

# YOUR HEALTH IS IN YOUR HANDS

*Diabetes Prevention Program  
Participant Manual*



'AMANAKI FO'OU



NEW HOPE FOR THE FUTURE

[www.tongadiabetes.com](http://www.tongadiabetes.com)



Dear Reader,

We come from a variety of countries rich in culture. From the Tahitian dance and the Maori Haka; to heilala flowers and shell necklaces; even coco rice and ota ika, each nation celebrates its unique cultural attributes. We treasure these threads of individuality! Nevertheless, culture goes much deeper than dances and traditional foods. Culture includes parents who pass on important teachings of love and respect to their children and who have hope in a long life for the next generation. It includes drawing on the strength of God to accomplish tremendous things and, in the process, caring for one another. It even includes respect for our life and our body.

Unfortunately, destructive elements have crept into the culture of the islands of the South Pacific. Changes in eating and decreased physical activity have resulted in a rise in certain diseases. One of these is diabetes. Diabetes was virtually non-existent a few generations ago, and today it affects roughly 20% of Polynesians. People in our communities are suffering from the negative effects of diabetes—loss of eyesight, serious wounds that often lead to amputations, and even death. If things keep going the way they are now, in 30 years, 50% of people who develop diabetes will die from the disease. They will be your friends, your neighbors, your family, your children, and we will lose half of them.

But it will only happen if we let it. Today, you have the power to change the path of this disease. It will be a journey, but just like our ancestors, we will take the journey together as we create a new vision for the future.

'Amanaki Fo'ou means "A New Hope for the Future". The HOPE we are referring to is the belief that the true principles presented in this book can and will improve your life. Proverbs 3:12 teaches that "When hope is lost, the heart is sick, but when hope returns it is a tree of life." Our message to the South Pacific is: THERE IS HOPE!

We invite you to participate in this program and invite others to join the journey. We know that as you participate, you will feel renewed hope and the courage to make important changes. As you progress through each of the lessons in this program, you will notice a specific pattern: you will be taught a correct principle after which you will be invited to act on that principle. As you learn each principle, you will have new ideas come to your mind. You will feel motivated to take action. Don't wait, act on these ideas! As you act, you will be blessed with greater understanding of the truth of these principles and you will experience benefits that will change your life for the better. We can't wait to share in your success!

Thank you for joining us in this journey of hope and change!

***The 'Amanaki Fo'ou Family***

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# PROGRAM OVERVIEW

## PURPOSE OF THE DIABETES EDUCATION PROGRAM

To educate participants about the prevention and management of type 2 diabetes through healthy lifestyle habits.

## PROGRAM GOALS

- Teach participants to recognize the sanctity of the human body as a temple of God.
- Create a space for people to gain appropriate knowledge and skills to tap into God's powers when trying to prevent or reverse the signs and symptoms of type 2 diabetes.
- Generate commitment to develop healthy living habits and promote personal growth.
- Provide a place where people can share successes and experiences with others in order to initiate discussion and make appropriate changes.

## A NOTE TO PARTICIPANTS

During this program you will be invited to:

- Actively engage in class discussions and encourage other members of the group.
- Commit to act each week on information learned in each lesson.
- Record weekly weight and waist-to-height measurements.
- Monitor blood pressure and blood glucose levels three times during the course, which requires obtaining blood samples.
- Report progress.
- Share positive experiences with friends and family.



# 1 BEGINNING THE JOURNEY



## WHY?

Before we begin our journey, it is important to identify why each one of us is on this journey.

Our reason for taking this journey - called simply our 'WHY'- is the long-term vision that will keep us moving forward toward our ultimate goal of a healthy lifestyle and freedom from disease (diabetes). Our WHY will motivate us, give us hope and encourage a positive attitude so that we will be successful in our efforts.

### Examples of 'WHY' include:

I want to live a healthier lifestyle...

- in order to serve others and help my family
- so that I don't become a burden to others
- because I want to feel healthy and strong
- to pay tribute to my ancestors

## CHOOSE CHANGE

As we progress along this journey, you will be required to make changes in order to reach your goals. Although there will be people on your journey who can help you, this is your personal responsibility.

As you progress through the program you will notice that the lessons follow a pattern:



The pattern communicates that we achieve desired outcomes as we act on true principles. Watch for this pattern as we take this journey of change together.

### GOAL SETTING

*Each week, beginning tonight, we will set goals for the week. Goals will help to direct the changes we will be making.*

VISION BOARD: WRITE IT DOWN!

