

# *Refreshed to Impress: A Look at the 2021 PreventT2 Curriculum*

Sarah Piper

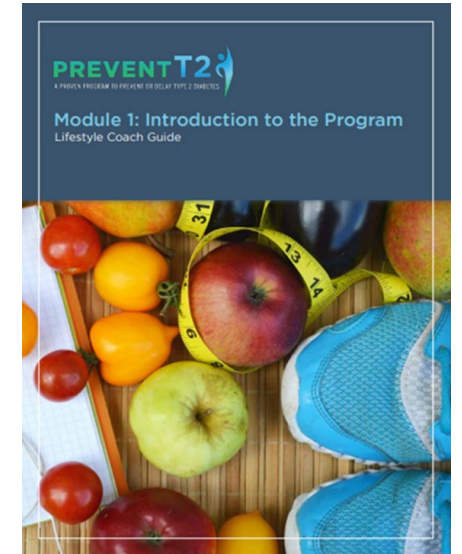
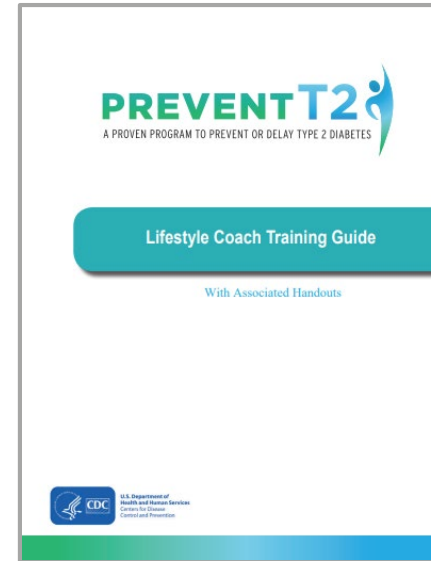


EMORY  
ROLLINS  
SCHOOL OF  
PUBLIC  
HEALTH

Emory Centers  
for Public Health  
Training and  
Technical Assistance

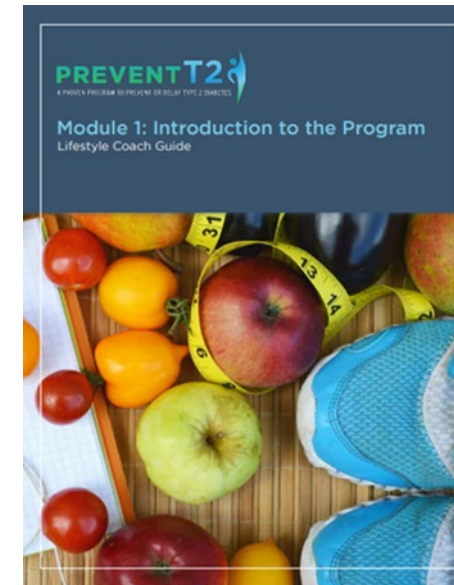
# Background on CDC Curriculum Updates

- Summary of evidence was compiled
- Evidence reviewed and recommendations made by panel of experts
- Revisions and updates made
  - Field testing was conducted with some revised modules and feedback incorporated



# Overview expectations

- This presentation will present an overview of the updates made to the 2021 Prevent T2 curriculum
- Themes will be revealed and reviewed
  - “*What does this mean for you*”- after each theme discussed
- We will not review detailed changes session by session
- Lifestyle Coaches will need to spend independent time reviewing changes session by session before leading a group using the updated materials



# Prevent T2 Update Themes

Module titles

Relatability  
and Cultural  
Relevance

Facilitation  
enhancements

Program  
Goals

Small Steps  
Focus

Nutrition  
Content

Action  
Planning  
Approach

Enhanced  
tools for  
participants

MODULE TITLES



# 2021 Prevent T2 Sessions

1. Introduction to the program
2. Get Active to Prevent T2
3. Track Your Activity
4. Eat Well To Prevent T2
5. Track Your Food
6. Get More Active

7. **Energy In, Energy Out**
8. **Eating to Support Your Health Goals**
9. **Manage Stress**
10. Eat Well Away From Home
11. **Managing Triggers**
12. Stay Active to Prevent T2

13. Take Charge of Your Thoughts
14. **Get Back On Track**
15. Get Support
16. Stay Motivated to Prevent T2

17. When Weight Loss Stalls
18. Take a Movement Break
19. Keep Your Heart Healthy
20. Shop and Cook to Prevent T2
21. **Find Time for Physical Activity**
22. Get Enough Sleep

23. Stay Active Away from Home
24. More about Type 2
25. More about Carbs
26. Prevent T2 for Life

RELATABILITY AND CULTURAL RELEVANCE



# Image updates

## Healthy Ways To Manage Stress

### Ways To Relax:

**Make relaxation routine.** Try to practice for at least 10 minutes a day. It may take time to see results, so be patient. Listen to calming music if you wish.

At first, it may be easier to relax if you lie down in a dark, quiet room. But in time, you'll be able to relax anytime, anywhere.

**Relax your muscles.** Scrunch up your face muscles. Hold for 5 seconds. Now release. Feel your face muscles relax. Do the same with your jaw, shoulder, arm, chest, leg, and foot muscles in turn.

**Meditate.** Focus on something simple that you find calming. It could be an image or a sound. Don't worry if other thoughts get in the way. Just go back to your image or sound.

**Imagine.** Imagine a scene that makes you feel peaceful. Try to picture yourself there.

**Breathe deeply.** Relax your stomach muscles. Place one hand just below your ribs. Take a slow, deep breath through your nose. Feel your hand go up.

Now breathe out slowly through your mouth. Make sure to breathe out all the way. Feel your hand go down.



## Module 10: Eat Well Away From Home Participant Guide



7 | Manage Stress | Participant Guide

## Calories and Weight

### Dinner



½ cup of stir-fried broccoli



1 slice of cheese pizza



1 cup of pasta with tomato sauce

Instead of



½ cup of broccoli in cheese sauce



1 slice of pepperoni pizza



1 cup of pasta with tomato sauce and ¼ cup of parmesan cheese

Instead of

6 | Energy In, Energy Out | Participant Guide

## Take a Positive Approach to Eating

### Anthony's Story—Part 1

When Anthony recently took a new position at his job, he started working through his lunch breaks and ignoring his hunger. On the days he would skip lunch, he would feel very very hungry, tired, and shaky after work. So, he would usually stop at a store and buy a bag of potato chips to eat on his drive home. Even though Anthony wasn't that hungry when he got home, he would eat dinner anyway.



These new eating habits caused Anthony to put on some additional weight, and when Anthony went to visit his doctor, he was told that he was at risk for type 2 diabetes. At first, Anthony thought negatively about how the new changes of eating would affect him. He depended on that snack after work when he missed lunch. He couldn't do without it. Anthony also thought about how much time and effort it would take for him to make healthy snacks to bring with him to work.

