



Lesson 2

ABCs OF DIABETES- B AND C

Materials Needed:

Facilitator- teaspoon of salt (or individual salt packet), dark paper, small piece of PVC pipe or empty toilet paper roll and playdough.

Participant- Sodium envelope, small piece of PVC pipe or empty toilet paper roll and play dough

GREETING

DO: Welcome participants to class.

DO: show slide 2.

SAY: Lets catch up from last week!

ASK: each question, one at a time.

- Did anyone try out their goal from last week?
- How did it go?
- Did you try any thing else new to help manage your diabetes?

ASK: Does anyone have any questions or anything they would like to share from last week before we get started?

DO: Allow participants a few minutes for discussion.

LESSON- ABC REVIEW

ASK: Who remembers what the ABCs of diabetes stands for?

ANSWER: We want to monitor and manage our A= A1c, B= Blood pressure and C= cholesterol. When are ABCs are in range, we are at our lowest possible risk of a complication related to diabetes.

SAY: Last week we talked about the A of the ABCs of Diabetes. Today we are going to talk about B and C.

SAY: We will start with B for Blood pressure.

SAY: For class today you will need the following items from your LYBL tool box.

DO: Hold up items needed by participants.

B OF ABCs- BLOOD PRESSURE LESSON (slide 3)

ASK: What is blood pressure?

ANSWER: The force of blood against your artery walls. The top number is the force when your heart beats, the bottom number is the force when your heart is relaxed.

ASK: Why do we want our blood pressure to be healthy?

ANSWER: Our arteries carry blood that contains the oxygen and nutrients all of organ in our body need to live. If our arteries become damaged from high blood pressure, it can affect our organs ability to get the necessary oxygen and nutrients they need to be healthy. When our blood pressure is in a healthy range, it reduces the risk of problems with our Eyes, kidneys, heart, brain, feet and reproductive organs. High blood pressure can cause damage to the cells of the artery walls. This artery walls should be smooth, but when they are damaged they can have tears that allow plaque to collect and build up. The arteries can also become less flexible and stiff. This also causes damage to the artery walls.

ASK: Is keeping our blood pressure in a healthy range with diabetes sometimes tricky?

ANSWER: yes, many people with diabetes have to pay close attention to their habits and their medication to keep blood pressure healthy.

DO: Go to the next slide (slide 5), but don't advance slide to reveal answers until participants have had an opportunity to say their answers.

ASK: What are some of the ways we keep blood pressure in a healthy range?

DO: Give participants plenty of time to answer with chat or the microphone. When people are done coming up with answers, advance the slide to reveal any missed answers.

ANSWER: lose or maintain weight, stay away from tobacco, eat whole grains, fruits and vegetables, limit sodium and avoid too much processed foods or fast foods, 30 minutes of activity a day.

DO: Advance slide to reveal any missing answers people have not guessed.

SAY: one of the things we mentioned that helps us keep our blood pressure in a healthy range is to not eat too much sodium.

ASK: Has anyone here ever tried to limit their sodium?

ASK: What did you do to limit your sodium?

DO: Allow discussion

LABEL READING FOR SODIUM ACTIVITY

ASK: What is the maximum amount of milligrams of sodium a person should have in a day? Does anyone know the recommendation?

ANSWER: It depends on your current medical conditions, but most people with diabetes should limit their sodium to no more than 2300mg of sodium a day.

DO: Demonstrate 2300mg of sodium by pouring a tsp of salt on to black paper.

ASK: Who should you ask about how much sodium you should have in a day?
ANSWER: your provider.

ASK: Where does most of our sodium come from?

ANSWER: processed foods. For most Americans, 70% of the sodium we eat comes from processed food, not a salt shaker.

SAY: (slide 6) Each person was mailed two food pictures in an envelope marked sodium foods. Each food picture has its own nutrition facts label. Go ahead and take your food pictures out. Look at the nutrition facts label.

ASK: Where is the first place you look on a nutrition facts label?

ANSWER: Serving size. The information on the nutrition facts label is based on one serving. Review that many people may eat more than the serving size listed on a nutrition facts label.

ASK: So if you eat two servings of a food, you would need to do what to all the nutrition information on the nutrition facts label?

ANSWER: double it.

NOTE: Do not ask people to double or triple serving sizes on their own, and then calculate how much sodium would be in that food. This activity would require math. People should not be required to do math at home, on the spot, due to potential math literacy issues. If someone volunteers the information- Great! Or you as the facilitator can use a calculator and do the math for the group.

SAY: We will only look at the sodium in one serving of the food label. We will not need to do any math for this activity. If you would like to find out how much sodium is two or three servings, you can.

DO: instruct participants how to find the milligrams of sodium on their packaged food. Tell participants not to confuse it with the %DV (daily value) listed.

DO: Invite participants to share one at a time what their food is and how many mg of sodium are in it. Discuss each food and typical amounts eaten. If needed, as a facilitator, do the math to double or triple sodium if participants agree the serving size is too small.

DO: Discuss the sodium amounts of the different foods?

ASK: Was anyone surprised by the amount of sodium in different foods?

ASK: Does anyone remember how much sodium we are not supposed to go over in a day?

ANSWER: 2,300mg.

ASK: Would any of these foods make it tricky to stay under 2,300mg in a day?

DO: Allow discussion.

SAY: Now, I'm going to give you a couple minutes. Find any food with a label on it in your house and bring it back.

DO: Invite participants one at a time to show other participants their food.

ASK: Do people think this is a higher sodium food, or a lower sodium food?

