



The number of people living with diabetes has increased dramatically in the past 20 years. In Ontario, 1,169,000 people have been diagnosed with either type 1 or type 2 diabetes in 2010<sup>1</sup>. Research also shows that people from certain ethnic groups (Hispanic, Asian, South Asian or African descent) are at a higher risk of developing type 2 diabetes<sup>2</sup>.

Type 2 diabetes can be prevented if you help people make simple changes to improve their eating habits, weight and physical activity. Research shows that we can encourage people to make these changes by discussing the benefits of change, helping them set goals and building on those goals.

This training package was developed by the Centre for Addiction and Mental Health, TEACH project for the Ontario Ministry of Health Promotion and Sport. The material was developed for health professionals and/or health promoters to present to lay health educators. The project is designed to equip diabetes lay health educators with an evidence-based educational module about type 2 diabetes prevention. The module is intended to be adapted and used with people from ethno-cultural groups who are at risk of developing type 2 diabetes; thereby increasing their knowledge and skills.

It is important to note that although people of Aboriginal background are at risk for developing type 2 diabetes, this resource was not designed to address the unique characteristics of this population.

**The education module includes:**

- Powerpoint presentation with speakers' notes
- Participant Guide: Type 2 Diabetes: What you can do to prevent diagnosis
- Facilitators' Guide.

**The Facilitators' Guide contains:**

- notes to accompany the Powerpoint slides
- information about diabetes, the high risk groups, risk factors, prevention and management strategies
- suggested discussion questions and prompts
- suggested exercises and activities
- additional resources.

This guide provides essential information to help you organize and facilitate the educational workshop for individuals in your community.



**Qualities of a Good Facilitator**

- Has good listening skills.
- Respects the opinions of others and encourages participants to share information and ideas.
- Creates an atmosphere of respect and manages group dynamics.
- Familiar with the culture, needs, strengths, and limitations of participants, and shows respect for individual differences.

**Getting Organized and Preparing for Your Presentation:**

- Review the slides and if necessary, edit to adapt to your local community (e.g. choose most relevant meal plans, add local resources).
- Gather additional resources that you wish to distribute to participants and print copies.
- Organize the room set up and supplies – do you need flip charts and markers, a computer with projector, name tags for yourself and participants?
- Gather supplies for the participant activities – do you need any equipment – skipping ropes, exercise bands?

## At the end of this workshop participants will understand:

- what diabetes is and why it is a problem
- what causes diabetes and what are the 3 types of diabetes
- what the risk factors are and whether they are at risk
- what the signs and symptoms are and
- how to prevent type 2 diabetes.

## Working with individuals from different cultures:

Workshop participants may represent a range of ethnic and cultural backgrounds. As a facilitator, it is important to respect and work with the values of participants from different cultures. When you are working with diverse communities it is important to seek background information on the cultural practices of participants. This approach will help you to anticipate possible questions or concerns participants may have so that you can adjust your approach if necessary.

Language barriers might present significant challenges for facilitators and participants from diverse backgrounds. In these situations, remember to speak slowly and clearly and to pause often to invite questions. Where possible, use visual aids.

## Think about using Icebreakers

(games that help participants get to know each other and relax or to introduce a topic):



**This is how I feel:** Participants stand up one at a time, state their names and use an adjective, starting with the same letter as their name, to describe how they are feeling at that moment. (For example, “*I’m Nuzrat and I’m nervous*” or “*I’m Henri and I’m happy*”.)

**Balloon Toss:** Ask participants to stand in a circle.

Bump a balloon or beachball to someone in the circle and say, “Let’s see how long we can keep this off the ground.”

Next, ask everyone to introduce themselves by stating their name while keeping the balloon in the air.

After the introductions are finished continue the activity by asking other questions, such as:

- what’s your favourite breakfast?
- what is your favourite vegetable?

# How To Use The Slide Deck

## Slide 3: Type 2 Diabetes – A Growing Problem

### Content Notes

The number of people living with diabetes has increased dramatically in the past 20 years. In Ontario, 1,169,000 people have been diagnosed with either type 1 or type 2 diabetes in 2010<sup>3</sup>. Over the next ten years, this number is expected to increase 1,903,000 or 11.9 per cent of the population of Ontario<sup>4</sup>. Research also shows that people from certain ethnic groups (Aboriginal, Hispanic, Asian, South Asian or African descent) are at a higher risk of developing type 2 diabetes<sup>5</sup>.

### Facilitation Notes

Introduce background information.

Research shows that people can reduce the risk of progressing from impaired glucose tolerance to type 2 diabetes by almost 60% if they eat healthy foods and lose as little as 5% of their body weight.<sup>6</sup>

Research shows that we can encourage people to make these changes by discussing the benefits of change, helping them to set goals and to build on those goals. In this workshop we will talk about some strategies to prevent diabetes.

## Slide 4: What You Will Learn Today

- What is diabetes? Why is it a problem?
- What causes diabetes?
- What are the 3 types of diabetes?
- Am I at risk?
- What are the signs and symptoms?
- How do I know if I have diabetes?
- How can I prevent or manage diabetes?
  - With healthy eating that suits my culture.
  - With physical activity that suits my lifestyle.