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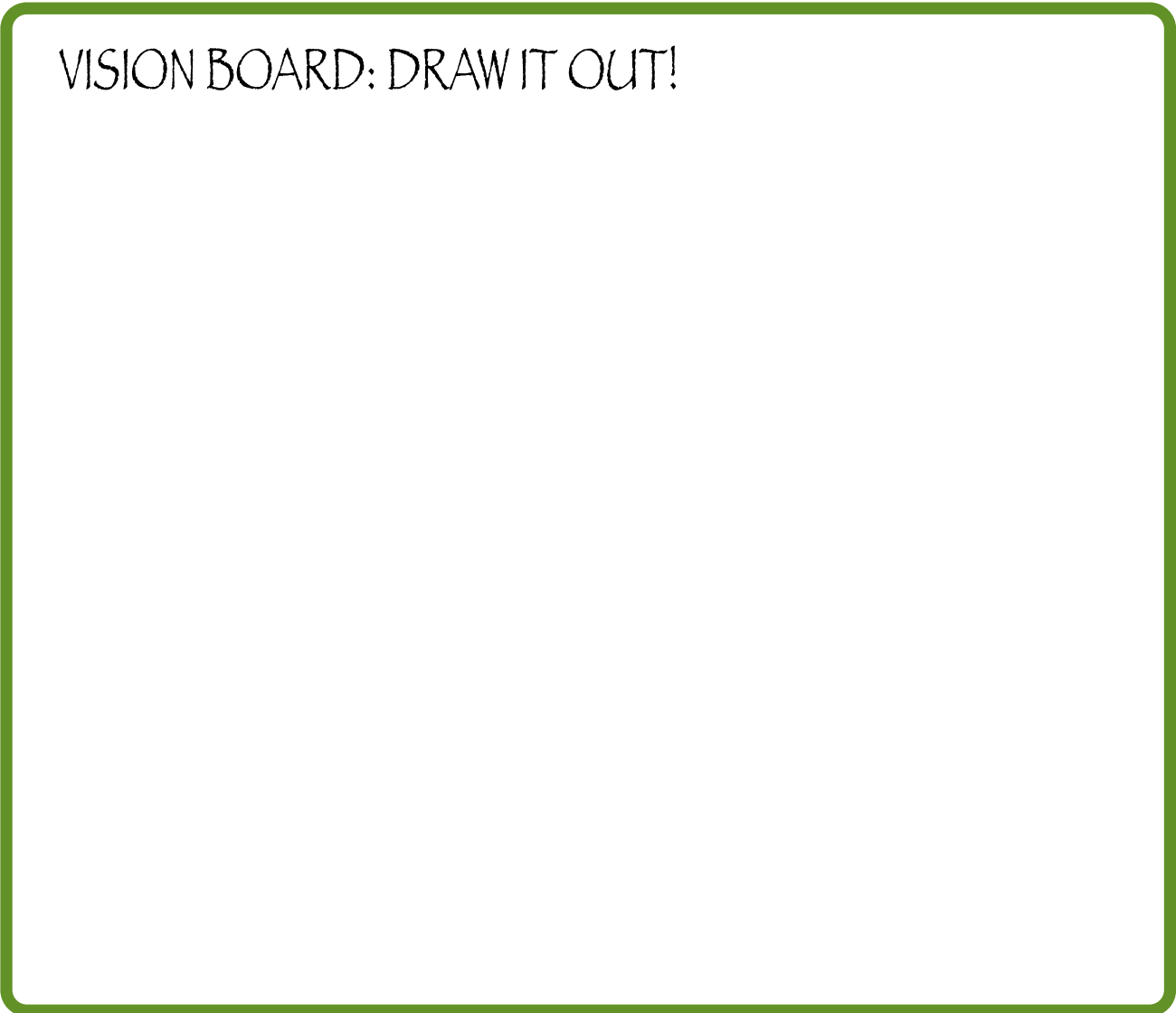
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VISION BOARD: DRAW IT OUT!



*I can do all things through Christ which strengtheneth me.*

(Philippians 4:13)

**CONSIDER:** Create a culture of acting and not being acted upon.

**COMMIT:** During the week, ponder on your vision board. Write down your long-term vision, and add short-term goals to help you get there.

Complete your vision board, and place it in a visible location. Identify those things that are stopping you from achieving your vision. Identify what actions you can take now to achieve your dreams and goals.