However, Anthony knew that being at risk for type 2 diabetes was serious and that he had to make changes for himself and for his family. Anthony began making small changes to curb some of his recent eating habits. He now listens to his body and makes an effort to focus on only eating when he's hungry. For those busy days when he can't break for lunch, he brings unsalted/low-salt nuts and cut-up veggies to work so he can snack when he gets hungry. That way, he never gets very hungry after work and still has a healthy appetite for dinner.

Anthony has also taken a positive approach toward his changes. Anthony now focuses on the positive outcomes for his future—staying healthy for himself and his family, feeling better, and having more energy every day.

2 | Eating To Support Your Health Goals | Participant Guide

## Take a Positive Approach to Eating

### Positive Approaches to Eating

One eating habit that I would like to improve or change is

#### Eating the Right Amount

Eating the right amount is part of a healthy approach to eating.

Try these tips:

- Eat only when you feel hungry. Pay attention to your hunger cues. Try not to eat for other reasons, such as feeling bored or sad. Find other ways to acknowledge and manage those feelings.
- Don't wait until you're very hungry. If you do, you're likely to eat lower-quality foods or eat too much.
- Don't eat out of a large bag or bowl. Instead, portion out your food. This will help you control how much you eat.
- Use small plates and single-serving packs. They help you manage your portion size.
- Focus on your food—the way it tastes, smells, looks, and sounds. Try not to read, drive, or watch TV while you eat. You'll enjoy your food more.
- Eat slowly. This gives your brain a chance to get the message that you are full.



3 | Eating To Support Your Health Goals | Participant Guide


More graphics to improve readability - Real and relatable foods depicted - Diversity of participant images

# Updated cultural representations of people and foods

**Método del plato para la diabetes**

El método del plato para la diabetes es una manera visual de crear una comida saludable. Usar este método les permite servir comidas con un balance saludable de verduras, proteínas y carbohidratos, sin tener que contar, calcular, pesar ni medir.

**Una comida saludable**



Para los colores de la comida

Este es un punto de partida:

- Tenga como meta llenar la mitad de su plato con verduras sin almidón (como brócoli, lechuga, pimientos). Las verduras sin almidón generalmente tienen menos carbohidratos y calorías que las verduras con almidón (como maíz, papa, batata, guisantes).
- Ponga sus granos y almidones con almidón (como papa, arroz) en una cuarta parte del plato.
- Los alimentos con proteínas (como pollo, carne magra, pescado) pueden ir en la otra cuarta parte.


3 | Coma bien para prevenir la diabetes tipo 2 | Guía del participante

En lugar de...	Elegir...
3 chorros con salsa de azúcar y chocolate (450 calorías)	1/2 taza de yogurt natural sin grasa con 1 cucharadita de miel (85 calorías)
1 bolsa de papitas clásicas (460 calorías)	3 tazas de palomitas de maíz hechas al aire (93 calorías)
1 porción mediana de papas fritas (378 calorías)	1 taza de papitas crujientes horneadas (243 calorías)
3 tacos de carnitas de cerdo en tortilla de maíz amarillo con aguacate, cebolla, cilantro y queso (900 calorías)	3 tacos de pollo a la parrilla en una tortilla de trigo integral con champiñones, tomates y ensalada (600 calorías)
1/2 taza de salsa con queso (179 calorías)	1/2 taza de salsa simple (38 calorías)

**Fuentes:**

American College of Sports Medicine, "Reducing Sedentary Behaviors: Sit Less and Move More" ([www.acsm.org/docs/default-source/files-for-resource-library/reducing-sedentary-behaviors-sit-less-and-move-more.pdf?sfvrsn=4da95909\\_2](http://www.acsm.org/docs/default-source/files-for-resource-library/reducing-sedentary-behaviors-sit-less-and-move-more.pdf?sfvrsn=4da95909_2)).

Heart Foundation, "Sit Less, Move More" ([www.heartfoundation.org.au/Heart-health-education/Sit-less-move-more](http://www.heartfoundation.org.au/Heart-health-education/Sit-less-move-more)).




6 | Haga más actividad física para prevenir la diabetes tipo 2 | Guía del participante

## Getting Active

### Teo's Story

Teo is at risk for type 2 diabetes. His doctor urges him to lose 20 pounds and work up to at least 150 minutes of activity each week.

Teo and his wife have five children. The kids all play sports, and he spends a lot of time driving them to events. Teo also works full time. On weekends, he works a second, part-time job. When he has some free time, he likes to watch basketball on TV, but he rarely plays it. He spends a lot of time sitting.



**What suggestions do you have for Teo? How can he get more active?**


3 | Get Active To Prevent Type 2 | Participant Guide

## Hacer actividad física

### La historia de Juan, parte 1

Juan tiene 45 años. Mide 5 pies y 4 pulgadas (1.65 m), pero pesa más de 200 libras (90 kilogramos). Su médico le ha dicho que debe aumentar su actividad física. Si no lo hace, podría presentar diabetes tipo 2.

Juan y su esposa tienen tres hijos. Todos los niños practican algún deporte y Juan pasa mucho tiempo llevándolos a sus prácticas y juegos. Los fines de semana, Juan tiene un segundo trabajo de medio tiempo que le permite mandar dinero a sus padres. Cuando tiene tiempo libre, le gusta ver un partido de fútbol en la televisión, pero se siente cansado solo de pensar en sí mismo jugando. Es muy difícil que Juan pueda encontrar tiempo libre. Él se pregunta a sí mismo: "¿Cómo puedo hacer más actividad física?"



¿Qué sugerencias puede hacerle a Juan? ¿Cómo puede hacer más actividad física? 150 minutos a la semana. Su peso y su presión arterial han bajado. Duermes mejor que nunca. Además, tiene más energía que antes para jugar con sus hijos.