### Facilitation Notes

Review learning goals.

## Slide 5: What is Diabetes?

- A condition that occurs when you have too much glucose or sugar in your blood.
- Affects over 1 million people in Ontario.
- Cannot be cured but can be prevented or managed.

## Slide 6: Why is Diabetes a Problem?

### Content Notes

If diabetes is not treated or managed properly, it can cause serious problems or complications such as:

- heart disease and stroke
- kidney disease
- eye disease
- nerve damage.

## Slide 7: What Causes Diabetes?

- Glucose
  - when you eat, your body breaks food into glucose or sugar to create energy.
- Insulin
  - a hormone made in the pancreas helps glucose enter your body's cells.
- High blood sugar.
- Diabetes develops when your body stops producing insulin, doesn't produce enough insulin or doesn't use insulin properly.

### Content Notes

When a person without diabetes eats, the body breaks down the food you eat into **glucose**, which is a form of sugar to be used as energy or stored for later use. Glucose enters your blood with help from a hormone called **insulin**. Insulin is made in an organ of your body called the **pancreas**. Insulin is a hormone that helps your body control the level of glucose (sugar) in your blood. Insulin lowers blood glucose by helping to move glucose into the body's cells, where it is used as fuel.

Diabetes is a condition that develops if your body stops producing insulin (Type 1 Diabetes), doesn't produce enough insulin or doesn't use insulin properly (Type 2 Diabetes). Since insulin affects the glucose/sugar levels in your blood; when you have diabetes, you will have higher levels of glucose. When this happens, you get too much glucose or sugar in your blood than normal and glucose cannot enter the cells to be used as energy.

## Slide 8: Pre-diabetes

### Content Notes

People with pre-diabetes have higher than normal blood sugar level that is not yet categorized as diabetes. They are at risk of developing diabetes but they can control blood sugar levels with healthy, balanced food choices and exercise.

## Slide 9: Three Types of Diabetes

There are three types of diabetes:

- gestational diabetes
- type 1 diabetes
- type 2 diabetes.

### Facilitation Notes

You may not need to or wish to go into detail about each of the three types of diabetes, depending on the composition of your group. However, additional information is provided in the next 4 slides.

## Slide 10: Gestational

### Content Notes

Approximately 4% of pregnant women develop gestational diabetes, which means they have high blood glucose during pregnancy. It is a temporary condition that ends after the baby is born. If a pregnant woman is diagnosed with gestational diabetes, both she and her child are at higher risk of developing diabetes in the future.

## Slide 11: Type 1

### Content Notes

Type 1 diabetes is also called insulin-dependent diabetes. It usually begins before the age of 30. It develops suddenly when the pancreas does not make insulin or makes very little insulin. Approximately 10% of people with diabetes have type 1. We don't know the cause. It is not preventable and it is not caused by eating too much sugar. It can be managed with healthy eating and exercise and patients must use medication such as insulin injections or insulin pump.

## Slide 12: Type 2

### Content Notes

Type 2 is the most common form of diabetes. It affects nearly one million people in Ontario.

Type 2 diabetes is also called adult-onset diabetes. It usually develops in adults over 40 but more and more children in the high risk groups are being diagnosed. It is caused when the body can not make enough insulin or can not use the insulin it makes properly. It is often caused by poor food choices and lack of exercise. Type 2 diabetes develops slowly and can be prevented by making healthy food choices, being more physically active and by achieving a healthy weight.

## Slide 13: High-Risk Groups

### Content Notes

Recent immigrants to Canada are at high risk for diabetes compared with long-term residents of Ontario. The groups that show the highest risk include people from countries in South Asia, the Pacific Islands, Latin America, the Caribbean and Africa. Women who are recent immigrants had rates equal to or higher than immigrant men from the same regions, except for women from sub-Saharan Africa<sup>7</sup>. A variety of factors are involved such as genetics, lack of socioeconomic resources, health literacy and barriers to accessing health care<sup>8</sup>.

Healthy eating and increasing physical activity have been identified as important healthcare goals for these groups. Here is some more information about each group. It is provided as background information. You may choose to share it with your participants, depending on the group composition, their interest and their language skills.

### East Asians

Type 2 diabetes is the 5th leading cause of death in Asian North Americans<sup>9</sup>. Although people of Asian descent usually have lower body weights than Caucasians, in North America, they are more likely to develop type 2 diabetes<sup>10</sup>.

### South Asians

South Asian immigrants from countries such as Sri Lanka, Pakistan, India, and Bangladesh are up to 7 times more likely to be diagnosed with type 2 diabetes than Caucasians<sup>11</sup>. They have more cases diagnosed each year than other Canadians<sup>12</sup>.

They may also develop diabetes at younger ages and may be more likely to die from it than other groups<sup>13</sup>.

### Hispanic

Hispanic people are nearly twice as likely to be diagnosed with diabetes as Caucasians<sup>14</sup>. The risk factors for this group include genetics, obesity, high-fat diets, and lack of physical activity. Obesity rates in children of Hispanic descent are also increasing. As a result more children are being diagnosed with type 2 diabetes.

