



# Module 4: Eat Well To Prevent Type 2

Lifestyle Coach Guide



# Module Overview

Making healthy food choices can help participants prevent or delay type 2 diabetes. This module focuses on identifying small changes in food choices to make eating habits healthier.

## Participant Learning Objectives

By the end of the session, participants will be able to:

- Explain how the food a person eats can help prevent or delay type 2 diabetes
- Use the plate method to balance food groups
- Identify processed food and its role in a person's eating pattern
- Build on their strengths

## Things to Do

In addition to the Session Checklist, you will also want to do the following:

### Before this session:

Before beginning this (or any) session, it is important to acknowledge how the historical trauma and unfair treatment of Native people has ultimately led to geographic isolation, poverty, loss of cultural and foodway traditions, and lack of access to resources.

The historical traumas caused by colonization and past atrocities against Native people continue to directly affect their health and well-being today. When discussing a personal topic like food and eating a healthy diet, one should consider the complex relationship Native people may have with food. The acts of forced assimilation and the introduction of unhealthy, nutrient-poor commodity foods (in the form of government rations) has led to an increase in chronic disease, such as type 2 diabetes.

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on eating well. Here are some sample messages you can send to participants for this module:
  - 1 Week Prior: "Our next session on eating well to prevent type 2 diabetes is in one week. You will leave with a lot of useful strategies in your pocket! Bring a paper plate or plan to use the image in your Participant Guide to draw on. Mark your calendar!"
  - 1 to 2 Days Prior: "Our next session on eating well to prevent or delay type 2 diabetes is almost here! This is an informative session you don't want to miss. See you soon!"

- If needed, set up in advance the appropriate number of virtual breakout rooms in your web conferencing tool so that there will be two participants per group for the “Make Your Plate” group activity.
- This session offers an opportunity to invite a dietitian or nutritionist to discuss the content with participants.
- You are encouraged to add regional examples of Native foods throughout the fillable Participant Guide PDF file prior to distributing it. For your reference, Native foods to consider are listed in a table at the end of this guide.

### During this session:

- Consider providing paper plates for today’s activity. If they are not available, use the printout of page 2 in the Participant Guide or draw a large circle on a piece of paper.

### After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on eating well to prevent type 2 diabetes. Here are some examples of messages to post:
  - “Since our session on eating well, have you made any small changes to adjust the amount of processed foods in your diet? If so, we’d love to hear how!”
  - “Share a photo of one of your plates of food since our session on eating well. We’d love to see the progress you’ve been making!”
  - “Share the strengths you have built upon since our last session on eating well. Let’s work together to help you continue building on those strengths!”
  - “Here is a list of some of the small changes we came up with from our session on eating well” [sample list is below]
    - Add more vegetables to my meal.
    - Take half of my meal home in a to-go box.
    - Use a smaller bowl.
    - Don’t go for seconds.

- ❑ Remind participants to view the “Eat Well” Personal Success Tool module: [www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=4](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=4)
- ❑ Post a link to the 2½-minute video, “Healthy Can Be Tasty,” on the group’s social media page. This video offers some great ideas on making healthy food taste good: [www.youtube.com/watch?v=k7-JJZ2jpWE](http://www.youtube.com/watch?v=k7-JJZ2jpWE)

## Session Content

The following content is designed to last for 60 minutes. Please allow about 10 extra minutes to receive weigh-in information and to consult with participants privately, if needed, at the start of each session.

Welcome and Review	Page 4	5 Min
Session Focus	Page 5	1 Min
Build a Healthy Meal	Page 6	15 Min
Eating Well	Page 11	25 Min
How to Build on Strengths	Page 17	4 Min
Plan for Success	Page 18	5 Min
Summary and Closing	Page 20	5 Min
Traditional Foods By Region	Page 21	N/A



Time Estimate: 5 minutes  
Method: Facilitated Discussion

## **SAY:**

Welcome back, everyone! This is the [current session number] meeting of [name of program].

Today, we are going to talk about identifying small changes in food choices to make eating habits healthier.

Before we start, let's spend a few minutes reviewing what we discussed last time. I will try to answer any questions you may have.

## **DO:**

Briefly summarize the previous session.