3 | Haga más actividad física para prevenir la diabetes tipo 2 | Guía del participante

# FACILITATION ENHANCEMENTS




# Format and Facilitation Updates


- Participant and Lifestyle Coach guide aligned with page number references for the Lifestyle Coach to easily connect with participant handouts
- More coaching language infused in Lifestyle Coach Guide
- Tips and checklists for virtual and in person delivery included and integrated throughout each session

Session Focus	Program Overview
<p><b>Time Estimate:</b> 1 minute <b>Method:</b> Presentation</p> <p><b>SAY:</b> Please look at "Session Focus" on page 1 in the Participant Guide.</p> <p>For a virtual session, use the screen share feature to display "Session Focus" from the Participant Guide for all the participants to view.</p> <p><b>SAY:</b> During this first session, we will discuss the PreventT2 program. We'll talk about:</p> <ul style="list-style-type: none"><li>• The program's goals and structure</li><li>• The basics of type 2 diabetes</li><li>• How to make your first action plan</li><li>• Setting your 6-month goals</li></ul> <p>Let's start with an overview of the program.</p>	<p><b>Time Estimate:</b> 25 minutes <b>Methods:</b> Presentation, Facilitated Discussion</p> <p>This part of the session reviews what prediabetes is and gives participants the goals expected for the first 6 months and second 6 months of the program. It also reviews the "small steps, big changes" concept encouraged throughout the program, as well as provides an overview of the tools and resources that participants will use.</p> <p><b>Prediabetes (5 minutes)</b></p> <p><b>SAY:</b> Let's start with an overview of the program. PreventT2 is designed for people with prediabetes. It's also for people who are at high risk for type 2 diabetes and want to lower their risk. Please look at "Prediabetes" on page 2 in the Participant Guide.</p> <p>For a virtual session, use the screen share feature to display "Prediabetes" from the Participant Guide for all participants to view.</p> <p><b>DO:</b> Use the information about prediabetes to discuss what it is, the number of people who have it, related health problems, and how to lower risk.</p> <p><b>SAY:</b> Now, I want to talk briefly about the benefits of staying healthy. Let's recall some of the benefits you may have mentioned during the icebreaker.</p> <p><b>DO:</b> Elicit benefits of staying healthy from participants and make a list.</p>

# Session Checklists

 <b>PREVENT2</b> A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES	
<b>In-Person Session Checklist</b>	
Use this checklist to help you successfully plan and deliver a Prevent2 session each time. For specific preparation guidance for a given module, refer to the "Things to Do" checklist in each Lifestyle Coach Guide.	
<b>1. REGULAR SESSION MATERIALS</b>	
Gather the following materials for your session:	
<input type="checkbox"/> Lifestyle Coach Guide	
<input type="checkbox"/> Participant Guide (Have a copy available for each participant and yourself; Use an electronic version for virtual sessions.)	
<input type="checkbox"/> Participant Notebook (This is optional; Have a copy available for each participant and yourself.)	
<input type="checkbox"/> Relevant participant handouts (multiple printed copies, as needed):	
<ul style="list-style-type: none"><li>• Activity Log</li><li>• Food Tracking Activity Log</li><li>• Weekly Food Log</li><li>• Weight Log</li><li>• Action Plan Journal</li></ul>	
<input type="checkbox"/> Lifestyle Coach Log	
<input type="checkbox"/> Nametags or name tents	
<input type="checkbox"/> Scale for weighing participants (Use the same scale each week.)	
<input type="checkbox"/> Timer (watch, clock, or phone app) to keep activities within the time limits.	
<input type="checkbox"/> Computer/laptop or projector (optional)	
<input type="checkbox"/> Pens or pencils, as needed	
<input type="checkbox"/> Paper or sticky notes, as needed	
<input type="checkbox"/> Flip chart, easel or tape to hang chart paper, and markers; or white board, white board markers, and eraser (optional)	
<b>2. UPCOMING SESSION PREPARATION</b>	
<input type="checkbox"/> Familiarize yourself with the module Lifestyle Coach Guide and Participant Guide.	
<input type="checkbox"/> Check all website links in materials to ensure they take you to the desired page(s).	
<input type="checkbox"/> Confirm meeting room and technology equipment for date and time of session, if needed.	
<input type="checkbox"/> Review the program meeting schedule.	
<input type="checkbox"/> Prepare a yearlong session calendar with meeting logistics to distribute at the first session (optional).	
<input type="checkbox"/> Communicate any changes to the location or date of a session to participants in advance.	
<input type="checkbox"/> Communicate with participants through your private online community, via text, or email to answer questions or initiate discussion prior to the session.	
<b>3. DAY OF SESSION</b>	
<input type="checkbox"/> Arrive early.	
<input type="checkbox"/> Arrange tables and chairs in a formation that invites large and small group discussion.	
<input type="checkbox"/> If applicable, test technology (computer, projector, internet) to make sure it is working.	
<input type="checkbox"/> Record any necessary information on the flip chart or whiteboard to prepare for session activities.	
<input type="checkbox"/> Set up the scale in a private meeting area/room.	
<input type="checkbox"/> Greet participants.	
<input type="checkbox"/> Conduct weigh-ins in the private meeting area/room as participants check in.	
<input type="checkbox"/> Provide each participant with their weight so they can record it in their Weight Log.	
<input type="checkbox"/> Record each participant's weight in your Lifestyle Coach Log.	
<input type="checkbox"/> Remind participants to record their weight in their Weight Log.	
<input type="checkbox"/> Take attendance.	
<input type="checkbox"/> Review participant Activity Logs and record their minutes of activity in your Lifestyle Coach Log.	
<input type="checkbox"/> Remind participants to silence their cell phones during the session.	
<input type="checkbox"/> Distribute participant materials and handouts, if needed.	
<input type="checkbox"/> Distribute yearlong session calendar with meeting logistics during first session (optional).	
<input type="checkbox"/> After the session, collect all materials and put meeting room back in order.	
In-Person Session Checklist	

