Note to Instructors:

YOU SHOULD HAVE ENOUGH COPIES OF THE QUIZ, THE ACTION PLAN WORK SHEET AND THE HOMEWORK TO PASS OUT TO EACH STUDENT. Be sure to use the NOTES view in PowerPoint for what to cover during class.

It is important to cover ALL of the class content during your one hour for this class. Using a stopwatch or timer facilitates good pacing. Watch for “Time Checks.” This will give you time remaining in class starting from that slide.

GOALS: Teach high school students
• Chronic disease coaching skills focusing on the “action plan” and
• Diabetes content knowledge.

Today’s class consists of:

Quick Quiz/Collect coaching assignment (5 min): Students begin by taking a quiz intended to focus their attention on material that will be covered in this class. (You will review the answers with them after you have given the lesson.)

Introductions/Check –Ins (10 min) Instructors introduce selves and check-in with students about their coaching experience in the past week (specifically about their coaching assignments from the previous week).

Homework review (5 min)

Quick Review (5 min): Material from previous classes is presented for a quick review. The goal is to move through the review section quickly to leave enough time for the new lessons.

Lesson: Diabetes Knowledge Lesson (15 min) Please do not get bogged down in this. You need to save 20 minutes at the end of class to do the last two parts.

Lesson: Diabetes Coaching Skills (15 min)

Coaching assignment Expectations (5 min): Lastly, you review coaching assignment expectations for the week. The coaching assignment is meant to facilitate a discussion between the student diabetes coach and his/her team member.
Quiz Instructions:

- Quizzes should be handed out at the beginning of every class.
- It is ok if they do not know the answers, but you would like them to make their best guesses.
- We will discuss the answers later on in class.
“Welcome back to the Stanford Youth Diabetes Coaching program. I am Dr. ________ here with Dr. ________ (PLEASE MAKE SURE TO INTRODUCE YOURSELVES AS DOCTORS, STUDENTS REALLY LIKE THIS). We are family doctors who work at ________.

We want to make the most of our time together. I am here because I know that we can work together to train you to help your family adopt healthy habits.

In order for you to get the most out of class please

TURN OFF YOUR CELL PHONES AND PAGERS

• Arrive on time.
• Do not miss class.
• Listen carefully
• Complete your assignments
• Meet with your team member once per week.
• Be respectful of others
• Maintain confidentiality, what’s said in the room stays in the room.
• Ask questions!!”
In class today, we will learn about:
- Action plans
- Planning Healthy Meals
- Reading Food Labels
Take Out Coaching Assignment #3

• Raise hand if team member wanted to improve their diet.
• Any surprises in talking with your team member?
• Challenges in eating a healthy diet?
• Questions that came up?

Time check: Take 5 minutes max for this activity

Teaching point: We want students to feel accountability for completing weekly homework assignments without increasing the work needed to have them hand it in, review and return.

We want to have the students use the noun “surprises” in assessing the homework completion rather than “problems”

Focus on how common it is to want to eat a healthy diet but how it can be very difficult.

This past week homework should have identified challenges for the team member. We want the students to feel that they can help bridge that gap.

• As diabetes coaches, you’re going to learn how to help your team member overcome the challenges that they have had in eating a healthy diet.
Welcome to the Stanford Youth Diabetes Coaches Program. I am happy to see you here today. My name is ______________, and I work as a ______________. (Note: Students may not know what a “resident” is, so please introduce yourself as a doctor.) I am excited to work with you today and hear about how your coaching assignments went.

Please introduce yourself again by telling us your name and what person with diabetes you plan to coach. Then, tell us briefly how your coaching assignment went. Specifically, tell us something you learned about your team member and any problems or challenges you had. What were your action plans and how did they go? If someone else has a suggestion for how to handle the problem or challenge, please raise your hand and we can discuss it.

Check-In

- Name
- Who you are coaching
- Something you learned from your team member this week
- Action Plans?
- Problems or surprises?
- Students’ suggestions to handle problems?
Now we are going to talk about being a diabetes coach – specifically about ways that you can encourage your team member.
• Last week we talked about an important way for you to encourage your team member.
• Does anyone remember what that was?

