

## Lesson Overview

### GOAL:

To introduce participants to the goals, objectives, and curriculum of the BHL program.

### OBJECTIVES:

By the end of the class, participants will:

1. Identify their risk of Type II- or pre- diabetes.
2. Increase knowledge on the relationship between diabetes, obesity, and cancer.
3. Understand the purpose of the BHL program and program agenda and identify the tools they will use throughout the program.
4. List the 3 B.O.L.D. goals of the BHL program.
5. Create personalized S.M.A.R.T. Goals.
6. Understand how to set weekly goals using the *Weekly 3 C's* worksheet.
7. Understand and learn how to record in their food and activity diaries.
8. Understand and learn how to wear their pedometers.
10. Confirm commitment to the BHL program by signing the *BHL Commitment Contract*.

### MATERIALS:

1. Handouts/Worksheets/ Visuals.
2. Equipment for PowerPoints and other audiovisuals when applicable.

# BHL Week 1 Guide for Instructors

## Orientation

Introduction to the BHL Program



## Getting Started:

### HOUSEKEEPING

- Welcome the class. Introduce yourself and the program. Feel free to share a personal fact about yourself (e.g., why you are a nutrition educator, why nutrition is important to you) to establish trust and intimacy in your leadership.
- Quickly** go around the table and have participants introduce themselves (e.g., name and main reason for joining the program). Keep 'story time' to a minimum.
- Have trained BHL staff take anthropometric measurements, distribute any materials or information, or make announcements when applicable.
- Have participants sign-in on attendance sheet.
- Give MetroCard to those applicable.
- Ensure that healthy snacks and water are provided.
- Distribute the lesson handouts.
- After each **TOPIC**, allow time for questions and comments.

## Today's Lesson:

### #1 DIABETES RISK TEST

- American Diabetes Association: *Are You at Risk? Diabetes Risk Test* (Handout #1, ENG/SPN)

### TOPICS

1. **Introduction:** The BHL Program is a diabetes risk reduction and management program for cancer survivors. In order to assess your risk of diabetes, we are going to complete a Type 2 diabetes risk test. You may have heard of the term "pre-diabetes." This activity will teach you the definitions of pre-diabetes and diabetes.
2. **Activity:** (1) Give instructions. Participants collectively complete the *Diabetes Risk Test* worksheet. Help participants who do not understand. (2) Ask participants to write down (at the bottom of the page) or circle their diabetes risk category. (3) Discuss the different risk classes. (4) Talk about the differences between pre-diabetes and diabetes. (5) Highlight the importance of weight in relation to diabetes risk.

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## #2 ORIENTATION PACKET

- B.O.L.D. Healthy Living Program: *Orientation Packet* (Handout #2, ENG/SPN)

### TOPICS

1. **Introduction—What is the B.O.L.D. Healthy Living Program (p2)?**: Read through.
2. **Prevalence of diabetes in the Bronx (p3)**: Tie back to *Diabetes Risk Test* and the importance of the BHL Program for individuals and communities.
3. **Key BHL Contacts (p4)**: Discuss the importance of team effort and attendance policy.
4. **Activity—BHL Buddies (p5)**: (1) Have the class partner into groups of 2 (group of 3 okay). (2) Explain that their partner(s) is their “buddy” that they will work with throughout the program. (3) Discuss the benefits of having a BHL buddy (motivation, support, friendship, etc...). (4) Have participants fill out the *BHL Buddy Contact Information* worksheet.
5. **Why the BHL Program (pp6-7)?**: Read through.
6. **BHL Program Agenda (p8)**: Discuss the agenda and reiterate the attendance policy.
7. **Participants’ Guide/Tool Kit (pp9-10)**: Read through.
8. **B.O.L.D. Goals (p11)**: Read through. Goal #1 should be calculated for each participant prior to class if weights are available. If weights are taken at the start of class, instruct participants to calculate their goal weight (distribute calculators). Individual assistance may be required.
9. **Activity—My S.M.A.R.T goals (pp12-17)**: (1) Give instructions and have participants individually complete **page 12**. (2) Read through **page 13**. (4) Give instructions and have participants collectively complete **page 14**. (5) Give instructions and have participants individually complete **page 15** (5) Give instructions and have participants individually complete **pages 16-17**. Invite volunteers to share their answers. Provide some of your own examples.
10. **ACTIVITY—Overcoming Challenges (p18)**: (1) Read through and provide instructions. (2) Have participants individually complete the worksheet. (3) Invite volunteers to share their answers. Provide some of your own examples.
11. **My Weekly 3 C’s (pp19-20)**: Read through. Explain the importance of weekly goal setting, including how setting weekly goals will help achieve short-term and long-term **S.M.A.R.T goals**. Instruct participants that they will complete this worksheet at-home during week1 and every week thereafter until the end of the program.
12. **Daily Food and Activity Diaries (FADs) (p21-23)**: Distribute 4 copies of the FAD to each participant (can be done at beginning of class or during the lesson). Read through **pages 22-23**. Highlight the *Food-for-Thoughts*.
13. **ACTIVITY—FAD (p21)**: Complete sample FAD with class for 1 full meal and 1 exercise.
14. **Pedometer Instructions (p24)**: Read through pedometer instructions. Participants may opt to log their pedometer on their FAD.
15. **ACTIVITY—My BHL Commitment Contract (p25)**: (1) As a class, have participants complete and sign.
16. **BHL Weekly Checklist (p26)**: Read through. Note: They should check this before coming to each class.

## Closing:

- Allow time for questions, comments, and concerns.
- Make sure that everyone has 3 blank *FAD* worksheets and 1 blank *My 3 C's* worksheet to complete over the week. Read their weekly *FAD* instructions (*Week-by-Week Guide* in *Orientation Packet*).
- Make sure that everyone has 1 blank *Weekly Challenge* worksheet (when applicable).
- Remind the class to review the *BHL Weekly Checklist*.
- Make sure that everyone knows the time/location of the next fitness and nutrition classes.
- Thank everyone for coming and offer your availability after class for questions, comments, or concerns. Provide referrals as necessary to the appropriate professionals.

## Material References:

### Handout #1:

Diabetes Risk Test. American Diabetes Association Web Site. Available at: <http://www.diabetes.org/diabetes-basics/prevention/diabetes-risk-test/>. Accessed July 10, 2013.

### Handout #2 (Orientation Packet):

B.O.L.D. Healthy Living Program. *Orientation Packet*. Bronx, NY: Psychosocial Oncology Program, Albert Einstein College of Medicine; 2010.

Diabetes Prevention Program. National Institutes of Health and National Institute of Diabetes and Digestive and Kidney Diseases Web Site. Available at: <http://diabetes.niddk.nih.gov/dm/pubs/preventionprogram/>. Published October 2008. Accessed July 10, 2013.

Fine, Fit, and Fabulous Facilitator's Guide. Bronx Health REACH Web Site. Available at: <http://www.bronxhealthreach.org/our-work/faith-based-outreach-initiative/fine-fit-and-fabulous/>. Accessed July 10, 2013.

Diabetes in New York City: Public Health Burden and Disparities. New York City Department of Health and Mental Hygiene Web Site. Available at: [http://www.nyc.gov/html/doh/downloads/pdf/epi/diabetes\\_chart\\_book.pdf](http://www.nyc.gov/html/doh/downloads/pdf/epi/diabetes_chart_book.pdf). Published 2006. Accessed July 10, 2013.

Kroll, S. Daily Food Log with Nutritional Balance. Personal Nutrition Guide Web Site. Available at: <http://www.personal-nutrition-guide.com/printable-food-diary.html>. Accessed July 10, 2013.