SAY: If the food is a main course and it is less than 600 mg per serving, that is probably an OK amount of sodium. If the food is more of a side dish, the sodium should be lower, closer to less than 300 mg per serving.

SAY: Use your thumbs up or thumbs down to take a guess. Thumbs up is lower sodium (as in good choice!). thumbs down is higher sodium (a once in a blue moon food).

DO: After everyone has guessed with their thumb reaction, invite participant to read the serving size and then the amount of mg of sodium in one serving. If the serving is not realistic, ask what a realistic serving would be. If participants decide the serving should be doubled or triples, you, as the facilitator, should use a calculator to figure out how much sodium that would be. Share your results with the group.

DO: invite participants to share what they learned and discuss.

ASK: What is a good blood pressure number? (slide 7)

DO: Allow participants time to chat their guesses. Once participants are done guessing, advance the slide to reveal the following:

- 120/80 is optimal. 130/80 is high blood pressure or hypertension.

ASK: So what about everything in the middle? Do we only care about our blood pressure if we have hypertension? What is generally easier, to prevent a problem from happening, or to try to treat it later?

ANSWER: preventing a chronic condition is easier than treating it.

Hypertension requires medication, but even if we don't have hypertension we still want to practice the lifestyle habits that help us PREVENT high blood pressure.

ASK: How often should you have your blood pressure monitored by your provider?

Answer: every visit

ASK: Does everyone know his or her typical blood pressure? What should you do if you don't know?

ANSWER: Ask your diabetes educator or provider! You are the most important person on your health care team! Asking questions helps you to know what is happening with your body, and what you can do to stay healthy!

C OF ABC-CHOLESTEROL LESSON

SAY: We have reviewed the A and B of the A,B,Cs of diabetes. Does anyone recall what the C stands for?

ANSWER: cholesterol.

NOTE: A healthcare professional may say “lipids” instead of cholesterol, though they are referring to the same thing. It is good to review that both words are often used interchangeably.

ASK: Why do we want to monitor cholesterol?

Follow up: What is the number one complication of diabetes?
ANSWER: Heart attack and stroke.

ASK: What types of cholesterol or lipids are there? (slide 8)

DO: Allow participants time to answer before advancing the slide to reveal answers.

ANSWER:
HDL- removes cholesterol from the body (Happy, the higher the better!)
at least 45

LDL- contributes to plaque in the artery walls, (Lousy, the lower the better!) less than 100 for some people. Other people may have a goal of less than 70 or even less than 55, depending on their risk of heart attack and stroke.

Triglycerides, the fat that floats in the blood. Less than 150

NOTE: The Standard of Care for diabetes recommends most people with diabetes be on a cholesterol lowering medication known as a statin regardless of cholesterol numbers. This is because statins reduce risk of heart attack and stroke, and people with diabetes are very high risk for these complications. You do not need to talk about this, but someone may bring this topic up. Page 77 has information on statins, and other medications related to cardiovascular health for participants to reference. Refer any participants with questions to their provider.

SAY: Remember LDL contributes to plaque buildup on our artery walls, why would someone care about that? Well let's build our own artery and see if we can answer that.

BUILD YOUR ARTERY ACTIVITY

SAY: Take out your artery, it looks a lot like a small section of PVC pipe, and your plaque, which looks a lot like playdough.

DO: Demonstrate plaque build up by adding clay to the inside of the pipe.

SAY: Go ahead and add plaque to your artery. You can add lots of plaque or less plaque... visualize how this might affect an arteries ability to function in a healthy way. How a limited artery could potentially affect the health of the organ it is feeding.

DO: Invite participants to hold up their arteries to their camera for a quick show.

SAY: Remember, arteries carry oxygen rich blood to all parts of your body. Every organ needs oxygen to live- our feet, our kidneys, our eyes- all of them. When plague builds up on artery walls, it narrows the opening, making it more difficult for blood to reach important organs. Built up plaque can even eventually block the artery all together. When arteries to the heart or brain are blocked it is called a heart attack or stroke.

SAY: Now think about the other ABCs of Diabetes. When our blood sugar is high, our blood sugar is thicker and slower. Think about how that blood might move through an artery. Think about if our blood pressure is high and our arteries are stiff and inflexible, getting easily damaged. Damaged cells allow plaque to build up, and excessive bad cholesterol contributes to plaque buildup- narrowing the artery openings. See how the ABCs of diabetes are each important?

SAY: We want our cholesterol in a healthy range!

ASK: What are some things that keep cholesterol in a healthy range? (slide 9)

DO: Don't progress slide until participants have had time to answer.

ANSWERS: lose or maintain weight, stay away from tobacco, eat foods rich in soluble fiber, eat healthy fats and avoid too much processed foods or fast foods, 30 minutes of activity a day

ASK: How often should we have our cholesterol monitored?

ANSWER: Usually once a year, but some people may need their cholesterol monitored more often. Some people may be able to go a little longer. Ask your provider how often you should have your cholesterol tested.

SAY: You can learn more about keeping your heart and the rest of your organs healthy by managing blood pressure and blood cholesterol on pages 76-88 in your book.

SUMMARY (Slides 10-12)

DO: Review what was talked about in class today.

GOAL SETTING (slides 13)

DO: Review slide 14 and encourage participants to write one goal down. Allow participants to share goals with each other. If time is limited use chat instead of microphones.

NEXT WEEK:

DO: Show slide 15 to review what will be talked about next week, along with the time and day.

DO: Invite and encourage participants to please fill out end of class evaluation polls.

DO: Thank participants for attending and participating. Let participants know if you had fun and are excited to “see” them next week.