# MY JOURNEY JOURNAL



**Write down what you learned this week about moral agency.  
(KNOWLEDGE)**

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**Explain what went into the creation of your vision board and why.  
(ACTION)**

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**Describe how you plan to share your vision board and your targeted outcomes with others. (OUTCOME)**

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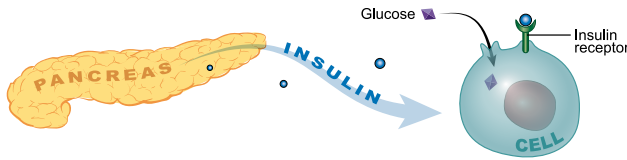
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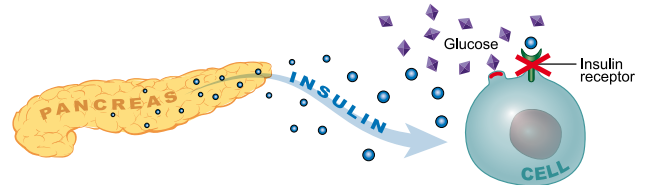
# 2 DIABETES EXPLAINED

**IN TYPE 2 DIABETES**, the body does not use the insulin well. People who have type 2 diabetes can sometimes manage their diabetes with significant lifestyle modifications. When this does not work, oral and injectable medications must be used.

## HEALTHY



## TYPE 2 DIABETES



## GLUCOSE

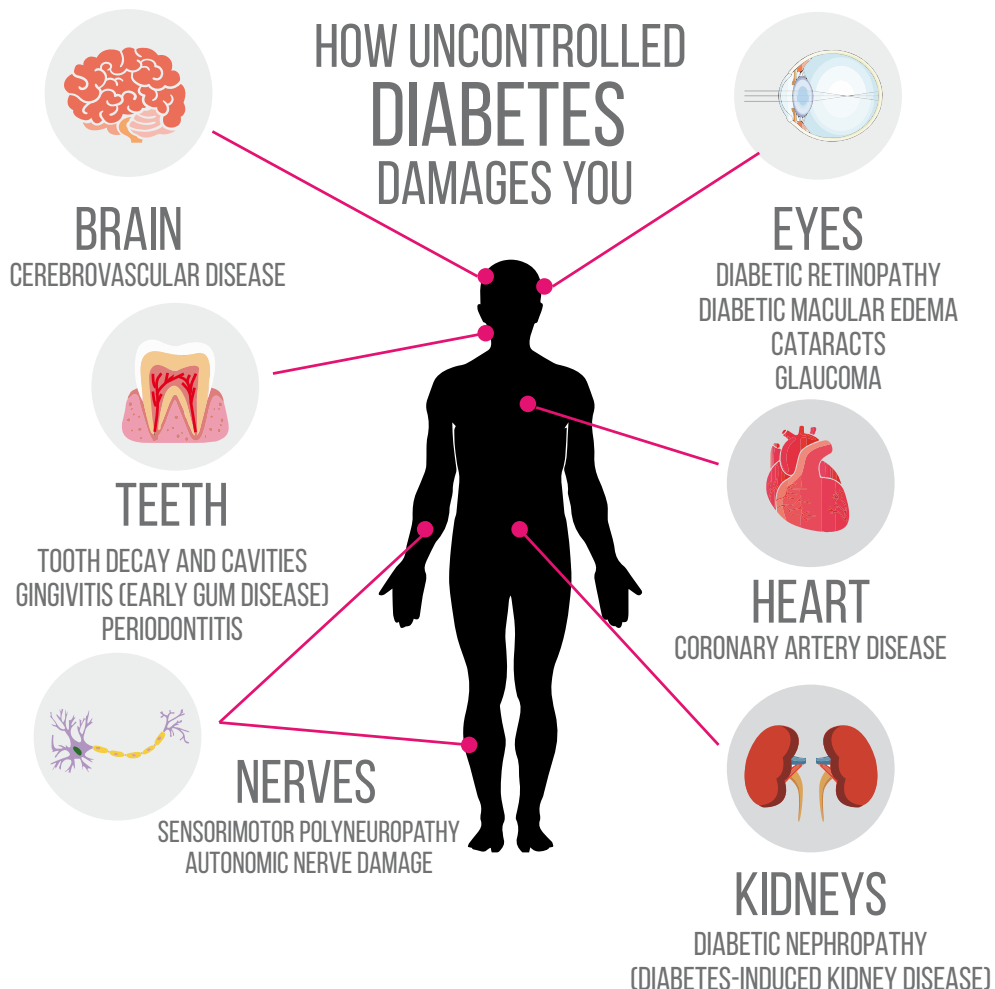
is a type of sugar that comes from the food you eat.