*Pause for student answers, then move to next slide.*
• Here is a scenario.
• Imagine you see your team member drinking a soda.
• You know how bad that is for their health, so you grab the soda and throw it in the trash.
Pair and Share: Turn to the person next to you:

Is this good coaching? Why? Why not?

- Partners Discuss – 30 seconds
- One partner shares with the class

You will have 30 seconds to discuss with your partner, then I will call on you to share your discussion with the class.

(Go around the room and point out people to share, ask that they stand when they present. This may seem awkward but class goes better when the students are more active.)
• Although I know this is hard – especially as doctors we often want to tell people what to do – but **to really help someone, you have to let them decide what they want to change and encourage them with that.**

• You can’t tell them what they should do.

• Making changes is hard – but helping your team member take small steps toward making a change is the key.
• As we discussed last week, one of the best ways you can encourage your team member is to help them set goals and help them accomplish their goals by making action plans.

• An action plan is a step in the process of accomplishing a goal.

• For example, we have been talking a lot about healthy eating and nutrition. If someone has the goal to eat healthier food, an action plan would be a very specific small step to help accomplish that goal – such as drinking less soda.
Some tips for making a good action plan include:

1) **Start small**: Pick one small action you can definitely do. For example, instead of changing everything in your diet all at once, start with one thing that can help accomplish the goal, such as drinking less soda;

2) **Be Specific**: Describe exactly what you plan to do. Answer the questions: **What? How much? When? and How Often?**;

3) **Be Optimistic**: For example, instead of saying “I will try to...” say “I will.” For example, saying: “I will drink one less soda every day” is much more optimistic than saying “I will try to drink one less soda every day;” and

4) **Be Confident**: To be successful in accomplishing your action plan, you must believe you can really do it. **On a scale of 0 to 10**, with 0 being not at all confident and 10 being totally confident, ask yourself how confident you are that you will complete your entire action plan. If you say 7 or higher, then you have a good action plan. **If you say less than 7, then you need to adjust your action plan** so you feel more confident.
Here is an example of an action plan to increase healthy eating.

In this action plan, what does the person want to do? (advance animation)

Eat breakfast. How much? (advance animation)
One bowl of cereal.

When? (advance animation)
Before school.

How often? (advance animation)
5 days a week.

Now, here is the really important part. How confident is the person that she or he could complete this plan? (advance animation)

“4” Is that confident enough? (advance animation)

No.
So, how could the person change the plan to become more confident?
Let’s go through this new version of the action plan. (*advance animation through 3 days a week*)

Here, the person changes the ‘how often’ from 5 days a week to 3 days a week.

Now, for the all important confidence level. How confident is the person now? (*advance animation*)

“8” Is that confident enough? (*advance animation*)

Yes!
It’s important to know that action plans work for all kinds of health goals – and even for non-health goals – like getting homework done.

Someone just has to choose whatever they want to do to improve that week.
In this example of an action plan (advance animation), the person chooses healthy diet. That’s the goal.

Now for the action plan which is much more specific. What? (advance animation)

Drink less soda. How much? (advance animation)
One less soda a day. When? (advance animation)
After school. How often? (advance animation)
4 days a week. And how confident? (advance animation)
Is this confident enough? Yes!
Instructors Model Action Planning: SHOW STUDENTS A “BAD” ACTION PLAN
GOAL: I WANT TO GET MORE EXERCISE

If there are two of you, one can be the “coach” and the other the “team member.”
If only one of you, ask yourself these questions aloud:

1. What are you doing now for exercise? walking
2. What could you do to increase that level of exercise? Walk more
3. What specific activity? walking
   How much? more
   When? When I can
   How often? When I can
5. Confidence level of 7 or more? Yes

Teaching point: We want the students to understand that a good action plan needs to be specific and NOT include doing something “more” or “less.”
Pair and Share: Turn to the person next to you:

Was this a good action plan?

Did it include:  What?  
                  How much?  
                  When?  
                  How often?  
                  Confidence level of 7 or more  

- Partners Discuss – 30 seconds  
- One partner STANDS and shares with the class

You will have 30 seconds to discuss with your partner, then I will call on you to share your discussion with the class.