In-Person Program Checklist

 <b>PREVENT2</b> A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES	
<b>Virtual Session Checklist</b>	
Use this checklist to help you successfully plan and deliver a Prevent2 session each time. For specific preparation guidance for a given module, refer to the "Things to Do" checklist in each Lifestyle Coach Guide.	
<b>1. REGULAR SESSION MATERIALS</b>	
Gather the following materials for your session:	
<input type="checkbox"/> Lifestyle Coach Guide	
<input type="checkbox"/> Participant Guide (Have a copy available for each participant and yourself; Use an electronic version for virtual sessions.)	
<input type="checkbox"/> Participant Notebook (This is optional; Have a copy available for each participant and yourself.)	
<input type="checkbox"/> Relevant participant handouts (multiple printed copies, as needed):	
<ul style="list-style-type: none"><li>• Activity Log</li><li>• Food Tracking Activity Log</li><li>• Weekly Food Log</li><li>• Weight Log</li><li>• Action Plan Journal</li></ul>	
<input type="checkbox"/> Lifestyle Coach Log	
<input type="checkbox"/> Timer (watch, clock, or phone app) to keep activities within the time limits.	
<input type="checkbox"/> Computer/laptop with webcam (If you do not have a camera on your computer, consider using your cell phone.)	
<input type="checkbox"/> Pens or pencils, as needed	
<input type="checkbox"/> Paper or sticky notes, as needed	
<b>2. UPCOMING SESSION PREPARATION</b>	
<input type="checkbox"/> Familiarize yourself with the module Lifestyle Coach Guide and Participant Guide.	
<input type="checkbox"/> Check all website links in materials to ensure they take you to the desired page(s).	
<input type="checkbox"/> Review the program meeting schedule.	
<input type="checkbox"/> Prepare and distribute a yearlong session calendar with meeting logistics to distribute prior to the first session (optional).	
<input type="checkbox"/> Communicate any changes to the date of a session to participants in advance.	
<input type="checkbox"/> Download any necessary software on your computer.	
<input type="checkbox"/> Set up session invite with log in information and send to participants.	
<input type="checkbox"/> Set up the preferred delivery/pickup method for how participants will receive their Participant Guide and handouts.	
<input type="checkbox"/> Prepare a presentation space in a room that is quiet and private with minimal background distractions.	
<input type="checkbox"/> Access your virtual classroom and conduct a dry run of the session, if possible. Practice describing features you will use, including polling, whiteboard, breakout rooms, and chat.	
<input type="checkbox"/> Download a quick tip sheet guide from the web-conferencing tools' website and send to participants (optional).	
<input type="checkbox"/> Communicate with participants through your private online community, via text, or email to answer questions or initiate discussion prior to the session.	
<input type="checkbox"/> Send note to participants reminding them to join the class from a quiet, private location.	
<input type="checkbox"/> Set up and inform participants about the virtual weigh-in protocol.	
<input type="checkbox"/> Collect participants' weight and physical activity minutes through email, text, phone, or privately scheduled meetings. Remember to:	
<ul style="list-style-type: none"><li>• Record each participant's weight in your Lifestyle Coach Log.</li><li>• Remind participants to record their weight in their Weight Log.</li><li>• Review participant Activity Logs and record their minutes of activity in your Lifestyle Coach Log.</li></ul>	
Virtual Session Checklist	

Virtual Program Checklist

# Participant Stories and Examples

- Stories and examples reflect the diversity of National DPP participants
- Stories have been reformatted to be presented in two parts to encourage more group discussion

## Ways To Get More Active

### Olga's Story—Part 1

Olga is at risk for type 2 diabetes, so she's trying to get a little more active each week. Her goal is to be active for at least 150 minutes per week at a moderate pace.

**Week 1:** Olga takes a gentle stroll around the block. It takes her about 10 minutes. She does this for 3 days that week.

**Week 2:** Olga walks around the block two times. It takes her 17 minutes. She does this for 5 days that week.

**Week 3:** Olga walks around the block three times each on Monday, Tuesday, and Wednesday. It takes her 21 minutes. Toward the end of the week, her work gets very busy, and she ends up staying late a couple of days. It's dark by the time she gets home, and she doesn't want to be active. By Saturday, she is discouraged and feels like giving up. She does not get active at all that weekend.



### Olga's Story—Part 2


**Week 4:** Olga decides to follow the same walking schedule as she did on Monday through Wednesday of Week 3. Monday is hard because she missed several days, but Tuesday is better, and by Thursday she is again able to walk around the block three times in 21 minutes. On Friday, she is feeling great and adds some hills to her route. This week, she exercises every day. Starting on Saturday, she also does 2 sets of 3 reps with a resistance band.

**Week 5:** Olga follows the same walking schedule as she did on Monday through Wednesday of Week 3. She walks around the block 3 days this week. For 2 days this week, she also does 3 sets of 5 reps with a resistance band.

These days, Olga is meeting her activity goals. She's lost weight. And her blood sugar is lower than it was before she started getting more active.

2 | Get More Active | Participant Guide

# Integration of Personal Success Tool



**PERSONAL SUCCESS TOOL**  
Quick Reference Guide  
FOR COACHES


Use this worksheet to help you plan when to send each link. The schedule below shows which modules correspond to each session topic. If you teach the PreventT2 curriculum in a different order, or are using a different curriculum, send the module that corresponds to the session topic you are teaching that week. You may want to set up calendar reminders to yourself after you decide when to send each module. You can use or adapt the following messages or create your own.

Learn more about the Personal Success Tool in the Lifestyle Coach's User Guide available at <https://www.cdc.gov/diabetes/prevention/resources/personal-success-tool-get.html>.

PLEASE SEND THE LINK TO EACH MODULE **AFTER** TEACHING THE CORRESPONDING SESSION.