## INSULIN

is a hormone made by the pancreas that helps the glucose from food get into your cells to be used for energy.

Sometimes your body doesn't make enough—or any—insulin, or doesn't use insulin well. Glucose then stays in your blood and doesn't reach your cells.

Over time, having too much glucose in your blood can cause health problems. Although diabetes has no cure, you can take steps to manage your diabetes and stay healthy.





*"For ye are bought with a price: therefore glorify God in your body."*

1 Corinthians 6:20

**CONSIDER:** Create a culture of making healthy choices based on good knowledge.

**COMMIT:** This week, explain to a friend what diabetes is, what complications it can cause, and why this matters in your life. (Refer to your charts if you need to refresh your memory).

## MY JOURNEY JOURNAL



**Describe your understanding of type 2 diabetes and its destructive impacts on the body. (KNOWLEDGE)**

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**Share the insights you had when you participated in the diabetes learning activities. (ACTION)**

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**Briefly describe what happened when you tried teaching someone about type 2 diabetes. (OUTCOME)**

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# 3 MY BODY IS A TEMPLE

Exercise can help lower your blood sugar and increase your overall wellbeing.

Exercise Tips	
<ol style="list-style-type: none"> <li>1. In order to gain the benefit of exercise, we must do it in increments of 10 minutes or longer. The recommendation is 30 minutes of moderate intensity exercise per day/5 days per week.</li> <li>2. If you have not been physically active, increase your exercise intensity slowly.</li> <li>3. A consistent effort over a long period of time provides the greatest benefit.</li> </ol>	<ol style="list-style-type: none"> <li>4. Avoid inactivity. Some exercise is better than nothing.</li> <li>5. To increase your chances of success:               <ul style="list-style-type: none"> <li>• make exercise fun</li> <li>• exercise with family or friends</li> <li>• choose activities that you enjoy</li> </ul> </li> </ol>

## BENEFITS OF EXERCISE



**ASSISTS YOUR BODY IN USING UP EXCESS GLUCOSE IN THE BLOOD**



**STRENGTHENS YOUR MUSCLES AND BONES**



**INCREASES EMOTIONAL AND MENTAL WELL BEING**



**MAKES YOU FEEL HAPPIER**



**INCREASES YOUR ENERGY LEVELS**



**IMPROVES RELAXATION AND SLEEP QUALITY**



**HELPS REGULATE YOUR WEIGHT**



**REDUCES YOUR RISK OF HEART DISEASE**

	Exercise Intensity Level	Heart Rate	Breathing	Ability to Talk	
	<b>Full exertion</b>	very fast heart rate	working hard to breathe	cannot talk	cannot sustain this effort for very long
	<b>High intensity</b>	fast heart rate	breathing hard and fast	difficult to talk	
	<b>Moderate intensity</b>	heart rate increases	breathing rate increases	can still talk normally	
	<b>Low intensity</b>	heart rate may increase minimally	normal breathing	can talk normally	this intensity does not count as exercise

*"Know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God, and ye are not your own?"*

1 Corinthians 6:19

**CONSIDER:** Create a culture of fitness.

**COMMIT:** Establish a regular time to physically exercise your body this week and invite at least one other person to participate.

## MY JOURNEY JOURNAL



**Briefly describe which benefits of exercise you would appreciate having in your life. (KNOWLEDGE)**

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**Keep a record of your exercise activities for the week including type of activity and time spent. Describe the benefits you experienced (ie. improved sleep, clarity of thought, improved mood). (ACTION)**

Day	Exercise Type	Duration	Benefits

**Share the strategy you used to encourage a group of at least two or more people to start exercising on a regular basis. (OUTCOME)**

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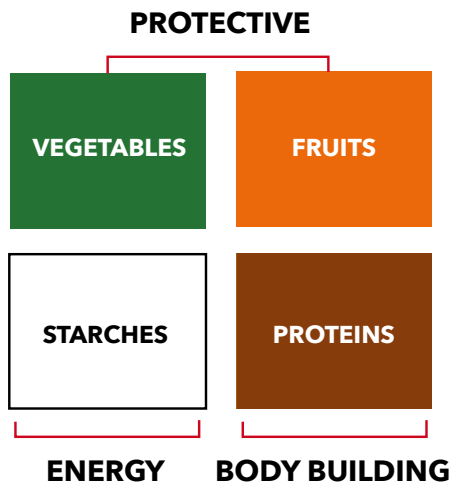
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# 4 ALL FOODS ARE NOT CREATED EQUAL