### Caribbean and African

Recent immigrants of African and South-Caribbean countries are at the highest risk of developing type 2 diabetes, in Ontario<sup>15</sup>. Type 2 diabetes accounts for 90-95% of diagnosed cases of diabetes in people of African and Caribbean descent.

# Slides 14 and 15: Am I At Risk?

## Suggested Activity

Hand out printed copies of this checklist to each participant. Tell participants that 1 out of 3 people who have diabetes don't know it. Some people have a greater chance or risk of developing diabetes than others. The items on this list are called risk factors. Read the list and ask participants to check off items that are true for them.

Review the list of risk factors on slide 14 first. These are factors that you cannot change.

Everyone who is over 40 should have blood glucose levels tested every 3 years. If you belong to one of these high risk groups, you should get your blood glucose tested more often.

Slide 15 lists risk factors that you can control. Read the list and ask participants to check off items that are true for them.

## Check each item that applies to you

There are some risk factors that you can't control. Check each item that applies to you.

- My family background is Caribbean, African, Hispanic, South Asian or East Asian.
- I have a parent, brother or sister with diabetes.
- I had gestational diabetes when I was pregnant.
- I gave birth to a baby who weighed over 4 kilograms (9 pounds) at birth.
- I have been diagnosed with any of the following conditions:
  - Polycystic ovary syndrome
  - Acanthosis nigricans (darkened patches of skin)
  - Schizophrenia<sup>16</sup>.

There are some risk factors that you can control. Check each item that applies to you:

- I have high blood pressure.
- I am overweight, especially around the waist.
- I have high cholesterol or other fats in my blood.
- I have higher than normal glucose levels in my blood.
- I have health problems that are linked to diabetes such as diabetes eye, nerve or kidney problems<sup>17</sup>.

# Slide 16: Signs of Diabetes

## Content Notes

- Feeling more thirsty.
- Frequent urination.
- Sudden weight change (gain or loss).
- Feeling tired more than usual.
- Blurred vision.
- Frequent infections.
- Cuts and bruises that heal slowly.
- Tingling or no feeling in your hands or feet.

## Facilitation Notes

This is a list of signs that you may have diabetes or high blood glucose levels. Tell participants that many people who have diabetes show none of these symptoms. It's important to know the risk factors as well as the signs.

## Slide 17: How Do I Know if I Have Diabetes?

- Review the list of risk factors.
- Talk to your health care provider about your risk for developing diabetes and about prevention strategies.
- Ask your health care provider to check your blood glucose, blood pressure and blood cholesterol.

### Facilitation Notes

If participants have any of the symptoms listed, they should speak with a health care provider and ask for a blood test.

## Slide 18: Can I Prevent Diabetes?

### Content Notes

Type 1 diabetes cannot be prevented but type 2 diabetes can be prevented or delayed. People at high risk for type 2 diabetes can reduce the risk of progressing from impaired glucose tolerance to type 2 diabetes by almost 60% if they eat healthy foods and lose as little as 5% of their body weight<sup>18</sup> (for example, a 140 pound person would lose 7 pounds; a 200 pound person would lose 10 pounds), Weight loss can be achieved if people engage in moderate to vigorous physical activity for 150 minutes per week (i.e. by walking 30 minutes 5 days a week) and by making healthy food choices<sup>19</sup>. To prevent type 2 diabetes, participants should:

- find out if they are at risk
- lose a small amount of weight/maintain a healthy weight
- be more physically active
- eat healthy regular, balanced meals and snacks.

### Facilitation Notes

Tell participants that the next part of the presentation will focus on learning more about strategies to prevent diabetes.

## Slide 19: Be More Active!

Physical activity may help prevent type 2 diabetes. It does this by:

- lowering blood sugar level by improving your body's ability to use insulin
- lowering blood pressure
- helping you to lose weight and keep it off<sup>20</sup>.

## Slide 20: Discussion:

Ask participants to talk about:

- what activities they do now (e.g. walk children to school, carry groceries, housework, gardening)?
- what activities they enjoy now (e.g. walking, dancing, yoga)?
- what stops them from being active (e.g. child care, weather outside, no fitness facilities)?
- how can they overcome those barriers?
- what helps them to be active (e.g. find a friend, get off the bus a stop early, add music, etc.)?

# Slide 21: Make a Plan for Physical Activity

## Content Notes

Canada's *Physical Activity Guide for Older Adults* recommends choosing activities that build endurance, increase flexibility, and improve strength and balance<sup>21</sup>. Any amount of physical activity will help, but to have even greater health benefits, it's important to increase activity to reach a goal of 30 minutes a day, 5 days a week to a total of 150 minutes/week. Even 5 to 10 minutes of aerobic exercise a day can help improve overall health. If participants are not already active, and plan to do anything more than walking, they should consult a health care provider before starting.

Aerobic exercises work the heart and lungs and carry oxygen to muscles. Examples include walking, skating, climbing stairs, dancing. The next step is to build muscles with simple exercises that will increase strength. Sit-ups, push-ups, climbing stairs, digging in the garden are some examples. Stretching before and after exercise increases flexibility and may prevent injuries.

