



Module 7: Energy In, Energy Out

Lifestyle Coach Guide



Module Overview

Losing weight can help prevent or delay type 2 diabetes. This module shows participants how to lose weight by burning more calories than they take in.

Participant Learning Objectives

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

- Discuss the link between weight loss and energy in, energy out
- How the type and amount of food you eat affects energy in and energy out
- Describe how the amount of activity affects energy in and energy out
- Explain how to create the right balance of energy in and energy out

Things to Do

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

Before this session:

- Communicate with your participants via email, text message, app, or social media to prepare and motivate them for this upcoming session on energy in, energy out. Here are some sample messages you can send to participants for this module:
 - 1 Week Prior: “Thank you for joining us last [day of the week when previous session was held]. Next time, we will be talking about the relationship between energy in and energy out. Join us to find out how your body is like a car!”
 - 1 to 2 days prior; “Don’t forget to join us on [day of the week when next session will be held] to find out how you can make your weight loss more effective with small changes to your eating and physical activity.”

After this session:

- Communicate with your participants via email, text message, app, or social media to continue the conversation on energy in, energy out to prevent type 2 diabetes. Here are some examples of messages to post:
 - “I hope you enjoyed our session on [day of the week when session was held]! Have you started tracking what you eat and how many minutes a day you are physically active? If so, how do you feel it’s going? Are you noticing a difference? If you haven’t started tracking, there’s still time. Get started today!”
 - “Remember that small changes can have big results when making decisions about what to eat and drink. What changes are you making this week to lower the calories you take in and improve the quality of the fuel you are giving your body?”
 - “Remember that being physically active can help to make your food and drink choices more effective at helping you lose weight. Get moving today!”

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 3	5 Min
Session Focus	Page 4	1 Min
Calories and Weight	Page 5	15 Min
How To Track the Calories You Take In	Page 8	15 Min
How To Track the Calories You Burn	Page 11	10 Min
Individual Assignment (Optional)	Page 14	4 Min
Plan for Success	Page 15	5 Min
Summary and Closing	Page 16	5 Min

Welcome and Review



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 how to create the right balance of energy in and energy out to meet your goals to prevent or delay type 2 diabetes. Before we start, let's spend a few minutes going over what we discussed last time. I will try to answer any questions you may have.

DO:

Briefly summarize 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 participants to view.

SAY:

Creating the right balance of energy in and energy out can help you prevent or delay type 2 diabetes. Today we will talk about:

- The link between weight loss and energy in, energy out
- How the type and amount of food you eat affects energy in and energy out
- How the amount of physical activity affects energy in and energy out
- How to create the right balance of energy in and energy out

Finally, you will make a new action plan.



Time Estimate: 15 minutes
Methods: Video Presentation,
Facilitated Discussion

Participants will watch a video that explains how the balance between how many calories are taken in and how many are burned off results in weight gain or loss.

Balancing Calories In and Calories Out (10 minutes)

DO:

Introduce and play the “Finding A Balance” video: <https://youtu.be/1DloJanE-OQ>



For a virtual session, use the screen share feature to display the video. Note that some presentation tools may require special configuration for the audio to play through to participants.

DISCUSS:

Why do you think balancing the number of calories in and out is so important as you work toward meeting your weight loss goals?

What are some small ways that you think can make a difference in balancing calories in and out?

Paul's Story—Part 1 (2 minutes)

SAY:

So, if your goal is to lose weight, you'll want to adjust your routine by eating fewer calories and increasing your physical activity. Let's look at an example.

Please look at “Paul's Story—Part 1” on page 2 in the Participant Guide.



For a virtual session, use the screen share feature to display “Paul's Story—Part 1” from the Participant Guide for all participants to view.

DO:

Read (or have a volunteer read) part 1 of Paul's story.

DISCUSS:

Paul has decided to eat fewer calories. What small change in eating habits do you suggest for Paul?

DO:

Share the following suggestions (if not mentioned by participants):

- Use a smaller dish or bowl to encourage eating smaller meals.
- Change cooking methods, like baking instead of frying.
- Drink sparkling water with a splash of fruit juice instead of soda or juice.
- Make it easier to eat healthier snacks by keeping them visible in the fridge or on the counter.