The food we eat can be categorized into four basic groups:



## FRUITS/VEGETABLES

**Function:** Provide energy and important nutrients to nourish the body.

*Example: bok choy, carrots, eggplant, taro leaf, papaya, breadfruit, pineapple*



## PROTEINS

**Function:** Help build and repair body tissues. Can provide some energy.

*Example: chicken, fish, pork, beans, nuts*



## STARCHES

**Function:** Provide energy and fiber.

*Example: rice, bread, 'ufi, kumala, tapioca, taro root*



Foods from each of these groups provide necessary nutrients to help keep our bodies healthy and strong. Because not all foods are created equal, here is a guide to help you select good food sources.

## THERE ARE THREE IMPORTANT CONSIDERATIONS WHEN CHOOSING WHICH FOODS TO EAT

### 1. SOURCE

Eat the food as close to the source as possible.

- Fresh fruits and vegetables provide excellent nutrition.
- Highly processed packaged foods are not good for your bodies. Foods such as fizzy drinks, tin meats, fried foods, and white bread contribute to high blood sugar and make diabetes worse.



### 2. VARIETY

Eat many different types of foods.

- A variety of colours provides a variety of nutrients.
- A diet void of colour is also void of necessary nutrients. White is a good food to eat in moderation.
- One way to do this is to 'eat the rainbow' meaning to eat fruits and vegetables of many different colours.

What are foods with different colours that we can eat? (examples: green taro leaf, orange carrots, purple eggplant, yellow papaya, green peppers, red tomatoes).



### 3. MODERATION

Eat only what our bodies need and not more.

- The proper amount of food provides energy.
- When we eat more than our body can use, the excess is stored as fat.



### PORTION SIZE

**PALM = PROTEIN**  
(MEAT, FISH, POULTRY)



**FIST = STARCHES**  
(CORN, RICE, BREAD)



*"And God said, Behold I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat."*

Genesis 1:29

## **NEXT WEEK**

We will be taking blood glucose and blood pressure readings. Do not eat 2 hours prior to class. Water is OK.

**CONSIDER:** Create a culture of healthy eating.

**COMMIT:** In the next week, choose fresh food over processed food, and opt for food that represents a variety of colours. Determine how many foods you can switch to fresh.

## MY JOURNEY JOURNAL



**Write a paragraph describing something new you learned about food selection. (KNOWLEDGE)**

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**Describe what you now plan to change in your eating habits and why. (ACTION)**

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**Briefly describe an experience where you helped someone change the types of food they ate. (OUTCOME)**