Session Topic	Module Content	Optional Messages and Module Link to Text/Email to Participants
<b>Introduction to the Program</b> (Session 1 in PreventT2) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Information about the LCP tailored to participants' age</li> <li>Testimonial videos</li> <li>A pledge participants can tailor and sign</li> </ul>	<p>Welcome again! I look forward to starting this journey with you. Stay motivated on your own time by checking out the Personal Success Tool (PST) online modules I'll send you. This week's session helps you succeed in a way that fits your age, offers videos from participants like you, and helps you create a pledge to commit to your goals.</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week1-quiz.html">www.cdc.gov/diabetes/programs/preventt2/week1-quiz.html</a></p>
<b>Get Active</b> (Session 2 in PreventT2) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Quiz to reinforce content from the session</li> <li>Suggested physical activities, tailored to participant goals and preferences</li> </ul>	<p>This week's online session with the Personal Success Tool (PST) is all about improving your quality of life by getting active. Think about how physically active you are right now. Find an activity that's right for you and make a plan for when things get in the way.</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week2-quiz.html">www.cdc.gov/diabetes/programs/preventt2/week2-quiz.html</a></p>
<b>Track Your Activity</b> (Session 3 in PreventT2) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Concrete steps to track physical activity</li> <li>Everyday activities to meet weekly 150-minute goal</li> </ul>	<p>This week's PST session helps you hit your physical activity goal of 150 minutes a week. Track your activity, remove obstacles, and learn what you're already doing that counts as physical activity.</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week3-quiz.html">www.cdc.gov/diabetes/programs/preventt2/week3-quiz.html</a></p>
<b>Eat Well</b> (Session 4 in PreventT2) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Concrete steps to track physical activity</li> <li>Everyday activities to meet weekly 150-minute goal</li> </ul>	<p>Let's look at what's on your plate—each healthy choice you make brings you one step closer to your goal. This PST module helps you examine how your thoughts and preferences impact your choices, and offers quick tips to make favorite recipes a little healthier (yes, you can still enjoy pizza!).</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week4-quiz.html">www.cdc.gov/diabetes/programs/preventt2/week4-quiz.html</a></p>
<b>Track Your Food</b> (Session 5 in PreventT2) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Rationale for keeping a food log to double weight loss</li> <li>Tool to choose a personalized way to improve food tracking</li> </ul>	<p>Keeping a food log can double your weight loss. Now that you know how to eat healthy, let's track your food to make each meal count. Walk through this PST module to learn ways to track and keep yourself ahead of the game.</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week5-quiz.html">http://www.cdc.gov/diabetes/programs/preventt2/week5-quiz.html</a></p>
<b>Second Pledge</b> (Sent after week 9) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>A renewed pledge to update, print, and sign</li> </ul>	<p>Renewing your pledge can reconnect to your goal. What's been working well? What's been holding you back? What else do you want to work on? Go through this quick module and redefine your success.</p> <p><a href="https://www.cdc.gov/diabetes/programs/preventt2/pledge2.html">https://www.cdc.gov/diabetes/programs/preventt2/pledge2.html</a></p>
<b>Get Support</b> (Session 14 in PreventT2) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Suggestions for how to find social support for positive changes</li> <li>A Support Action Plan the participant can tailor and print</li> </ul>	<p>Make sure small steps become true lifestyle changes, by building a strong support network. Use this week's PST module to identify where you need support, and who you can count on to encourage you. Don't be afraid to reach out to someone when you need a nudge!</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week14-quiz.html">www.cdc.gov/diabetes/programs/preventt2/week14-quiz.html</a></p>
<b>Stay Motivated to Prevent T2</b> (Session 16 in PreventT2) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Tailored suggestions for steps to stay motivated</li> <li>Ideas for beating self-defeating thoughts</li> </ul>	<p>What motivates you the most? Use this PST module to think about what you're doing well, and how you benefit from healthy habits. Once you really focus on what motivates you, you can set additional goals to be even more successful.</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week16-quiz.html">www.cdc.gov/diabetes/programs/preventt2/week16-quiz.html</a></p>
<b>Third Pledge</b> (Sent after week 16) Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>A renewed pledge to update, print, and sign</li> </ul>	<p>Renewing your pledge can reconnect to your goal. What's been working well? What's been holding you back? What else do you want to work on? Go through this quick module and redefine your success.</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/pledge3.html">www.cdc.gov/diabetes/programs/preventt2/pledge3.html</a></p>
<b>Four weeks after the last core session</b> Session date: _____ <input type="checkbox"/> Sent link	<ul style="list-style-type: none"> <li>Habits of people who reach their goals</li> <li>Reminders for tracking and seeking support</li> <li>Encouragement to keep going</li> </ul>	<p>You already know that staying on track is the key to success. Stay consistent by creating and maintaining healthy habits, so healthy decisions just become your way of life. Explore this PST module to learn how you can make healthy lifestyle changes for long-term success!</p> <p><a href="http://www.cdc.gov/diabetes/programs/preventt2/week20-quiz.html">www.cdc.gov/diabetes/programs/preventt2/week20-quiz.html</a></p>

Need help with sending the links by text message? You can email the message and link to yourself and then open your email on your phone. Copy the message from your email and paste the message into a text message. Be sure to send one to each participant and not in a group chat to protect your participants' privacy.

 U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention

CC024985-01 August 26, 2019

## During this session:

- ☐ Remind participants they must be cleared for physical activity by a healthcare provider prior to doing any physical activity associated with the lifestyle change program.
- ☐ Remind participants to have a resistance band, two small weights, or two household items to use as weights nearby for the "Build Your Muscles" activity.
- ☐ If the session will be conducted in person, bring resistance bands and small weights for participants to use for the "Build Your Muscles" activity.

## After this session:

- ☐ Communicate with your participants via email, text message, app, or social media to continue the conversation on getting more active. Here are some examples of messages to post:
  - "Since our last session, what small steps have you made to increase your activity? Please share your successes with the group."
  - "Have you tried tracking any additional details about your activity since our last meeting? If so, did you learn anything from these new details? Share what you have learned."
- ☐ Remind participants they can review the Personal Success Tool module, "Get Active," which was presented in Module 2. ([www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=2](http://www.cdc.gov/diabetes/programs/preventt2/quiz.html?week=2))

Tips for connecting with participants in between sessions are infused

## Facilitation enhancements- *What does this mean for you?*

Materials will better support your facilitation skills-yay!

It will be easier to quickly reference participant handouts with page numbers provided-yay!

Reviewing the layout of the updated Lifestyle Coach Guide is imperative!

Stating a question, instructions or statement in your own words is fine-especially if it provides even more participant engagement and conversation

# PROGRAM GOALS



# Revised goals

By the end of the first 6 months,  
PreventT2 program goals are to:

- Lose at least 5 percent of your starting weight,
- Lose at least 4 percent of your starting weight and log an average of 150 minutes of activity each week,

OR

- Lower your HbA1C by 0.2 percent

## PreventT2 Goals



PreventT2 is a yearlong program. It's designed for people with prediabetes. It's also for people who are at high risk for type 2 diabetes and want to lower their risk.

### PreventT2 Program Goals

By the end of the first 6 months, PreventT2 program goals are to:

- Lose at least 5 percent of your starting weight,
- Lose at least 4 percent of your starting weight and log an average of 150 minutes of activity each week, OR
- Lower your HbA1C by 0.2 percent.

By the end of the second 6 months, program goals are to:

- Keep off the weight you've lost
- Keep working toward your weight or HbA1C goals, if you haven't reached them
- Lose more weight if you wish, but no more than 1 to 2 pounds a week
- Keep getting at least 150 minutes of activity each week

Losing weight can:

- Prevent or delay type 2 diabetes
- Ease sleep problems, arthritis, and depression
- Lower your blood pressure and cholesterol level
- Make you feel better about yourself

Getting more active can:

- Prevent or delay type 2 diabetes
- Give you more energy
- Help you sleep better
- Improve your memory, balance, and flexibility
- Lift your mood
- Lower your blood pressure and cholesterol
- Lower your risk of heart attack and stroke
- Lower your stress level
- Strengthen your muscles and bones

### All About A1C

You can learn more about HbA1C by visiting the CDC's *All About Your A1C* web page.

Source: [www.cdc.gov/diabetes/managing/managing-blood-sugar/a1c.html](http://www.cdc.gov/diabetes/managing/managing-blood-sugar/a1c.html)

SMALL STEPS



# Small change focus

- Emphasis *throughout* curriculum on small changes that can have a big impact
- Scripting in Lifestyle Coach Guide
- Participant handouts
- Habit formation action plan approach reinforces a small changes

SMALL CHANGE  
**BIG IMPACT**

# Small change focus

## Calories and Weight


**Lunch**

	Instead of	
Sandwich and fruit		Sandwich and 1 snack size bag of chips
	Instead of	
2 tablespoons of vinaigrette dressing		2 tablespoons of ranch dressing
	Instead of	
1 cup of vegetable soup		1 cup of cream of chicken soup

5 | Energy In, Energy Out | Participant Guide


Establishing healthy routines at restaurants can be tough. But you can still enjoy eating out while making healthy choices and establishing new routines.