Of course, this all depends on what Paul normally eats. He can start making small changes like these, and he can also track what he eats to find ways to reduce calories.

Small Changes for Paul (3 minutes)

SAY:

Paul decides to increase his physical activity level and cut some calories where he can. Please look at “Small Changes for Paul” on page 3 of the Participant Guide.



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

DISCUSS:

How might some of Paul’s small changes work for you? Which might be more challenging?

DISCUSS:

In what ways could Paul be more physically active?

DO:

Share the following suggestions (if not mentioned by participants):

- If he is already walking, he could increase his speed or change his route to include some hills.
- Paul could walk for a longer time or begin to add in some minutes of jogging.
- He could add in some resistance training by using bands or hand weights. If he is already doing resistance training, he could use a heavier band/weight or increase repetitions.

For more ideas, refer participants to “Ways to Eat Fewer Calories” (pages 4 to 6), “Rethink Your Drink” (pages 7 to 8), and “Small Changes to Your Drinks Make a Big Difference” (pages 9 to 10). Or look at them together. Then, discuss how people use drinks for an energy boost or as an opportunity to socialize.

DISCUSS:

What are other ways you can socialize with friends and family besides meeting at the coffee shop?

What are some ideas or tips for getting an energy boost besides having a coffee drink or sugary drink?



Time Estimate: 15 minutes
Methods: Presentation, Facilitated Discussion

In this part of the session, participants will review how to track the calories they take in.

SAY:

We've discussed the link between calories and weight and also reviewed some ideas for reducing calories by making small changes. Now let's talk about how to track the calories you take in.

To figure out how many calories you take in, you need to know two things:

- What you eat and drink
- How much you eat and drink

Let's continue with our example. Paul uses a measuring cup to measure each item in his breakfast, which is different than his usual. He plans to eat the following items:

- Oatmeal made with 1 cup of oats, 2 cups of water, and a sprinkle of cinnamon
- 1 cup of coffee
- 1 cup of skim milk, which he divides between the oatmeal and the coffee

DISCUSS:

Now that Paul knows these things, how could he find out how many calories are in his breakfast?

DO:

Share the following ways to figure out the number of calories (if not mentioned by participants):

- Lists of calories in common foods
- Nutrition Facts labels
- Online tools
- Smartphone or computer apps

SAY:

Paul figures out that his breakfast has about 400 calories.

DO:

What should he do with this number?

ANSWER:

Record it.

DISCUSS:

How could Paul record the calories in his breakfast?

DO:

Share the following suggestions (if not mentioned by participants):

- Smartphone or computer app
- Notebook
- Spreadsheet
- Voice recording

Remind participants to refer to “Ways to Eat Fewer Calories” mentioned above to review tracking calories.

SAY:

Ultimately, though, he’ll want to write this number in his Food Log.

DO:

If you’d like, bring in some examples of ways to track the calories taken in. Show participants how to use them.

Paul's Story—Part 2 (5 minutes)

SAY:

Please look at “Paul’s Story—Part 2” on page 11 in the Participant Guide.



For a virtual session, use the screen share feature to display “Paul’s Story—Part 2” from the Participant Guide for all participants to view.

DO:

Review the second part of “Paul’s Story” to share how tracking calories to meet a specific goal can be done.

DISCUSS:

Can anyone share a similar experience? How did it go? Did you run into any challenges?

DO:

Answer questions as needed to ensure participants understand how to use tracking to identify ways to reduce calories taken in, combined with physical activity, to reach a weight loss goal.



Time Estimate: 10 minutes
Methods: Presentation, Facilitated Discussion

In this part of the session, participants will review how to track the calories they burn.

SAY:

We've discussed how to track the calories you take in. Now let's talk about how to track the calories you burn.

After breakfast, Paul takes a walk. He wants to know how many calories he burns.