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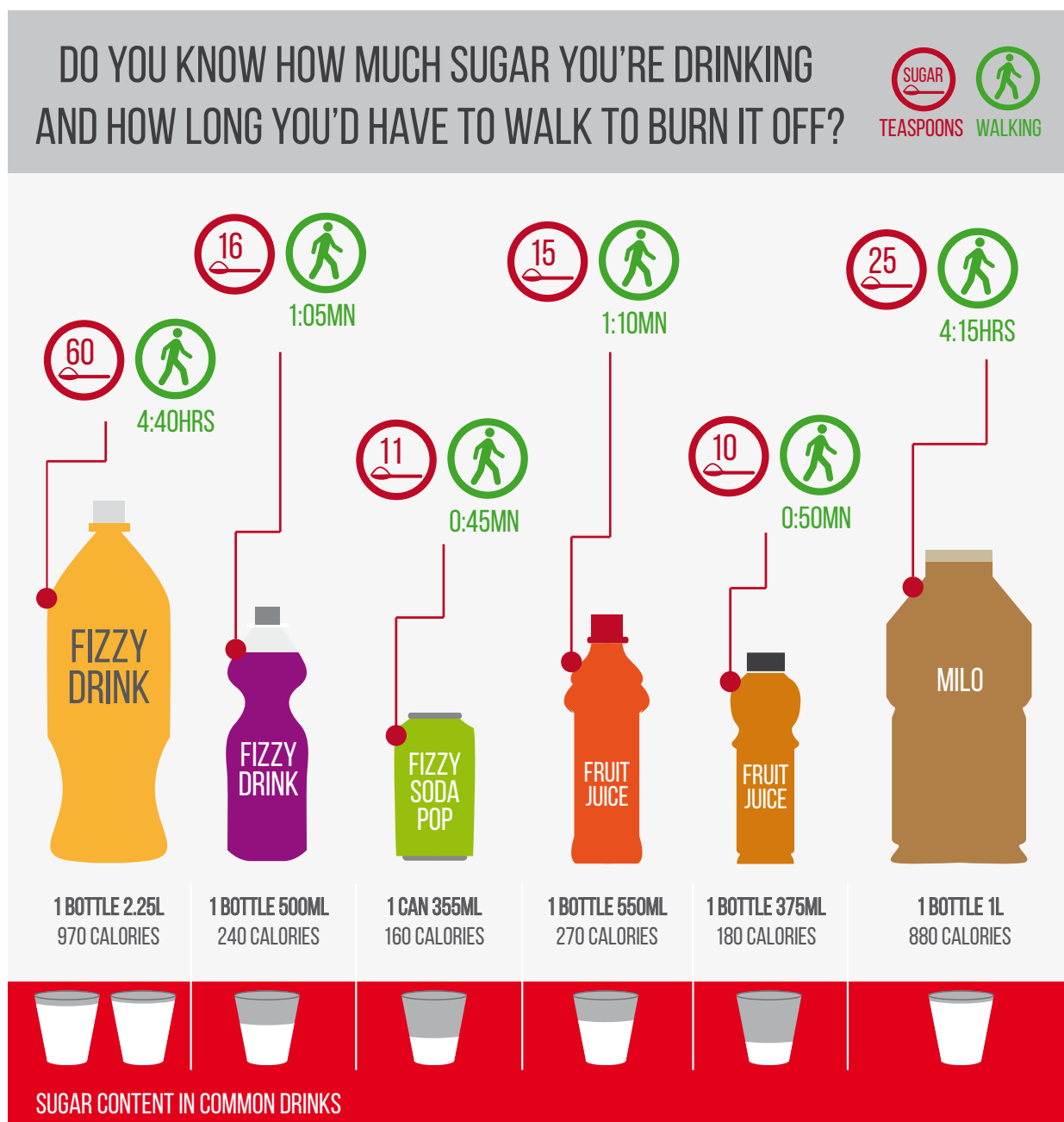
# 5 WATER IS LIFE

*"It is crucial that we drink water because it is so vital to our health. Soda actually steals water from the body due to the high concentration of sugar in soda."*

Dr. Lord Tangi (Surgeon Specialist, Tonga)

## Water is the best alternative to sugary drinks.

It is recommended that you drink 8 cups of water each day. Adequate hydration allows all body systems to work properly. Lack of adequate water can even affect the brain's ability to function.



Diet soda is sometimes recommended for people who have diabetes because the sugar-free soda will not cause the blood sugar to rise. However, in the place of sugar, diet sodas have chemicals that are not good for the body. It has also been shown that diet sodas do not contribute to weight loss. The best option for good hydration is water.

*"For I will pour water upon him that is thirsty, and floods upon the dry ground: I will pour my spirit upon thy seed, and my blessing upon thine offspring:"* Isaiah 44:3

**CONSIDER:** Create a culture of choosing health through proper hydration.

**COMMIT:** In the next week, replace unhealthy drinks with more water. Determine how many times you can choose water instead of a sweet drink.



# MY JOURNEY JOURNAL

**Write a paragraph describing how your understanding of the value of water has changed after today's lesson. (KNOWLEDGE)**

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**Describe how you plan to change your drinking habits. (ACTION)**

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**Write about how you influenced someone to change their drinking habits. (OUTCOME)**

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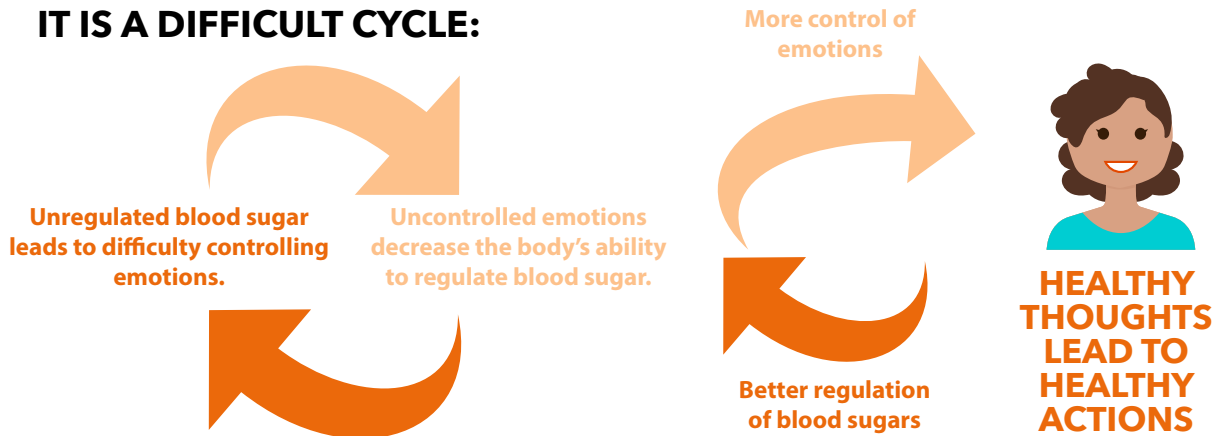
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# 6 BRAIN HEALTH