## Facilitation Notes

Encourage participants to make a plan to begin to be more active. Research shows that people who set goals are much more likely to achieve them. Encourage participants to set a SMART goal: Specific, Measurable, Attainable, Realistic, with a Time Frame<sup>22</sup>.

Examples of a SMART goal might be:

- I will dance to 3 songs with my children after dinner every week night.
- I will walk around the block on Monday, Wednesday and Friday after lunch.

People are more likely to continue with new activities if they can see the progress they have made. Suggest some ways to record and monitor goals. Participants could record them on a calendar or use a goal sheet like this:

Day	Activity	How Long	Did I Reach This Goal?
Monday	Aquafit class	30 minutes	
Tuesday	Dance with children	3 songs	
Thursday	Walk from subway	10 minutes	

## Option

Distribute and ask participants to fill out:

- goal sheet
- Physical Activity Fact Sheet  
[http://www.health.gov.on.ca/en/ms/diabetes/en/fact\\_sheets.html](http://www.health.gov.on.ca/en/ms/diabetes/en/fact_sheets.html) (select: Physical Activity)

# Slide 22: Stretch Break

- Lead participants in simple stretching activities or yoga stretches (see Resources).
- Remind participants to stretch slowly, without bouncing.
- Remind participants to breathe in and exhale.
- Modify the activities to accommodate participants' needs and limitations. For example, invite participants to remain seated while they stretch.



## Slide 23: Healthy Eating – Why Does It Help?

### Content Notes

Healthy eating may prevent and/or delay the onset of type 2 diabetes. Although blood glucose levels go up and down throughout the day it is important to know how to keep blood sugar levels stable. To successfully prevent type 2 diabetes, participants need to understand how the foods they eat and their eating habits affect their bodies.

Blood glucose levels go up and down throughout the day. Things that lower blood glucose include:

- regular balanced meals and snacks. Participants should eat at least 3 of the Canada's Food Guide food groups at each meal and have at least 1-2 of the Canada's Food Guide food groups for snacks.
- exercise – Participants should be moderately to vigorously active for 150 minutes per week (or 30 minutes a day, 5 times a week).

Blood glucose may increase when food, activity and medications are not balanced or when you are sick or under stress<sup>23</sup>.

## Slide 24: Healthy Eating – Make a Plan

### Choose more:

- High fibre foods like
  - whole grain rotis, breads, cereals, brown rice, beans and lentils, dahl.
  - fresh, colourful fruit and vegetables (fresh or frozen) such as broccoli, spinach, sweet potato, mango and carrots.
- lean meats such as chicken, fish, low fat milk, yogurt, soy beverage, and tofu.
- water.

### Content Notes

By making small changes to their food choices, participants can keep their blood sugars stable. Review the foods listed on the slide. Eating these foods can help keep blood glucose within the target range, manage cholesterol, reduce the risk of heart attack and stroke, and maintain a healthy weight. Choose high fibre foods like 100% whole grain breads, cereals, barley, brown rice, whole wheat pasta, oat bran, and wheat bran, fresh, colourful fruit, vegetables, beans and lentils. Choose lower fat sources of protein such as chicken (without skin), soy, lentils or fish.

## Slide 25: Healthy Eating – Make a Plan

### Content Notes

#### Limit:

- sweet foods --they raise your blood glucose. They are often high in calories but limited in other nutrients and therefore can lead to excess weight gain ("empty calories").
- high fat foods, especially those high in saturated fats or containing trans fats. They can cause you to gain weight. A healthy weight helps control blood glucose levels and is healthier for your heart.
- alcohol is high in calories and may contribute to weight gain<sup>24</sup>. Limit alcohol use to no more than one to two drinks per day. Discuss alcohol consumption with your health care provider.

# Slide 26: Healthy eating - 2 Ways to Plan

## Content Notes

There are two ways to plan meals that are commonly used in diabetes education: the Plate Method and the Handy Portion Guide. Describe each method. People from cultures in which meals are served in shared dishes may find the Plate Method less useful. But the two methods work well together. For example, the Handy Portion Guide shows you that food you choose for the Grains and Starch section of your plate should be the size of your fist.

## The Plate Method<sup>25,26</sup>

Imagine dividing a dinner plate down the middle. Cut one of the smaller parts of the meal should be non-starchy vegetables such as:

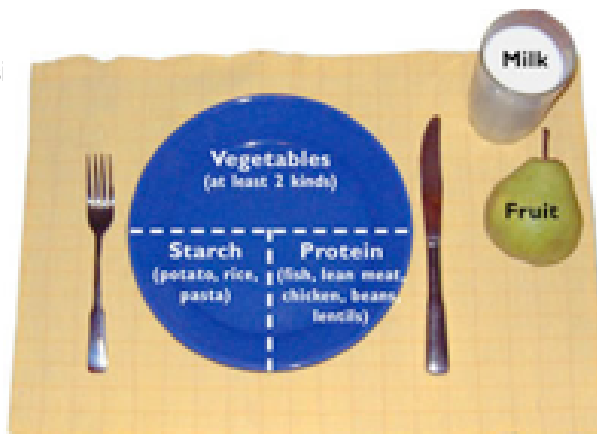
- spinach, carrots, lettuce, greens, cabbage, bok choy
- green beans, broccoli, cauliflower, tomatoes
- vegetable juice, salsa, onion, cucumber, beets, okra
- mushrooms, peppers, turnip.

