for noting major points during group discussion. • Tape measure (long) for measuring waist sizes • (optional) color photo of Acanthosis Nigricans to post next to that particular station • (optional) scale to use at the BMI station
<p>Resources – <i>Review current WIC resources or other reliable</i></p>	<p>American Diabetes Association - http://www.diabetes.org/</p> <p>National Diabetes Info clearinghouse: http://diabetes.niddk.nih.gov/</p>

<i>resources like WIC Works.</i>	CDC – Diabetes: http://www.cdc.gov/diabetes/
<i>Class Flow & Set Up</i> – <i>Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</i>	<p>Arrange chairs to facilitate group discussion depending on the size of your class. Be sure to leave room for participants to move around to the different “risk stations.”</p> <p>Post risk factor sheets around the room. Leave enough space (at least a couple of feet) for several people to work at one station at a time.</p> <p>Leave room for baby carriers and strollers. Set up whiteboard or flip-chart to note any key points brought up during discussion.</p>

Part 2: Session Outline

Lesson: NR-000-53 Reducing Your Risk for Type 2 Diabetes

Item	Notes for Conducting the Session
<p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p><i>“Welcome, thank you for being here today. My name is _____. Today’s class is about type 2 diabetes and how you can reduce your risks.</i></p> <p><i>We’ll first talk a little bit about type 2 diabetes and then after that do an activity that will help you see what your own personal risks are. Feel free to comment, ask questions, and share stories today. We are all here to learn and share with each other.</i></p>
<p>Icebreaker: Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</p>	<p>Ask participants to share their name and answer ONE of the following questions:</p> <ol style="list-style-type: none">1. Give one example of something you think can cause type 2 diabetes? <p>OR</p> <ol style="list-style-type: none">2. How does diabetes touch your life (family member/loved one has diabetes, the participant has been diagnosed with pre-diabetes, etc.)?

Item	Notes for Conducting the Session
<p>Activities: For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</p>	<p>Open-ended discussion questions (Staff should ask ALL questions below)</p> <p><i>What do you know about diabetes?</i> [This is a disease where the blood sugar levels are very high. And if uncontrolled, it can lead to complications like heart disease, blindness, kidney failure, and amputations. Diabetes affects almost every part of the body in a negative way.]</p> <p><i>What about pre-diabetes?</i> [This is where blood sugar is higher than normal, but not yet high enough to be considered diabetes. But without making some lifestyle changes, this can turn into type 2 diabetes.]</p> <p><i>And can anyone tell me what insulin resistance is?</i> [This is a condition where the body makes insulin but does not use it effectively which can cause prediabetes or type 2 diabetes.]</p> <p><i>Did you know that over 8 million people are walking around with diabetes, but don't know it?</i></p> <p><i>Do any of you know a person, or people, who has diabetes? What kind of things come along with living a life with diabetes?</i> [have to stick your finger often to check your blood, have more doctors to visit, more time has to be spent with these doctors, may lose work time, have to take medications, could cost more money, without proper care can have complications like – eye problems, kidney issues, amputations, etc...]</p> <p><i>Today we're going to talk about some risks that can cause diabetes. There are many of them. We're going to see which risk factors we have and what we can do to make sure we don't get diabetes so we can lead a longer, fuller life.</i></p> <p>[Pass out risk factor worksheet and pens]</p> <p><i>There are things that can cause diabetes that we can't control and then there are things that we can control. Can anyone tell me what some of the things are that can cause diabetes that we <u>cannot</u> control?</i></p> <p>[Answers:</p> <ul style="list-style-type: none"> • Age - Diabetes is more common in people over 45 years of age – but doctors are diagnosing more and more children and teens with diabetes these days. • Family History of type 2 diabetes • Had Gestational Diabetes