Blood sugar levels that are either too high or too low can impact your brain function. Elevated blood sugar, called hyperglycemia, is a common sign of type 2 diabetes. Symptoms of hyperglycemia include confusion, inability to concentrate, irritability, and impaired memory. Severe hyperglycemia can even lead to coma and death.

**When our blood sugar is too high, we don't think clearly, and we don't feel well. This can impact our emotions and our behavior, making it difficult to be our best selves.**

## IT IS A DIFFICULT CYCLE:



**The emotional cycle feeds itself—until you take control of your diabetes.**

	SHIFT YOUR FOCUS	TAKE CONTROL EXAMPLES
 <b>denial</b>	When you feel resignation or denial about having diabetes or being at risk for diabetes, how do you <i>shift your focus and take control</i> ?	Decide to help yourself: take the class, see a doctor, follow the doctor's recommendations
 <b>shame</b>	When you feel sad, ashamed or depressed about your disease or someone you love, how do you <i>shift your focus and take control</i> ?	Talk with someone about it, create a support system around you, focus on helping someone else in need, focus on your blessings
 <b>angry</b>	When you feel angry about what diabetes has done to your life or the lives of your loved ones, how do you <i>shift your focus and take control</i> ?	Identify triggers that cause negative emotions, express gratitude, do one thing to help yourself, listen to your favorite music
 <b>stressed</b>	When you feel stressed or overwhelmed about how to manage your diabetes, how do you <i>shift your focus and take control</i> ?	Break it down, ask for help, celebrate small improvements, exercise
 <b>unmotivated</b>	When you feel physically, emotionally and mentally fatigued, how do you <i>shift your focus and take control</i> ?	Exercise, keep your blood sugar in control, consistently get good sleep

Emotions	Solutions/change in focus
anger	decide to help yourself
resentment	create a support system
denial	listen to/play music
sadness	list three things-gratitude
depression	celebrate small improvements
anxiety	pray
overwhelm	take a walk
stress	see a doctor
fatigue	focus on strengths
hopelessness	



*"For God has not given us the spirit of fear; but of power, and of love, and a sound mind"*

2 Timothy 1:7

## **LESSON PREPARATION FOR NEXT WEEK:**

Next week we will be highlighting the strength and vitality of our ancestors. Come prepared to share about one of your ancestors who practiced these principles of healthy living. How long did they live?

**CONSIDER:** Create a culture of positive thinking.

**COMMIT:** Think better to act better. Change your actions and your outcomes this week by asking yourself the question: "Is this thought helping or harming me?" You can choose to respond differently to a challenging situation!

## MY JOURNEY JOURNAL



**Comment on your understanding of how diabetes affects the brain. (KNOWLEDGE)**

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**Write down your plan to improve your emotional and mental well-being. (ACTION)**

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**Describe personal benefits that come from engaging in healthy coping strategies. (OUTCOME)**

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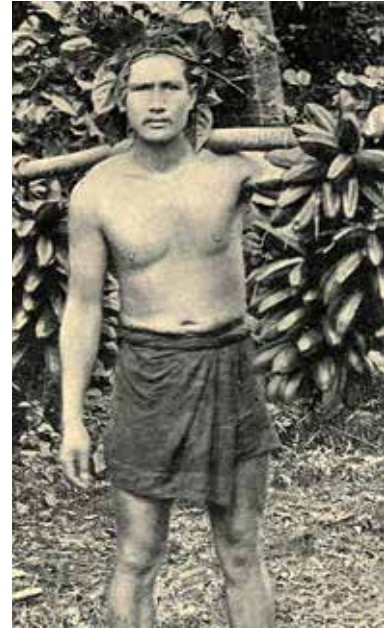
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# 7 MY HERITAGE; MY CULTURE

Early explorers that landed on the Polynesian islands described with great detail the healthy condition of the people.