## Dining Out—Small Steps, Big Changes



**Large Fast-Food Meal**




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



**Regular Fast-Food Meal**

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

Think about how the number of calories and grams of fat change when Pedro, Nancy and Barbara, and Latasha make some simple changes to their fast-food meals.

Pedro	Nancy and Barbara	Latasha
		
<ul style="list-style-type: none"> <li>Swaps out the fries for a side salad with Italian dressing</li> <li>Switches out his soda for a diet soda, then gets a refill of water</li> </ul>	<ul style="list-style-type: none"> <li>Decide to split the large meal</li> <li>Each orders a child-size beverage</li> </ul>	<ul style="list-style-type: none"> <li>Mixes it up by ordering takeout from a new local restaurant</li> <li>Gets a small lentil soup, a small chicken shawarma and hummus, unsweetened tea, and sparkling water</li> </ul>
Total Calories: 620 cal Total Fat: 33 g	Total Calories: 655 cal Total Fat: 22 g	Total Calories: 662 cal Total Fat: 19 g

3 | Eat Well Away From Home | Participant Guide

## Dining Out—Small Steps, Big Changes



**Large Fast-Food Meal**

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



**Regular Fast-Food Meal**

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

Think about how the number of calories and grams of fat change when Pedro, Nancy and Barbara, and Latasha make some simple changes to their fast-food meals.

# Small Change Focus- *What does it mean for you?*

Make “small change questions” a part of your Lifestyle Coach vocabulary

Listen for and reflect back small changes and strengths shared by participants

Encourage small change experiments to address a desired change/new habit

Celebrate small changes participants make

“Sharon, I know you are working on your afternoon snacking. What is one small change you might be willing to try related to snacking?”

“Ed, it sounds like you made a small change by parking further away when you go to the store to increase your daily steps!”

# NUTRITION CONTENT



# Focus on Nutrient Density vs. Calories

Subtle shift in messaging to put attention *first* on nutrient density of food choices over calories.

**PREVENT T2**

**Session Focus**

Eating well can help you prevent or delay type 2 diabetes.

**This session we will talk about:**

- How to eat well
- How to build a healthy meal
- The items in each food group

**You will also make a new action plan!**

**Tips:**

- ✓ Use herbs, spices, lemon juice, and low-fat dressing to make veggies taste better.
- ✓ Fill up on fiber and water.
- ✓ Shop, cook, and eat healthy with friends and family.

**Key points to remember:**

Choose items that are:


- Low in calories, fat, and sugar
- High in fiber and water
- High in vitamins, minerals, and protein

Limit items that are:

- High in calories, fat, and sugar
- Low in fiber and water
- Low in vitamins, minerals, and protein

Participant Guide: Eat Well to Prevent T2

2



**Session Focus**

Eating well can help you prevent or delay type 2 diabetes.

**In this session, 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
- Processed food and its role in your eating patterns
- Building on your strengths


**You will also make a new action plan!**

**Tips:**

- ✓ Choose foods that include fiber, vitamins, and minerals, which are found in vegetables, whole grains, and fruit.
- ✓ Make small changes to adjust the amount of processed foods in your diet.
- ✓ Work toward incorporating more nutrients and fewer calories in your diet.

**Key Points to Remember:**

- Use the "Diabetes Plate Method" as a guide to create perfectly portioned meals with a healthy balance of vegetables, protein, and carbohydrates.
- Make sure your meal has a good proportion of vegetables, not too much fat, and not too many starchy foods.
- Identify your strengths and find ways to build on them to make eating well a little easier.



1 | Eat Well to Prevent Type 2 | Participant Guide


# Nutrient Dense Food Focus

- Explains and discusses processed foods
- Encourages choosing more nutrient dense forms of food when possible
- Focusses first on nutrients a food can provide vs. just looking at the calories it contains


**Eating Well**









**Understanding Processed Foods**

What's the difference?



A processed food is one that's been altered from its original form.

Less Processed  More Processed

Apple	Peeled Apple	Applesauce	Apple Juice
			
Steak	Ground Beef	Beef Chili in a Can	Packaged Lunch Meat
			

5 | Eat Well To Prevent Type 2 | Participant Guide

# Healthy patterns of eating using diabetes my plate

**Diabetes Plate Method**

The Diabetes Plate Method is a visual way to create a healthy meal. Using this method, you can serve up meals with a healthy balance of vegetables, protein, and carbohydrates—without any counting, calculating, weighing, or measuring.

\*Plate Method by the American Diabetes Association

**Here's a starting point:**

- Aim to make half of your plate non-starchy veggies (such as broccoli, lettuce, peppers). Non-starchy veggies typically have fewer carbohydrates and calories than starchy veggies (such as corn, potatoes, sweet potatoes, peas).
- Keep your grains and starchy foods (such as potatoes, oatmeal) in one quarter of the plate.
- Protein foods (such as chicken, lean meat, fish) can go in the other quarter.

3 | Eat Well To Prevent Type 2 | Participant Guide

Breakfast	Lunch	Dinner
Acai fruit smoothie bowl with berries and fresh fruits	Two chicken salad wraps	Shrimp with mixed vegetables
Oatmeal with apple slices, almonds, honey, and cinnamon	Black beans crust pizza with corn, spinach, tomatoes, black beans and red onion	Pan roasted Cajun seasoned salmon, served with organic steamed vegetables, bell peppers, squash, carrots, and zucchini

# Focus on whole foods - *What does this mean for you?*

- Re-direct participant focus from simply on calories to nutrient density/whole foods & portion sizes
- Use food tracking to reveal strengths and opportunities around whole foods vs. processed
- Provide opportunities for practice identifying nutrient dense foods
- Continue to convey that *all foods can fit and* avoid a *good food bad food* language
- Refer participants with need for individualized guidance to a Registered Dietitian or other healthcare provider
- Be mindful of participant realities\*