In one of the smaller sections add:

- whole grain breads, such as whole grain wheat bread or rye
- whole grain, high-fiber cereal
- cooked cereal such as oatmeal, grits, hominy, or cream of wheat
- rice, pasta, dahl, tortillas
- cooked beans and peas, such as pinto beans or black-eyed peas
- potatoes, green peas, corn, lima beans, sweet potatoes, winter squash
- low-fat crackers and fat-free popcorn.

In the remaining section add low-fat protein such as fish, lean meats, eggs, tofu, beans, lentils and nuts.

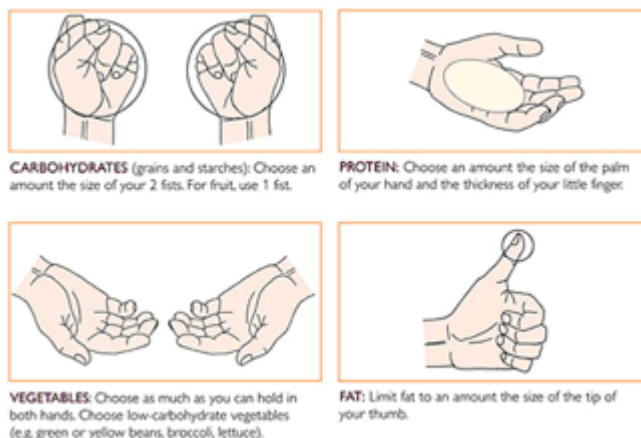
Finish the meal with a piece of fruit or a 1/2 cup fruit salad.



## Handy Portion Guide<sup>27</sup>

### Content Notes

This method of meal planning uses the hand as a way of measuring each type of food. Quantities are listed in the illustration to the right.



## Slide 27: Healthy Eating - Vegetables

### Content Notes

Aim for at least 2 kinds of vegetables such as broccoli, spinach or carrots to fill 2 fists.

Examples include:

- spinach, carrots, lettuce, greens, cabbage, bok choy
- green beans, broccoli, cauliflower, tomatoes
- vegetable juice (½ cup), salsa (½ cup), onion, cucumber, beets, okra
- mushrooms, peppers, turnip.

Eat at least one dark green and one orange vegetable each day. Choose dark green vegetables such as broccoli, romaine lettuce and spinach. Eat orange vegetables such as carrots, sweet potatoes and winter squash.

## Slide 28: Healthy Eating - Grains and Starches

### Content Notes

You get carbohydrates or starches from grains, bread, rice, pasta, fruit and vegetables like corn, potatoes and yams. Foods in this group provide energy and fibre for your body and help you feel full. Choose foods that are higher in fibre, such as whole grain breads

Choose an amount that fills about one quarter of your plate, or an amount the size of your fist for each grain, starch or fruit.

## Slide 29: Healthy Eating – Meat and Alternatives

### Content Notes

Meat and alternatives provide protein which help to build tissues and muscles. It's important to remember that most protein sources also contain fat. Choose protein sources that are lower in fat. Good sources of protein include fish, lean meats, skinless chicken, eggs, or tofu and beans or lentils.

Choose portions that are about the size of one quarter of your plate, or the size of your palm and the thickness of your little finger.

### Fat and Oil

#### Content Notes

You can lower the amount of fat you eat by using butter, margarine, oils and salad dressings in amounts that are the size of the tip of your thumb. Cook in low-fat ways. Steam, broil, bake, barbecue, roast or poach foods instead of frying. Use vegetable oils such as canola, olive and soybean.

## Slide 30: Healthy eating - Milk and Alternatives

### Content Notes

Milk and fortified soy products help build strong bones. Have up to 250 millilitres or 8 ounces of 1% or 2% milk, soy or rice beverage with a meal. If you don't drink milk or milk alternatives, add another small serving of a carbohydrate such as a 6 ounce container of light yogurt.

## Slide 31: Healthy Eating - Make a Plan

### Content Notes

- Eat regular, balanced meals.
  - Eating 3 meals a day can help control blood glucose levels.
  - Eat meals 4 to 6 hours apart.
- Eat at the table rather than in front of a screen (TV or computer).
- Eat slowly.
  - It takes your brain about 20 minutes to know that your stomach is full.
- Choose healthy, balanced portions (see the Plate Method or Handy Portions Guide).
- Drink water if you are thirsty. Regular pop and fruit juice raise blood glucose levels.
- Eat small snacks like pre-cut vegetables or fruit to control hunger.

## Slide 32: Healthy Meals For Your Culture

Do your meals fit the Healthy Meal plan? By making simple changes to recipes that you use already, you can increase the amount of fibre and vegetables you eat and reduce the salt, fat and calories.

### Discussion

To encourage consumption of healthy foods that are familiar and culturally acceptable ask participants about their eating habits.