## **DISCUSS:**

What questions do you have for me about what we talked about last time?

## **SAY:**

Let's talk about how things went with the action plan you made last time.

## **DISCUSS:**

What went well? What didn't go well?

## **SAY:**

Now let's talk about how it went with the other things you tried at home.

## **DISCUSS:**

What went well? What didn't go well?



Time Estimate: 1 minute  
Method: Presentation

## SAY:

Please look at “Session Focus” on page 1 in the Participant Guide.



For a virtual session, use the screen share feature to display “Session Focus” from the Participant Guide for all the participants to view.

## SAY:

Food choices are an important part of eating balanced meals and limiting processed foods. Today, we will talk about:

- How the food you eat can help prevent or delay type 2 diabetes
- Using the plate method to balance the food groups and portion sizes
- Processed food and its role in your eating patterns
- Building on your strengths

Finally, you will make a new action plan.



Time Estimate: 15 minutes

Methods: Presentation, Facilitated Discussion

During this section, participants will gain a better understanding of their eating patterns and identify small changes they can make to establish a healthier eating pattern.

## My Plate (5 minutes)

### **SAY:**

We're going to start off by talking about building a healthy meal. Building a healthy meal means considering the portion sizes and the types of food on your plate.

### **SAY:**

Please look at "My Plate" on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display "My Plate" from the Participant Guide for all the participants to view.

## DO:

Distribute paper plates, as necessary. If paper plates are unavailable, have participants use the blank plate image on P2 of the Participant Guide, or draw a large circle on a piece of paper.

## SAY:

Think about what you eat for dinner every day. On your plate, draw or write a meal that you would eat on a normal day. Think about specific foods you eat and try to represent how much of each food you usually eat. Draw lines to separate how much protein, vegetables, and starches and carbohydrates make up your plate. You can look at the “Tips” box on page 2 or a larger list on pages 9–11 to help figure out which foods fall into each category. If you don’t normally eat a type of food, then leave it out.

If you need help with labeling your plate, I am happy to help you. Or if you feel comfortable, you can help one another.

## DO:

As the participants are working, do the activity along with them so you can share in a few minutes.

## Diabetes Plate Method (5 minutes)

## SAY:

Please look at the “Diabetes Plate Method” on page 3 in the Participant Guide.



For a virtual session, use the screen share feature to display “Diabetes Plate Method” from the Participant Guide for all the participants to view.

## **SAY:**

This plate shows one way to build a healthy meal. It's based on the Create Your Plate idea from the American Diabetes Association, which suggests that you:

1. Start by filling the largest section of your plate with non-starchy veggies like green beans, wild greens, carrots, and peppers.
2. Then, fill one of the smaller sections with protein foods like chicken, lean beef, venison, bison, and fish.
3. Fill the other smaller section with grains and starchy foods like potatoes, corn, and wild rice.
4. Complete your meal by adding an unsweetened drink, like water.

Using this method allows you to create a balanced meal with healthy amounts of vegetables, protein, and carbohydrates—without needing to measure, weigh, or count. This can be a good starting point. Then you can find the balance that works well for you!

## **DISCUSS:**

How does your plate compare to the “Diabetes Plate Method”? What changes might be right for you?

## **ASK:**

Would anyone like to share his or her plate and explain what changes you might consider making?

## **DO:**

Now share your plate drawing with participants, pointing out the areas you would like to work on (for example, having too many starchy foods on your plate).

## **SAY:**

This plate method can help you on your journey to healthier eating. It may not be realistic to use it every time you eat, but it is a helpful model to start with on this journey.

## Other Healthy Foods (5 minutes)

### **SAY:**

Please look at “Other Healthy Foods” on page 4 in the Participant Guide. Sometimes we eat from bowls, takeout containers, and convenience-food packaging, but the plate method can still be useful, even when you are not serving a meal on a plate. You can still make sure your meal has a healthy portion of vegetables, not too much fat, and not too many starchy foods.



For a virtual session, use the screen share feature to display “Other Healthy Foods” from the Participant Guide for all the participants to view.

### **DISCUSS:**

What do you think about these plates? Do the portion sizes look similar to the plate method?

### **DISCUSS:**

What are some things you can do to adopt the plate method when not eating from an actual plate?