(Go around the room and point out people to share, ask that they stand when they present. This may seem awkward but class goes better when the students are more active.)
Pass out coaching assignment 3. Point out that there is a place for student action plans and a place for their team member action plan.
Collect action plans and “Shuffle” these so that it is not obvious whose is on top and start reading the top one, DELETING the name of the person.

**Choose three plans to read aloud.**
Ask the class:
What specific thing does the person want to do?
When?
How much?
How confident?

Give feedback about what might be improved for the plan.

*This exercise will be repeated in every subsequent class. We want students to feel that this is a “safe” activity in that no names will be used.*
**Time Check:**  30 minutes left in class. Only 5 minutes for this activity.
If behind, have class collectively shout out answers.
If on time, ask individuals to answer.

For diabetes knowledge review slides, *ask students to volunteer answers and explanations of each topic.*
If student is correct, paraphrase the following: “That’s right.”
If student is incorrect, paraphrase the following: “That was a good start.”
Regardless of the answer, make sure you thank the student volunteering.

All of this information has been covered in previous classes and should serve only as a quick refresher. Power point slides are set for ‘quiz mode’ such that answers appear with an extra click.

Now we are quickly going to review what we have learned so far about diabetes.
• First let’s review blood sugar levels.
• What is a normal blood sugar level before meals for someone with diabetes?” Wait for response, then show answer. “

• What is a normal blood sugar level 2 hours after a meal? Wait for response, then show answer.

• What is the goal Hemoglobin A1C - the average of all the blood sugar tests in the last 2-3 months- for someone with diabetes?” Wait for response, then show answer.
• How can someone with diabetes manage to get their blood sugar levels in a normal range?

• I’m looking for 6 ways. *Wait for response, then show answers.*
What are some of the most important tips for health eating? *Wait for response, then show answers.*
What are the three basic nutrients that provide energy to the body? *Wait for response, then show answers.*
• What are some examples of foods high in carbohydrates? *Wait for response.*

• *Add any of the following that are not volunteered by students:* *pasta, bread, rice, potatoes, sweets, cereals, grains, fruits, vegetables,* and even some hidden *carbohydrates* such as those in dairy products like milk, cheese, and yogurt.

• *Also, remember that carbohydrates have the greatest effect on blood sugar of the three nutrients and may need to be limited for someone with diabetes.*
• Last class we talked about good carbohydrates and bad carbohydrates. What are some examples of healthy, good carbohydrates? *Wait for response.*

• *Add any of the following that are not volunteered by students:* brown rice, wild rice, whole wheat, oatmeal, whole-grain barley, whole-grain corn, whole-wheat pasta

• What are some examples of unhealthy, bad carbohydrates? *Wait for response.*

• *Add any of the following that are not volunteered by students:* cookies, cakes, pastries, white bread, non-whole grain pasta, sugary cereals, white rice, candy, candy bars, sodas
Pair and Share: Turn to the person next to you:

What’s your favorite “bad” carb? *(hint: hot Cheetos, chips, candy, cookies…)* What could you eat instead?

- Partners Discuss – 30 seconds
- One partner shares with the class

You will have 30 seconds to discuss with your partner, then I will call on you to share your discussion with the class.

*(Go around the room and point out people to share, ask that they STAND when they present. This may seem awkward but class goes better when the students are more active.)*
• Proteins are the building blocks of all living things.

• What are some examples of protein rich foods? *Wait for response.*

• *Add any of the following that are not volunteered by students:* chicken, fish, beef, milk, cheese, yogurt, eggs, beans, tofu, and nuts.
Our bodies need fat, but having too much fat, especially bad fat, can lead to heart disease. Because heart disease is a major problem associated with diabetes, eating a diet low in bad fats is especially important.

Good fats are unsaturated fats. They stay liquid at room temperature. What are some examples of foods rich in good fats?

Add any of the following that are not volunteered by students: nuts, vegetable oils like canola oil and olive oil, sunflower oil, soybean oil, avocado, walnuts, flaxseed, salmon, and trout.

Bad fats are saturated fats and trans fats. Saturated fats become solid at room temperature. Bad fats can clog up our vessels and cause heart disease. What are some examples of bad fats?