- How many meals do you eat each day?
- Do your meals fit the Healthy Meal plan?
- How can you change your meals to make them healthier?

If possible, bring food samples or pictures to the workshop.

## Slide 33: Make Simple Changes

### Reduce Remove or Switch

- Bake, boil, steam or poach instead of frying with fat
- Switch to lean cuts of meat or vegetarian alternatives
- Reduce salt by choosing no sodium or low-sodium products and rinsing canned beans and vegetables.
- Reduce the amount of sugar in recipes
- Make smaller baked goods (muffins, cookies, biscuits)

### Include More:

- vegetables
- whole grains
- high fibre foods
- legumes, tofu
- balance between food types

### Content Notes

If participants make simple changes to recipes that they use already, they can increase the amount of fibre and vegetables they eat and reduce the salt, fat and calories. The next slides (34-37) show examples of how participants can make simple changes to create healthier meals. The examples represent traditional ways of eating and may not be samples of what participants typically eat in a Canadian setting. However, they are provided as a starting point to generate further discussion and exploration of participants' eating habits.

For more information see "Cooking Smart: Recipe makeover" <http://www.diabetes.ca/files/Healthy-Lifestyle.pdf>

## Activity

Choose a meal plan that is suitable for your group. Present one or more of the following menus to participants, depending on the group composition. Be sure to tell them that this meal may not be something they would serve in their own homes. It is just a sample to begin the discussion.

- Slide 34: East Asian
- Slide 35: South Asian
- Slide 36: Hispanic
- Slide 37: Caribbean
- Slide 38: African.

Ask participants to look at the sample meal. According to the Plate method or Handy Method is it a healthy, balanced meal?

Ask them to look at the modified meal.

What ingredients or foods were reduced, removed or switched to create the healthier meal in column 2?

## Practice

- Work in small groups or one large group.
- Ask a volunteer to describe a typical meal (breakfast, lunch or dinner).
- List ingredients according to the Plate Method or Handy Portion Method.
- Ask participants to evaluate the quality of the meal according to the Plate or Handy Portion method.
- Ask participants to discuss what ingredients or food items could be reduced, eliminated or substituted to make the meal healthier?

# Tips for Planning East Asian Meals

## Make Simple Changes

### Reduce Fat, Salt and Sugar

- Bake, boil, steam or poach instead of frying with fat.
- Switch to lean cuts of meat or vegetarian alternatives.
- Reduce salt by choosing no-sodium or low-sodium products and rinsing canned beans and vegetables.
- Reduce the amount of sugar in recipes.
- Make smaller baked goods (muffins, cookies, biscuits).

### Include more:

- vegetables
- whole grains
- high fibre foods
- legumes, tofu
- balance between food types.

Instead of...	Try Simple Changes...	Healthier choice
1 bowl pork broth with Chinese herbs	Reduce fat- skim fat from soup	1 bowl no sodium or low sodium pork broth with Chinese herbs (fat-skimmed off)
Stir fried beef with broccoli and cashews	Reduce fat- Choose lean meat, more vegetables	Stir fried chicken with broccoli and carrots
1 cup bok choy stir-fried in 2 tbsp. peanut oil	Remove fat	1 cup bok choy steamed
2 bowls rice with soy sauce	Reduce salt Reduce portions	1 bowl rice with no to low sodium soy sauce
Moon cake	Switch	1 small orange
1 can cola	Switch	Plain tea

# Tips for Planning South Asian Meals

## Make Simple Changes

### Reduce Fat, Salt and Sugar

- Bake, boil, steam or poach instead of frying with fat.
- Switch to lean cuts of meat or vegetarian alternatives.
- Reduce salt by choosing no sodium or low-sodium products and rinsing canned beans and vegetables.
- Reduce the amount of sugar in recipes.
- Make smaller baked goods (muffins, cookies, biscuits).

### Include more:

- vegetables
- whole grains
- high fibre foods
- legumes, tofu
- balance between food types.

Instead of...	Try Simple Changes...	Healthier choice
2 potato parathas	Reduce fat Switch to whole grains	2 whole wheat chapati
1 cup spinach paneer	Add more spinach, reduce paneer	1 cup spinach paneer
½ cup potato curry	Switch to protein and vegetable	½ cup tomato dahl
½ cup raita	Reduce fat	½ cup low fat yogurt raita
2 gulabjaman	Eat smaller portions Add fruit more often Add balance	1 gulabjaman ½ mango
1 cup salty lassi	Remove salt Reduce fat	½ cup low fat yogurt
3 tsp. oil used in cooking	Reduce fat	2 tsp. oil used in cooking

# Tips for Planning Hispanic Meals

## Make Simple Changes

### Reduce Fat, Salt and Sugar

- Bake, boil, steam or poach instead of frying with fat.
- Switch to lean cuts of meat or vegetarian alternatives.
- Reduce salt by choosing no sodium or low-sodium products and rinsing canned beans and vegetables.
- Reduce the amount of sugar in recipes.
- Make smaller baked goods (muffins, cookies, biscuits).

### Include more:

- vegetables
- whole grains
- high fibre foods
- legumes, tofu
- balance between food types.