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

## **DO:**

Make a list of tips from the participants to post on the group's social media page. Some of these tips may include:

- Add more vegetables to my meal.
- Take half of my meal home in a to-go box.
- Use a smaller bowl.
- Don't go for seconds.

## **SAY:**

Remember, we may not always get to a half plate of vegetables, but these are great tips to try!

## **SAY:**

Now, let's discuss how adding more quality foods into your meals can help prevent or delay type 2 diabetes.



Time Estimate: 25 minutes  
Methods: Presentation, Facilitated Discussion, Group Activity

This part of the session provides participants with an understanding of what types of foods can help prevent or delay type 2 diabetes. It also helps participants gain an understanding that less processed foods are better choices and identify strategies to incorporate more quality foods into their diets.

## Whole Foods and Processed Foods (5 minutes)

### SAY:

Please look at page 5 in the Participant Guide.



For a virtual session, use the screen share feature to display “Whole Foods and Processed Foods” from the Participant Guide for all the participants to view.

### SAY:

Let’s talk about how the food you eat can affect your health. There are some images of food in your Participant Guide: corn on the cob, canned corn, and corn chips.

### ASK:

Which choice do you think is healthiest?

### ANSWER:

The corn on the cob is the healthiest. As an unaltered food item, we get to decide how we want to prepare it. We have control of whether we will eat it raw, steam it, boil it, bake it, or grill it, and we can control what other ingredients we pair with it – like how much salt or butter we add.

Canned corn is more processed because it is already prepared. While we can still combine it with other things, some decisions have already been made, like how much salt was added along with the preservatives that make canned food safe to eat.

The final option – a bag of corn chips – is the most processed. You can no longer tell that this is made from corn until you read the package. A whole bunch of ingredients are probably included – another decision you didn’t get to make.

## **SAY:**

On page 5, there is a definition of the term “processed foods.” It says: a processed food is one that’s been altered from its original form.

## **ASK:**

We talked a little about the corn changing from a whole food to a processed food, but now let’s look at this next example of the apple. How would you describe the changes happening to this apple as it becomes more processed?

## **DO:**

Help participants if they need it with the concept of processed foods using the illustrations of the apple. Then go through the other examples.

## **SAY:**

In a perfect world, all our meals and snacks would be made from whole, unprocessed foods. However, in the real world, many of us do not have access, time, or money to eat unprocessed foods all the time.

Processed foods do not spoil as quickly, so they can be more convenient and are more accessible, especially for people who may not have access to refrigeration or those who cannot go out to get fresh ingredients every few days. So, we need to set realistic goals to balance what is doable and healthy for us, while working toward our goals by making small steps.

## The Art of Choosing Food (5 minutes)

## **SAY:**

Please look at “The Art of Choosing Food” on pages 7 and 8 in the Participant Guide.



For a virtual session, use the screen share feature to display “The Art of Choosing Food” from the Participant Guide for all the participants to view.

## **SAY:**

The “Art of Choosing Food” sheet gives us nutrition tips and ideas to help add more nutrients and reduce calories in meals and snacks. It will help us trade more processed foods for less processed foods when they are available. Take some time to review these ideas. Then choose one strategy you want to try this week and write it down on page 8.

## Discuss:

What other strategies not listed here would you like to add or share with the group? We welcome all ideas!



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

## Foods to Choose (3 minutes)

### SAY:

Please look at “Foods to Choose” on page 9 in the Participant Guide.

### DO:

Walk through the “Foods to Choose” table in the Participant’s Guide as you go through this lesson. Tell participants that shortly they will do an activity with a partner: creating a new meal in the “Make Your Plate” picture on page 14 with some of these food items using the Plate Method.



For a virtual session, use the screen share feature to display “Foods To Choose” from the Participant Guide for all the participants to view.

### SAY:

In this section, we will talk more about the types of foods to choose and food groups.

If we look at the plate method, the first section is non-starchy vegetables, which will fill the largest part of our plate. We just talked about choosing whole foods—and in this section, whole foods would be fresh veggies; however, canned and frozen veggies still provide us with vitamins, minerals, and fiber. Canned vegetables are helpful especially during times that we may not have access to refrigerated or fresh options. When it is available as an option, choose canned veggies that have the least amount of added salt, which is usually called sodium, if you are looking at the label on the package.