Add any of the following that are not volunteered by students:

Trans fats: These do not spoil when left at room temperature for a long time and thus are often used in processed food such as cookies, crackers, and pies. Some commercial restaurants may also use these partially-hydrogenated oils to fry their entrees and side items.

Saturated fats: high-fat cheeses, high-fat cuts of meat, whole milk, cream, butter, ice cream
Time Check: 20 minutes left. You have 15 minutes for this section.

• Using what you know about the basic nutrients makes planning healthy meals easier.

• Now we are going to talk about the Plate Method for planning meals and about how to read food labels.
• One way to plan healthy meals is by using the **plate method**, which is a fairly simple way of making good food choices.

• To plan a healthy meal with the plate method, think of a normal dinner plate.

• When serving food on that plate, half of the plate should be low carbohydrate vegetables such as one cup of salad and ½ cup of cooked broccoli; one fourth of the plate a portion of protein such as one chicken breast or 3-4 oz. of salmon; and the other fourth of the plate one or two portions of starchy carbohydrates or fruits such as ½ cup of rice and a piece of fruit.
• Now let’s practice.
• Imagine you are serving a plate of food.
• Where would the tortillas go? (wait for answers, then advance slide)
• Since tortillas are a high carb food, they go there.
• How about chili – could be meat or bean chili? *(wait for answers, then advance slide)*
• Since chili is mostly a protein rich food, it would go there.
• It’s true that chili has other nutrients in it, such as carbs, but you can think about the most dominant nutrient when you are making these decisions.
• How about salad? *(wait for answers, then advance slide)*
• Since salad consists of low carb veggies, the salad should take up half the plate.
• That’s really a key to the plate method – half the plate low carb veggies.
In order to use the plate method, you have to know which nutrients are in which foods. How can you tell which nutrients are in which foods?

For example, which foods are high in carbohydrates?

Which foods are high in fat? Pause for student responses.
• Most foods are required to have labels showing what nutrients they contain per serving.

• Food labels are a useful tool for deciding which foods can be part of a healthy diet.
Let’s look at this example of a food label from a family size box of Cheerios. When you look at a food label, there are a few important steps you should take. *Power point slide set to show each box individually; you will need to click for each one to appear.*

First, look at the serving size and how many servings are in the food container. In this box of cereal, the serving size is one cup, and there are 14 servings per container.

After you have looked at portion size, look at the important items that are listed like calories (*ask students to identify how many calories in one serving* - 100g);

fat – looking especially for trans or saturated fat (*ask students to identify how much fat and what type of fat in one serving* - 2g, no trans or saturated);

carbohydrates (*ask students how many total grams* - 20g) – looking especially at how much sugar (*ask students to identify how much sugar* - 1g);

fiber (*ask students to identify* - 3g);

protein (*ask students to identify* - 3g);

and vitamins and minerals (see label)
Optional Demo: If you brought in Cheerios and a one cup measuring container, pour the Cheerios and show students one portion size. Pass it around the class. Ask students if the portion size seems like the amount a person might eat. More? Less?

Remember that the serving size matters.

For example, if we eat two cups instead of one cup of cereal, we are eating twice as much as what it says on the food label: twice as many calories (200cal instead of 100cal), twice as many carbohydrates (40g instead of 20g), twice as much fat (4g instead of 2g), twice as much sodium (280mg instead of 190mg), etc.

Since there are 14 servings per container, if we eat the whole box, we are eating 14 times as much as what it says on the food label (1400 cal instead of 100; 280g carbohydrate, 28g of fat instead of 2, etc.).
• When you are making decisions about what foods to eat, it can be helpful to compare food labels to make healthier choices.

• Take a moment now and look at the Cheerios and Lucky Charms labels. Ask students for answers to fill in the chart. Answers will appear with each click (first serving sizes, then servings per container...etc.)

• How does Cheerios compare to Lucky Charms? What makes Cheerios healthier?

  Allow students to respond. Emphasize difference in serving size, calories, sugar, and fiber. Note that although both cereals are high in carbohydrate, the Cheerios has almost entirely complex or "good" carbohydrate, while the Lucky Charms has a large amount of sugar (simple “bad” carbohydrate).
Now that you know how to read food labels and make healthier choices, you can help your team member do the same. Sometimes it can be hard to convince someone to change their diet.