# ACTION PLANNING APPROACH



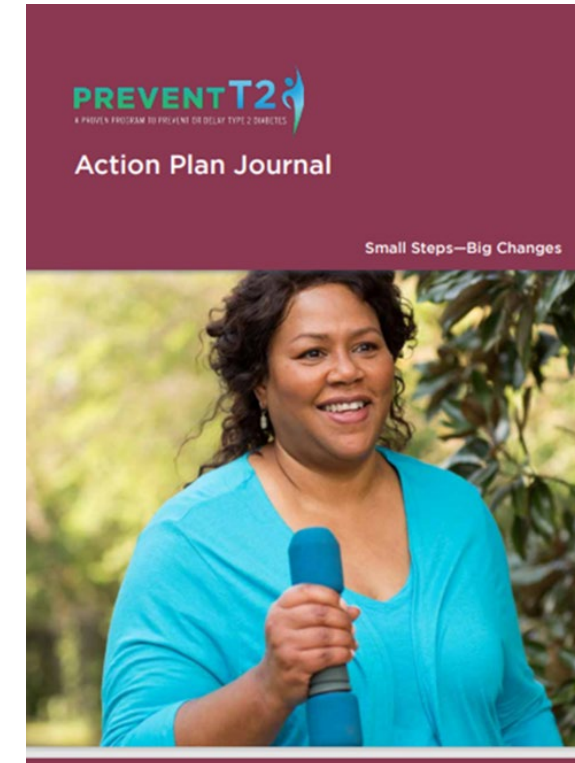
# Understanding Habit Formation

- **Habit:** a routine of behavior that is repeated regularly and tends to occur subconsciously
- **Habit formation:** the process by which behaviors become automatic
- Habits can form without a person intending to acquire them
- Habits can be deliberately cultivated - or eliminated - to better suit one's personal goals



# Prevent T2 Action Plan – Focus on Routines

- Shift from a weekly goal focus to a *weekly routine* focus -routines that can turn into habits over time
- More emphasis on a small steps to big changes approach and messaging
  - Simple actions become habits more quickly
- The action plan is about planning *a new routine*



# Refreshed Action Plan Steps

**Action Plan**

Use this log to track your progress as you change your routine. Depending on the routine, you may practice several times a day, or a few times a week. Each time you try it, note how it went. If it's not working and you need to change something, write it down too. You don't need to share this log with your Lifestyle Coach. It's just for you.

Step 1: What routine do I want to add, stop, or change? \_\_\_\_\_ Today's date: \_\_\_\_\_

Step 2: What new routine do I want to try? \_\_\_\_\_

Step 3: What cue will help me remember my new routine? \_\_\_\_\_

Date / Time	Did it work?	Reflection: How is it going? Do I need to change anything?
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	

3 | Action Plan Journal

- Step 1: What routine do you want to add, stop or change?
- Step 2: What new routine do you want to try. Be specific and realistic
- Step 3: Choose a cue or hint (time, location, people, feeling, attached to a current routine)
- Step 4\*: Repeat it and track what happens

*\*DTTAC recommendation to overtly state*

# Habit Formation Approach- *What does it mean for you?*

- ☐ Familiarize yourself with habit formation- *read the action plan journal*
- ☐ Practice setting your own new routine action plans using the PT2 forms
- ☐ Consider reviewing habit formation approach in a pre-session 1 (*after recruitment session 0 but before formal curriculum sessions begin*)
- ☐ Consider attending an advanced training in habit formation
- ☐ Focus on small steps in conversations
- ☐ Talk about routines around our eating and activity
- ☐ Help participants use willpower and choice in planning their new routines, vs. in the behavior itself
- ☐ Provide examples/Practice this approach with the PT2 participant stories to build participant efficacy
- ☐ Participants can work and re-work on the same routine for weeks-***after all, repetition is needed***

## Say More

- Create healthy routine
- Develop healthy habits
- What is a small step you could take?
- How can you make the routine easier?
- What new routines might help you work on \_\_\_\_?

## Say Less

- How can you stay motivated?
- Use self-control/willpower
- What healthy choices can you make?

ENHANCED TOOLS FOR PARTICIPANTS



# 2021 Prevent T2 Supplemental Materials



Food Tracking

Activity Log

Action Planning

# Food Trackers

- Offers practical and flexible approaches to food tracking
  - Weekly food log
  - Food tracking activity log:
    - Track one meal for several days
    - Track days not at work
    - Track one work day and one day off
- Focus on what can be learned
  - “From Tracing to Taking Action”
  - “*Learn from your logs*”


## How To Track Your Food

### Tracking Methods

Track 1 full day of eating.	Figure out where your calories are coming from and your eating patterns in a single day.
Track 1 working day and 1 day off.	Since eating patterns can change between days you work and days you don't, track 1 working day and 1 non-working day to get a sense of how you eat at work and at home.
Track 1 meal for a few days at a time.	Get a better idea of the range of foods you have at specific meals and where you might find some easy tweaks or adjustments to make. After you do a tune-up on that meal, track another meal.
Track 3 to 4 full days.	Learn fast and furious! Use an app, take photos with your phone, or take notes in a notebook.
Track for just a weekend, vacation days, or other non workdays.	When our routines change, our eating patterns change. Zero in on your weekend, days you don't work, or vacation days to keep on track with your healthy eating goals.
Track everything you eat and drink in between meals.	Sometimes it's not the meals, but what you eat in between. Being mindful of portions and snacks, and when and where you have them, can help you plan ahead.
Track your drinks.	Drinks can be a source of “hidden” calories. Focus on tracking the drinks you have with or between meals. Measure how much sugar, milk, or cream you add to your tea or coffee. Measure the ounces in your glasses at home to confirm how many calories you've been drinking. And look at the menu at your coffee shop to find out what's in your drink.

8 | Track Your Food | Participant Guide

# Weekly Food Tracker



**PREVENT2**  
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

**Weekly Food Log (Optional)**
Week of: \_\_\_\_\_

Try to use this log each day to track when, what, and how much you eat and drink. Track your water intake by circling a water bottle every time you finish one. You may also track how many calories you take in. Write down a daily reflection of your wins for the day and how you feel. You don't need to share this log with your Lifestyle Coach. It's just for you.

Monday				
Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks				
Daily Reflection				

Weekly Food Log (Optional)

Tuesday				
Meal/Snack	Time	Item	Amount (piece, volume, weight)	Calories
Breakfast				
Lunch				
Dinner				
Snacks				
Drinks				
Daily Reflection				

Weekly Food Log (Optional)



“...start by tracking a shorter period of time or something specific.”



Project  
**ECHO**<sup>®</sup>

# Activity tracker

- Formerly known as Fitness Log
- Give to participants after the Track Your Activity module
- Added “pace” to the log to encourage participants to be aware of and track if their activity pace was easy, moderate, or hard.

  
A PROVEN PROGRAM TO PREVENT OR DELAY TYPE 2 DIABETES

### Activity Log

Use this log to track your minutes of physical activity each day. Remember your goal is 150 minutes of activity at a moderate pace.

If you'd like, you can also track more details about your activity, such as what activity you did, how far you went, how fast you went, how heavy your weights were, how many steps you took, and how many calories you burned.

Share this log with your Lifestyle Coach at the start of each session.