## **SAY:**

The second section is protein foods, which will fill one of the smaller sections of your plate. Try to choose meat that is low in fat, which is also called “lean meat.”

The third section is carbohydrate foods, which will fill the other smaller section of your plate. When you have a choice, choose whole grain options. Whole grains provide you and your loved ones with more vitamins, minerals, and fiber. When you have the opportunity, also choose grains that have lower amounts of fat and sugar.

You can have a small amount of dairy foods with your meal. When you have the opportunity, try to choose dairy foods that are low in sugar and fat.

You can also have a small amount of fruit with your meal. Frozen fruit is just as good for you as fresh fruit. When you have the option, try to choose fresh or frozen fruit over choices that are high in sugar, like juice, dried fruit, and canned fruit that contains added sugar. Plus, juice has very little fiber, so it doesn't fill you up the way whole fruit does.

When considering what to drink with your meal, look for options that have little or no added sugar, like unsweetened tea or coffee or water.

## **SAY:**

Please look at “About Whole Grains and Fiber” on page 12.

## **DO:**

Review the key points about whole grains and fiber.

## **Foods To Limit (2 minutes)**

## **SAY:**

Please look at “Foods To Limit” on page 13 in the Participant Guide. These are all foods that give you very little nutrition and can also be easy to eat in large portions.



For a virtual session, use the screen share feature to display “Foods To Limit” from the Participant Guide for all the participants to view.



## Make Your Plate (10 minutes)

### SAY:

Please look at the “Make Your Plate” group activity on page 14 in the Participant Guide.

### DO:

If using group breakout rooms, share group assignments and begin small group meetings.



If dividing participants into partners is not possible for a virtual session, have participants conduct the activity by themselves.

For a virtual session, use the screen share feature to display the “Make Your Plate” group activity in the Participant Guide for all the participants to view.

### SAY:

Using what you learned today, build a dinner plate for yourself based on your favorite meal. Include foods that you would really enjoy eating! Draw lines to separate your portion sizes. Then, write what foods will be included in each portion. When you have completed your own plate, share your ideas with your partner. Discuss the changes you will be making to your usual meal and what you may not be willing to change.

### DO:

Give participants an exact time to meet back as a whole group.

### DO:

When participants return, briefly discuss their experience. Ask for volunteers to share their plates.

## **DISCUSS:**

What ideas did this activity give you for healthy changes you'll make for yourself?

## **DISCUSS:**

What did you find challenging when making your plate? What do you think could be challenging when applying this to your day-to-day life?



For a virtual session, encourage participants to type their responses in the chat window or “raise their hand” in the web conferencing tool.

## **SAY:**

If you are willing and able, I encourage you all to take a picture or write down a non-starchy veggie, whole grain, healthy protein, fruit, or healthy drink that you have as a snack or meal this week and bring it to next class. (Optional: or post it on our group's social media page.)

## **DO:**

Encourage participants to share healthy recipes and dishes with each other. (Optional: on the group's social media page.)



Time Estimate: 4 minutes  
Method: Presentation

During this part of the session, participants will identify their strengths and explore ways to build on them to eat well.

## **SAY:**

Please look at “How To Build on Strengths” on page 15 in the Participant Guide.



For a virtual session, use the screen share feature to display the “How To Build on Strengths” table from the Participant Guide for all the participants to view.

## **SAY:**

There are very real challenges that make it harder for some Native people to have regular access to healthy food, including the distance we travel to access grocery stores or farmable land, having reliable transportation, and having reliable access to electricity.

Experiencing any challenges like these makes eating healthy harder; however, Native people are resilient, hardworking, and innovative.

In this section, let’s discuss strengths in our group, how we can take advantage of those strengths, and how to continue to build on them. The table on pages 15 and 16 provide some examples of common strengths and ways to build on them. Please take some time to look at this table and think about the reasons you want to eat healthier.

## **DO:**

Give participants a few minutes to review “How To Build on Strengths.” Then, encourage them to write a few of their own ideas at the bottom of page 16. Encourage participants to continue this conversation about building on strengths outside of class (Optional: and on the group’s social media page).