SAY:

To figure out how many calories you burn, you need to know four things:

- How much you weigh
- Your activity
- How long you do it
- Your pace (your rate of movement -- low, moderate, or high)

Paul knows that he weighs 240 pounds because he weighs himself. He knows that his walk is 30 minutes long because he times it. And he knows that his pace is moderate because he uses the Talk Test.

ASK:

What is the Talk Test?

ANSWER:

Paul can talk, but not sing, through his physical activity.

DISCUSS:

Now that he knows these things, how could Paul get an estimate of how many calories he burns during his walk?

DO:

Share the following ways to find calories burned (if not mentioned by participants):

- Lists of common physical activities
- Online tools
- Smartphone or computer apps
- Wearable activity trackers

SAY:

Remember that there are a lot of different factors, and using these tools to track the number of calories you burn can be a gauge to improve the right balance of energy in and energy out. It is not an exact science.

How Many Calories Does Activity Burn? (5 minutes)

SAY:

Please look at “How Many Calories Does Activity Burn?” on page 12 in the Participant Guide.



For a virtual session, use the screen share feature to display “How Many Calories Does Activity Burn?” from the Participant Guide for all participants to view.

SAY:

Paul has been walking about 15 minutes each day and figures he’s burning at least 90 calories. But in reviewing the chart, he realizes that he could really make a bigger impact on his energy out if he increases the amount of time he walks each day.

ASK:

How can Paul adjust his physical activity to increase his energy out?

ANSWER:

Walk for 30 minutes at a time or add another 15-minute walk at another time of the day.

DISCUSS:

How could Paul record the calories his walk burns?

DO:

Share the following ways to record calories (if not mentioned by participants):

- Smartphone or computer app
- Spiral notebook
- Spreadsheet
- Voice recording

SAY:

Ultimately, though, he'll want to write this number in his Activity Log.

DO:

Refer participants to the Activity Log to learn more about how to track the calories they burn.

SAY:

Take a look at your Activity Log. Notice it includes space for you to record how many minutes you are physically active not how many calories you burn. This is important because calories are not exact.

How calories are used and processed is different from person to person. Also, not all calories are equal. For example, let's compare 500 calories of vegetables and 500 calories of sugary soda. Your body works harder, and burns more calories, processing vegetables. Sugar is easily processed, so nearly all its calories get stored in your body.

The number of calories burned through an activity can also change based on age, gender, weight, genetics, previous weight loss, level of physical activity, etc.

SAY:

Even though physical activity is important, it is not very effective by itself. When combined with changes in your eating patterns, however, activity works really well to help with weight loss, especially when it is done every day or almost every day. It will also help you avoid regaining weight after you have lost it. Getting active each day and setting a daily goal for minutes of activity is a good start.

DISCUSS:

What changes in eating habits and physical activity levels do you think will help you reach your goal?



Time Estimate: 4 minutes
Method: Independent Activity

This activity is designed for participants who are up for a challenge. They are encouraged to track the calories they take in and burn for 2 days. A tracking table is provided in the Participant Guide.

SAY:

Challenge participants to track the calories they take in and burn for 2 days straight.

Refer them to “Individual Assignment (Optional)” on page 14 in the Participant Guide.

This may help them see what changes, if any, need to be made to balance their energy in and energy out.



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 you want to make to your new routines? Are you ready for a new routine?

Also, keep in mind what we discussed today about creating the right balance of energy in and energy out.

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 healthy 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.



Summary and Closing

Participant Guide
N/A



Time Estimate: 5 minutes

SAY:

Tracking your physical activity can help you burn more activities than you take in. Please look at your Food Log and Activity Log. Between now and our next session, I'd like you to use these logs to track the calories you take in and the calories you burn. Please do this for at least one day.

DO:

Answer questions as needed.

SAY:

We have come to the end of our meeting. Today, we discussed how to lose weight by burning more calories than you take in. We talked about:

- The link between weight loss and energy in, energy out
- How the type and amount of food you eat affects energy in and energy out
- How the amount of physical activity affects energy in and energy out
- How to create the right balance of energy in and energy out

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 your Action Plan Journal to the next session.

End of meeting.