Instead of...	Try Simple Changes...	Healthier choice
¾ cup refried beans with chorizo sausage and cheese	Reduce fat	¾ cup boiled beans with peppers and low fat cheese
3 corn tortillas	Reduce carbohydrates	2 corn tortillas
½ cup canned tomato salsa	Reduce salt	½ cup tomato, avocado, pepper, cilantro salsa
1 banana	Add more variety Add balance	½ cup fresh fruit salad
8 oz coffee with 3 oz milk	Reduce fat	8 oz coffee with 3 oz low fat milk



# Tips for Planning Caribbean and African Meals

## Make Simple Changes

### Reduce Fat, Salt and Sugar

- Bake, boil, steam or poach instead of frying with fat.
- Switch to lean cuts of meat or vegetarian alternatives.
- Reduce salt by choosing no sodium or low-sodium products and rinsing canned beans and vegetables.
- Reduce the amount of sugar in recipes.
- Make smaller baked goods (muffins, cookies, biscuits).

### Include more:

- vegetables
- whole grains
- high fibre foods
- legumes, tofu
- balance between food types.

### *Caribbean Meal*

Instead of...	Try Simple Changes...	Healthier choice
2 fried eggs	Reduce fat	2 boiled eggs
2 fried eggs	Reduce fat	1 sausage
2 buttermilk biscuits with honey	Reduce fat and carbohydrates	2 slices whole wheat toast
½ fried plantain with brown sugar	Switch	1 cup cubed cantaloupe
1 Tbsp. margarine	Reduce portion	1 tsp. margarine
8 oz coffee with 3 t. sugar	Reduce sugar	coffee with 1 t. sugar

### *African Meal*

Instead of...	Try Simple Changes...	Healthier choice
3 fried sambusa stuffed with ground beef and spices	Reduce fat Switch to vegetables	2 sambusa with onions, green pepper, carrots, spinach
3 lamb kebabs in spiced yogurt sauce	Reduce fat	2 chicken kebabs in low fat yogurt
½ cup fried rice with vegetables and spices	Remove fat, boil	½ cup boiled rice with spices
½ cup watermelon juice	Switch	½ cup plain tea
1 piece Halwa	Reduce portions Add fruit	½ piece Halwa 1 guava

## Slide 39: Make a plan!

- Study the list of risk factors for diabetes.
- If you have any symptoms, talk to your doctor.
- Be more active. Choose an activity you enjoy.
- Start slowly—5 to 10 minutes a day.
- Plan a healthy menu for the week.
- Keep track of your progress.
- Learn more about preventing diabetes.

## Conclusion

- Encourage participants to make a plan to prevent or manage diabetes.
- Provide copies of the “*Diabetes Prevention What you can do to prevent diabetes*” participant material.
- Point out the list of resources.
- Encourage participants to go to EatRight Ontario to use the “My Meal Planner” tool.  
<http://www.eatrightontario.ca/en/menuplanner.aspx>
- If participants have questions about healthy eating, encourage them to call EatRight Ontario to speak to a registered dietitian for free 1- 877- 510- 510-2
- Provide any additional handouts from resource list.

# Resources

Here are some resources that can be downloaded and printed.

## Meal Planning

### General

Canadian Diabetes Association. *Recipe makeover*. (N.D.) <http://www.diabetes.ca/files/Healthy-Lifestyle.pdf>

Canadian Diabetes Association *Consumer fact sheet, Just the Basics: Healthy Eating - The Basics*. (2009). In English, French, Chinese (Simplified and Traditional), Hindi, Polish, Portuguese, Spanish, Tamil, Urdu.

**English:** [http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes\\_factsheets/English/HealthyEating\\_29July09.pdf](http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes_factsheets/English/HealthyEating_29July09.pdf)

**Other languages:** [http://www.health.gov.on.ca/en/ms/diabetes/en/fact\\_sheets.html](http://www.health.gov.on.ca/en/ms/diabetes/en/fact_sheets.html)

Canadian Diabetes Association *Consumer fact sheet: Managing Your Cholesterol*. (2009). In English, French, Chinese (Simplified and Traditional), Hindi, Polish, Portuguese, Spanish, Tamil, Urdu.

**English:** [http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes\\_factsheets/English/Cholesterol\\_21July09.pdf](http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes_factsheets/English/Cholesterol_21July09.pdf)

**Other languages:** [http://www.health.gov.on.ca/en/ms/diabetes/en/fact\\_sheets.html](http://www.health.gov.on.ca/en/ms/diabetes/en/fact_sheets.html)

Health Canada. *Eating Well with Canada's Food Guide*. (2007). In English, French, Chinese (simplified), Punjabi, Korean, Arabic, Spanish, Tamil, and Urdu.

[http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/guide\\_trans-trad-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/guide_trans-trad-eng.php)

Health Canada. *Guide Serving of Vegetables and Fruit*. (2007)

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/serving-portion-eng.php>

Health Canada. *My Food Guide Servings Tracker*. (2010).

Keep track of the amount and type of food you eat each day. Compare it to recommendations in Canada's Food Guide. Download and print the tracker that suits your age and gender.