- Invite them to support each other by sharing their ideas (for example, shopping at a specific store that has a great sale on fresh fruits and vegetables).
- Optional: Mention that you will post a link to a 2½-minute video, “Healthy Can Be Tasty,” on the group’s social media page. This video offers some great ideas on making healthy food taste good.” [www.youtube.com/watch?v=k7-JJZ2jpWE](http://www.youtube.com/watch?v=k7-JJZ2jpWE)



Time Estimate: 5 minutes

## **SAY:**

Please look at your Action Plan Journal. Let's spend the next few minutes making a new action plan.

Keep in mind what worked and what didn't work well for you since our last session. Are there any changes that you want to make to your new routines? Are you ready for a new routine?

Also keep in mind what we discussed today about eating well.

As you try out and practice your new routine, make sure to add in the following to make it automatic:

- Make your new routine easy and the old one harder to follow.
- Build in a non-food reward.
- Create times to repeat and practice your new routines.

If you are ready to add another routine, complete these 3 steps:

1. Identify what current routine needs to change or stop.
2. Plan a new routine that helps you make a positive change that will stick.
3. List cues or hints for when to use your new routine.

## **DO:**

Give participants a few minutes to make their action plan.

## **SAY:**

Please look at the PST module “Eat Well” on page 17 in the Participant Guide.

If you have access to the internet and have a device to use, I encourage you all to view this “Eat Well” module. It reviews what we talked about today and includes steps you can take for better eating habits, responses to issues related to not eating healthier, and tips for choosing healthier food at home or out. If you do not have reliable internet access or prefer to use a hard copy, please speak with me about getting a handout as an alternative to the online materials.

Later in the week, I will send out a reminder about this PST module.

## **DO:**

Tell participants to follow the link provided to access the “Eat Well” module:  
[www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=4](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=4)



Demonstrate how to navigate to the Personal Success Tool module while sharing your screen.



Time Estimate: 5 minutes

## **SAY:**

We have come to the end of our meeting. Today, we talked about:

- How the food you eat can help prevent or delay type 2 diabetes
- Using the plate method to balance the food groups
- Processed food and its role in your eating patterns
- Building on your strengths

## **DISCUSS:**

Do you have questions about anything we talked about today?

## **SAY:**

Next time, we'll talk about the things you tried at home, including your action plan. We'll also talk about [include specific topics that will be presented in the next session].

Thank you for coming to this session. Remember to bring your Participant Guide and Action Plan Journal to the next session.

End of meeting.

# Traditional Foods by Region

Region	Traditional Foods
Alaska	Salmon, Seal, Sea Lion, Pacific Cod, Wild Duck, Halibut, Blueberries, Mossberries, Caribou, Seal Oil, Whale
California	Acorns, Mushrooms, Seaweed, Seeds, Berries, Nuts, Roots, Beans, Melons, Corn, Squirrel, Quail, Mice, Rabbit, Deer, Elk, Antelope, Bear, Mountain Sheep, Crickets, Grasshoppers
Northwest	Salmon, Nettle, Camas, Skunk Cabbage, Bear Berries, Black Currants, Berry Varieties, Elk
Southeast	Alligator, Turtle, Corn/Hominy, Wild Turkey, Rabbit, Deer, Hearts of Palm, Catfish
Northeast	Blueberries, Corn/Hominy, Apples, Arikara Squash, Beans, Oyster, Clam, Deer
Southwest	Cholla buds, Prickly Pear Fruit, Mesquite Pods, Bean varieties, White Sonora Wheat Berries, Corn Meal, Honey, Blue Corn, White Corn, Red Corn, Red Chile, Green Chile, Pine Nuts, Sheep/Mutton, Squash varieties, Deer, Elk, Pack Rat
Northern Plains	Maple Syrup/Sugar/Cream, Wild Rice, Bison, Walleye, Percy, Crappie, Whitefish, Honey, Chokecherry, Corn/Hominy, Lima Beans, Pumpkin, Squash
Southern Plains	Deer, Catfish, Squirrel, Corn/Hominy, Squash, Wild Onions, Grape Dumplings, Squirrel, Beans, Blackberries