Let’s imagine you are in the grocery store with your team member and need to buy some bread. You see two kinds of bread – white and whole wheat.”

Please allow students to discuss this scenario. Prompt them with these questions.

Which one would you recommend to your team member? Why?

How would you convince your team member to choose one over the other?
• Looking at the food labels can help you decide which is a healthier choice.

• What differences do you see between the two breads when you look at the food labels? *Allow students to respond and discuss.*

• For the same amount of bread – one slice- the white bread has 0% dietary fiber – while the whole wheat bread has 4g.

• Dietary fiber is really important in health – and in balancing blood sugar.
Role Play: White Bread vs Wheat Bread

Coach: “I think you should try whole wheat bread instead of white bread.”
Team Member: “Why? White bread is delicious – I don’t like that whole wheat stuff!”
Coach: “Well, whole wheat is a lot healthier – it has a lot more fiber. The doctors teaching my class say eating whole wheat instead of white can really help with blood sugar, too. It’s worth just trying since it is much better for you.”
Team Member: “Ok. I guess I could try it just once and see if I like it.”

• Convincing your team member to try a healthier option can be challenging. Let’s role play to practice.

• Please divide into partners – one person will be the coach and one person will be the team member. Then, follow the script on the screen.

Walk around and help each partnership do this role play. Ask students if they have other ideas about how to convince their team members to make healthier choices.
Time Check: 7 minutes left in class.

Quiz Review: See Quick Quiz #4 at beginning of lesson.

Now let’s check our quiz answers.

If running behind, ask class collectively to shout out answers. If on time, ask for volunteers to tell you what answer they selected. Remember to thank the students for volunteering answers even if they are not correct.

Quiz Answers:
1.a 2. High Carbohydrate Foods: potatoes, cake, fruit juice, pasta, strawberries, rice; Low Carbohydrate Foods: mushrooms, broccoli, olive oil, grilled chicken breast.
Quick Quiz Review: Part 2

3. Use the food label below to determine how many carbohydrates you would get in 2 pop tarts:

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Nutrition Facts
Serving Size: 1 (1 pastry, 52 grams)
Amount Per Serving
Calories 370
Total Fat 3g
Saturated Fat 3g
Trans Fat 0g
Cholesterol 0mg
Sodium 210mg
Total Carbohydrate 37g
Dietary Fiber 1g
Sugars 20g
Protein 3g

37g x 2 = 74g
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a) 37 g  b) 47g  c) 74 g  d) 73 g

4. Using the **Plate Method**, fill in the blanks with the correct food choices from the box below:

- Baked chicken
- Rice
- Steamed Broccoli

**Protein-rich food**: Baked chicken
**Food high in carbohydrate**: Rice
**Low carbohydrate vegetable**: Steamed broccoli

Quiz Review:

Quiz Answers:
3. c  4. Protein rich food: baked chicken; Food high in carbohydrate: rice; Low carbohydrate vegetable: steamed broccoli
Please make sure to leave time for this coaching assignment explanation and give students an opportunity to look over the coaching assignment and ask questions about it.

• For this week’s coaching assignment, we want you to first finish your own action plan if you haven’t already.

• Next, you will explain action plans to your team members and tell them about the action plan you have made for yourself.

• Lastly, you will help your team members make an action plan for themselves. (advance slide) REMEMBER! YOUR TEAM MEMBER HAS TO MAKE THE PLAN BASED ON WHAT HE OR SHE WANTS TO DO.

• While working on the action plan with your team member, it’s a great chance to find out more about their experiences. You can ask them about how their week has gone, how they plan their meals, and if they have any goals for improving their health. Asking these questions will be another good chance to practice the active listening skills we have talked about.
In class today, we learned about action plans, planning healthy meals, and reading food labels.

Does anyone have any questions?

Please let them know whether or not you will be returning next week or whether one of your colleagues will be taking over for the next class.

“I’ll look forward to seeing how you do on your first homework assignment. See you next week.”

OR

“You have been a great class. I’ll be sure to tell Dr. ________, who will be teaching you next week how smart your all are. Please show him/her the same level of attention and respect that you have shown me today.”

NO need to collect quizzes, these are for the students to keep for their own information.

If you are able, please stay behind to chat with any students.