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/track-suivi/index-eng.php>

Nutrition Services, York Region Health Services Department. *Menu Planning Solutions*. (2007)

<http://www.york.ca/NR/rdonlyres/jzgc4agz2rgmhju4mo4hfauk6ic4oees27vxumae2a4mcusx5a2fgwcbzusq2o3hc6mxbulwjuedohuxn2qe5wsc/Menu+Planning+Solutions.pdf>

Canadian Diabetes Association and Dieticians of Canada. *Consumer Fact Sheets*. (2007).

A set of 6 fact sheets that will help the consumer read and apply the nutrition information on the food label. In English, French, Chinese (Simplified and Traditional), Punjabi and Spanish.

**English:** [http://www.healthyeatingisinstore.ca/pdf/ENG\\_RGB\\_FactSheet.pdf](http://www.healthyeatingisinstore.ca/pdf/ENG_RGB_FactSheet.pdf)

**Other languages:** [http://www.healthyeatingisinstore.ca/program\\_resources.asp](http://www.healthyeatingisinstore.ca/program_resources.asp)

Heart and Stroke Foundation. *Recipes from around the World*. (2011).

Recipes from different ethnic groups, Chinese, South Asian, Mexican, Middle Eastern and African.

[http://www.heartandstroke.com/site/c.ikiQLcMWJtE/b.4202385/k.2CF4/Recipes\\_from\\_around\\_the\\_world.htm#afri-canheritagerecipe](http://www.heartandstroke.com/site/c.ikiQLcMWJtE/b.4202385/k.2CF4/Recipes_from_around_the_world.htm#afri-canheritagerecipe)

## Alcohol Consumption

Centre for Addiction and Mental Health. *Alcohol and Chronic Health Problems*. (2010)  
[http://www.camh.net/About\\_Addiction\\_Mental\\_Health/Drug\\_and\\_Addiction\\_Information/alcohol\\_chronic\\_health.html](http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/alcohol_chronic_health.html)

Centre for Addiction and Mental Health. Maximize life, minimize risk. *Low-Risk Drinking Guidelines*. (N.D.)  
<http://www.lrdg.net/home.html>

## Tools for multicultural populations

### Asian:

Canadian Diabetes Association. *South Asian menu plans, food glossary and food pictures*. (2008).

**English:** [http://www.diabetes.ca/documents/about-diabetes/JustTheBasics\\_SAsian-English.pdf](http://www.diabetes.ca/documents/about-diabetes/JustTheBasics_SAsian-English.pdf)

**Other languages:** <http://www.diabetes.ca/for-professionals/resources/nutrition/tools/>

## Fitness Resources

Alberta Centre for Active Living. *Moving Toward a Healthy U. Personal Logbook*. (2003)  
Contains weekly food tracker and weekly activity tracker.  
<http://www.healthyalberta.com/Logbook.pdf>

Canadian Centre for Occupational Health & Safety. *Stretching at the Work Station*. (2002)  
<http://www.ccohs.ca/oshanswers/ergonomics/office/stretching.html>

Healthy Ontario. Videos: *Walking, Stretching, Building Strength, Senior Fitness*. (N.D.)  
<http://www.mhp.gov.on.ca/en/active-living/videos/default.asp>

Healthy Ontario. *Physical Activity and Healthy Weights*. (2010)  
<http://www.mhp.gov.on.ca/en/healthy-communities/public-health/guidance-docs/HealthyEating-PhysicalActivity-HealthyWeights.pdf>

Healthy Ontario. *Active 2010: Body Mass Index Calculator*. (2010)  
[http://pedometer.active2010.ca/index.cfm?fa=english\\_tools.bmi](http://pedometer.active2010.ca/index.cfm?fa=english_tools.bmi)

Canadian Diabetes Association *Consumer Fact Sheet: Physical Activity*. (2009).  
In English, French, Chinese (Simplified and Traditional), Hindi, Polish, Portuguese, Spanish, Tamil, Urdu.

**English:** [http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes\\_factsheets/English/PhyActivity\\_29July09.pdf](http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes_factsheets/English/PhyActivity_29July09.pdf)

**Other languages:** [http://www.health.gov.on.ca/en/ms/diabetes/en/fact\\_sheets.html](http://www.health.gov.on.ca/en/ms/diabetes/en/fact_sheets.html)

Canadian Diabetes Association *Consumer Fact Sheet: Maintaining a Healthy Weight*. (2009). In English, French, Chinese (Simplified and Traditional), Hindi, Polish, Portuguese, Spanish, Tamil, Urdu.

**English:** [http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes\\_factsheets/English/HealthyWeight\\_29jul09.pdf](http://www.health.gov.on.ca/en/ms/diabetes/pdf/diabetes_factsheets/English/HealthyWeight_29jul09.pdf)

**Other languages:** [http://www.health.gov.on.ca/en/ms/diabetes/en/fact\\_sheets.html](http://www.health.gov.on.ca/en/ms/diabetes/en/fact_sheets.html)

Public Health Agency of Canada. *Canada's Physical Activity Guide to Healthy Active Living for Older Adults*. (2011). <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>

## Endnotes

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