Date	Minutes	Activity	Pace
Monday			<input type="checkbox"/> Easy <input checked="" type="checkbox"/> <b>Moderate</b> <input type="checkbox"/> Hard
Tuesday			<input type="checkbox"/> Easy <input checked="" type="checkbox"/> <b>Moderate</b> <input type="checkbox"/> Hard
Wednesday			<input type="checkbox"/> Easy <input checked="" type="checkbox"/> <b>Moderate</b> <input type="checkbox"/> Hard
Thursday			<input type="checkbox"/> Easy <input checked="" type="checkbox"/> <b>Moderate</b> <input type="checkbox"/> Hard
Friday			<input type="checkbox"/> Easy <input checked="" type="checkbox"/> <b>Moderate</b> <input type="checkbox"/> Hard
Saturday			<input type="checkbox"/> Easy <input checked="" type="checkbox"/> <b>Moderate</b> <input type="checkbox"/> Hard
Sunday			<input type="checkbox"/> Easy <input checked="" type="checkbox"/> <b>Moderate</b> <input type="checkbox"/> Hard
Total Minutes		Weekly Reflection: Write about your wins and challenges for this week.	

Activity Log

# Food & Activity Tracker Updates - *What does this mean for you?*

- Guide participants to consider what method and approach to tracking feels most doable for them
- Reinforce that any amount of food tracking can be helpful
- Incorporate *learn from your logs* into your regular session conversations
- Review new logs and food tracking methods offered
- Incorporate questions and conversations around physical activity pace

“Consider the approach to food tracking would be most helpful or feels most doable for you to start with?”

# Refreshed Action Plan Steps

**Action Plan**

Use this log to track your progress as you change your routine. Depending on the routine, you may practice several times a day, or a few times a week. Each time you try it, note how it went. If it's not working and you need to change something, write it down too. You don't need to share this log with your Lifestyle Coach. It's just for you.

Step 1: What routine do I want to add, stop, or change?		Today's date:
Step 2: What new routine do I want to try?		
Step 3: What cue will help me remember my new routine?		

Date / Time	Did it work?	Reflection: How is it going? Do I need to change anything?
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	

3 | Action Plan Journal

- Step 1: What routine do you want to add, stop or change?
- Step 2: What new routine do you want to try. Be specific and realistic
- Step 3: Choose a cue or hint (time, location, people, feeling, attached to a current routine
- Step 4\*: Repeat it and track what happens

*\*DTTAC recommendation to overtly state*

# Updated Supplemental Materials-*What does this mean for you?*

Talk with your program coordinator about your organization's specific approach to utilizing curriculum tools

Review each tool in detail

Consider when each tool will be introduced in your program sequence

Anticipate participant questions and/or challenges with each tool

# Prevent T2 Update Themes

Module titles

Relatability  
and Cultural  
Relevance

Facilitation  
enhancements

Program  
Goals

Small Steps  
Focus

Nutrition  
Content

Action  
Planning  
Approach

Enhanced  
tools for  
participants

# Next Steps

- ❑ Review the CDC Curriculum Crosswalk
- ❑ Review the curriculum materials session by session
- ❑ Discuss changes with your program coordinator and other lifestyle coaches
- ❑ Reach out to CDC CSC or DTTAC Common Ground community with questions

Curriculum Crosswalk	Curriculum Crosswalk
<p><b>Module Content Crosswalk</b></p> <p>The crosswalk provides a detailed overview—by module—of the changes made to the PreventT2 curricula. Unless otherwise noted, every change listed has been made to both English and Spanish curricula. This resource is meant for training entities, current Lifestyle Coaches, and CDC-recognized organizations using their own CDC approved version of the curriculum.</p> <p><b>PreventT2 Program Overview</b></p> <ul style="list-style-type: none"><li>Added information about the PreventT2 curricula updates overview, including what's new and what's changed.</li><li>Updated the PreventT2 program goals to reflect the 2021 CDC Diabetes Prevention Recognition Program Standards.</li><li>Added information about the National DPP Customer Service Center, including direct link.</li><li>The Things To Do section is now specific/unique to each module, including communications to send before and after the session, and new optional activities.</li><li>New Session Checklists have been developed to provide Lifestyle Coaches with a comprehensive list of activities to help them successfully plan and deliver each session in person or virtually.</li><li>Several handouts have been updated—Action Plan Journal, Food Tracking, and Activity Log. Specific details about each appear within their respective Modules below. Other handouts have been given design updates to match the updated PreventT2 look and feel, including the PreventT2 completion certificate which allows Lifestyle Coaches to include their organization/program logo.</li></ul> <p><b>Module 1: Introduction to the Program</b></p> <ul style="list-style-type: none"><li>PreventT2 program goals were updated to reflect the 2021 CDC Diabetes Prevention Recognition Program Standards. This includes updating how to determine a participant's weight loss goal (Weight Loss by the Numbers).</li><li>Introduction to the curriculum's new "small steps, big changes" concept.</li><li>Introduction of the revised Action Plan Journal with new nutrition and weight loss themes and shifts from a behavioral goal-setting format to a routine-building and habit formation approach. The plan also gives participants the opportunity to write personal goals that reflect their motivation for a healthier lifestyle.</li><li>New link to additional information for participants to learn more about A1c.</li><li>New story, Alina Nguyen, focused on making lifestyle changes that are realistic to help her successfully meet her goals, which gave her motivation and confidence to complete the yearlong program.</li></ul>	<p><b>Spanish Module-Specific Changes</b></p> <ul style="list-style-type: none"><li>Added information and direct link to the Personal Success Tool (PST) modules. Specific modules including Commit to Change and the Personalized Pledge are included.</li><li>Addition of Corrine Tiliaro's (English) and Maria Ortega's (Spanish) testimonial video for motivation to participate in the program and make healthy lifestyle changes.</li></ul> <p><b>Module 2: Get Active To Prevent Type 2</b></p> <ul style="list-style-type: none"><li>Added a section on the Benefits of Getting Active and encourage participants to think about how physical activity will help them achieve their (and the program) goals.</li><li>Revised Teo's Story to allow for participant discussion activity about ways Teo can get active and increase his physical activity over time.</li><li>Included the concept of small steps by asking participants to identify one way they will commit to increasing their physical activity during the upcoming week.</li><li>Added tools to help participants within the Plan for Success section, including the PST module, Get Active, and The Move Your Way activity planner.</li><li>Revised and more comprehensive list of tips to help participants work out safely.</li></ul> <p><b>Module 3: Track Your Activity</b></p> <ul style="list-style-type: none"><li>Updated Activity Log (formerly Fitness Log) now provides space for participants to track "pace."</li><li>Included an activity, Purpose of Tracking to help participants connect tracking with their weight loss goals.</li><li>New story, Chris, that asks participants to offer advice about how to address barriers to staying active.</li><li>The table in How to Overcome Challenges includes more added space for participants to brainstorm ways to overcome the various challenges.</li><li>Addition of PST module, Track Your Activity.</li></ul>
1   Curriculum Crosswalk	2   Curriculum Crosswalk