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	<ul style="list-style-type: none"> • Gave birth to a baby 9 pounds or heavier • Ethnicity – people who have the highest risk are African Americans, Latinos/Hispanic Americans, Native Americans, and Pacific Islanders] <p><i>Take a look at your worksheet; the risk factors that we can't control are listed at the top. Take a minute and answer the questions – circle yes or no. If you answer Yes, put an X in the box in the middle column on the sheet.</i></p> <p>[Allow everyone time to complete the first 5 questions on their sheet]</p> <p><i>You see on the far right of the page, there is a section that says – ‘What I change to lower my risk’ – this is where you can make notes about what you would like to change.</i></p> <p><i>For the risk factors that we can't control, you will see that area is greyed out, because you cannot change those. Even though we can't control them, we need to keep them in mind because they can still really affect our chances of getting diabetes. But if we work to change other things in our lives, we can lower that risk.</i></p> <p><i>Now we are going to do an activity that will show us what risk factors we can control to help lower our overall risk and help us prevent type 2 diabetes.</i></p> <p><i>I have posted sheets around the room on the wall – these are different activity stations. You can start at any station. You don't need to go in order, but try to get to each one.</i></p> <p><i>They are all numbered, so you can easily find them on your worksheet. Each sheet on the wall will ask you questions based on type 2 diabetes risks. Read the sheet and answer the question on your worksheet. If you are at risk, the pages on the wall also give suggestions on how to lower your risk.</i></p> <p><i>Think about something you would like to do to lower that risk and then write that in the far right box. Make sure that it is something realistic that you think you would really do.</i></p> <p>[You may want to give them an example of how to use the worksheet and the pages on the wall – BMI may be best to explain]</p> <p><i>Some things you may not know – or haven't heard of, like Acanthosis Nigricans. [Point to the photo if you printed one]. It's a funny word, but can be a serious condition. Be sure to read everything on the sheets and if you have questions, just let me (or us) know!</i></p> <p><i>One last note, you don't have to share your worksheet with anyone or turn it in, this is just for you.</i></p>

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	<p><i>I'll be walking around and can help you if you have any questions.</i></p> <p>[Walk around the room, but give participants space and privacy to perform the activities. When it's almost time to end the lesson, ask everyone to come back to the middle of the room – whether they've gone to all of the stations or not to discuss and evaluate.]</p>
<p>Review and Evaluations: <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p><i>If you haven't already, place an X in the middle column for all of the risks you put a YES next to. [give participants time to do this before moving onto discussion questions]</i></p> <p><i>Now that you've all had a chance to do these activities, what did you think?</i></p> <p><i>What surprised you most?</i></p> <p>[Let participants know they don't have to work on ALL of the risks at once, but maybe just choose one to two things to work on at a time, and once they have those new behaviors established, they can start working on other risks]</p> <p><i>What is one risk factor you would like to work on?</i></p> <p><i>Does anyone have any suggestions for easy ways to lower our risks? (ex. go for a 15 minute walk after lunch, or include more vegetables in my dinner, etc)</i></p> <p><i>If we are lowering our risks for diabetes by doing some of these things, do you think we might be lowering our risks for other diseases? Like what?</i></p> <p><i>If you find that you have several risks for diabetes, it's a good idea to talk to your doctor and get tested regularly.</i></p>

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	<p>Client New Lesson Evaluation Surveys:</p> <ul style="list-style-type: none"> • Please collect surveys only during the evaluation period. • Evaluation period: [Nov 2014 - April 2015] • During the evaluation period, please collect at least 30 new lesson evaluations from clients for your LA.
<p>Personal Review of Session (afterward): Take a few moments to evaluate the class. What will you change?</p>	<p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p> <p>After teaching this lesson a few times, please complete the <i>Staff Online Lesson Evaluation Survey</i> at http://www.surveymonkey.com/s/CSBZ28K.</p> <p>The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>
<p>Supplemental Information – Describe any attachments and include any other needed information.</p>	<p>See Risk Sheets included.</p> <p>It may be helpful to have 2 facilitators for this lesson – especially when participants are doing the activity and may have questions.</p>