*"The most beautiful race of people I ever beheld... I did not observe a single one either remarkably thin, or disagreeably corpulent but they were all in fine order and exquisitely proportioned."*

Charles Clerke, 1774 (Early explorer)



Physical activity was the basis of all aspects of our ancestors' lifestyle. Gathering food, traveling, and recreation all required a great deal of physical exertion. Food came from the source; they did not have packaged foods.

With the influence of western countries during war times, many new foods were introduced. Traditional foods such as fish, fresh fruits, and vegetables were replaced by processed foods such as corned beef, mutton flaps, and ramen noodles.

## PRE-COLONIAL AND POST-COLONIAL DIET

### PRE-COLONIAL DIET

(PRE-1793)



### FISH, FRESH FRUITS, AND VEGETABLES



### POST-COLONIAL DIET

(TO THE PRESENT)



**COWS:** beef, corned beef, salted beef, dairy

**SHEEP:** lamb flaps (mutton belly lining)

**TURKEYS:** tail glands

**CHINESE:** rice, noodles (sapasui = chop suey)

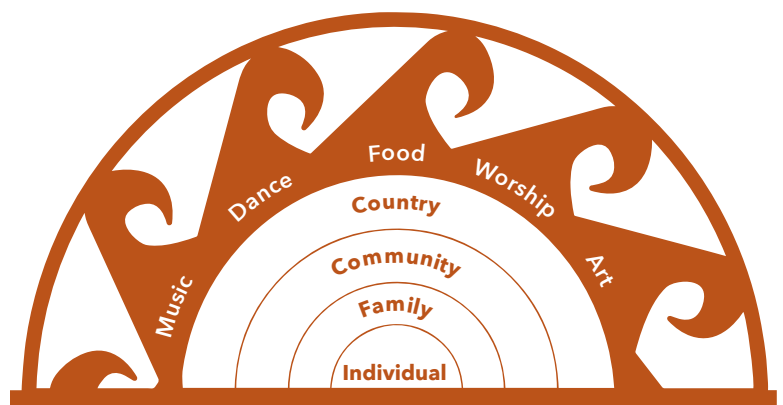
**INDIANS:** curry

**PROCESSED FOOD:** SPAM, canned meat, tinned fish, white sugar, white flour, alcohol, tobacco, soft drinks



## MY CULTURE

This image shows the connections between different cultural elements. Each element impacts the layers of country, community, family, you. Also, you have the ability to impact your life, your family, community, and country.



*"And in thy seed shall all the nations of the earth be blessed; because thou hast obeyed my voice." Genesis 22:18*

**CONSIDER:** Create a culture of shared vision for a healthier future.

**COMMIT:** Pray to identify ways to share these principles with other people.



# MY JOURNEY JOURNAL

**Review what new insights you gained through the discussions about your culture. (KNOWLEDGE)**

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**Identify things about your culture that contribute to your life in a positive way. What cultural practices have a negative impact? (ACTION)**

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**What cultural practices could you improve in your circles of influence? (OUTCOME)**

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# 8 SPREAD THE MAT

*"There is a large educational component and lifestyle change component that needs to happen on an individual basis, as well as a family, home and patient level. The community and environment need to support that type of lifestyle. There are societal, political, and economic changes that need to happen in order to assist people in making THE RIGHT CHOICE THE EASY CHOICE."*

Jacque Tulafono (NCD Coordinator, American Samoa)

## SUPPORTING CHANGE

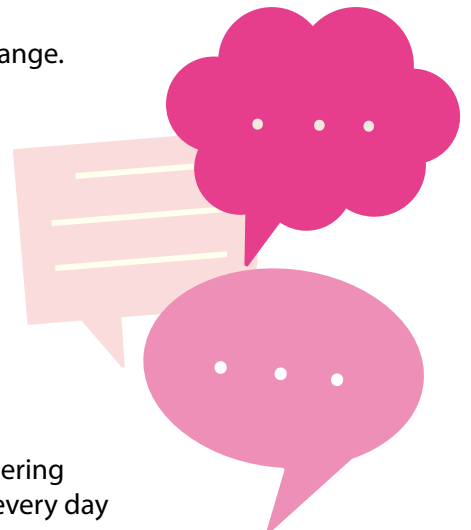
### SCENARIO 1

**PARTNER #1-** Think of something in your life you have been considering changing but haven't quite decided on. (example- starting to walk every day or go on a diet).

Share this with your partner.

**PARTNER #2-** Do everything you can to persuade this person to change.

1. Explain WHY they should make this change.
2. Give them three benefits that would result from the change.
3. Tell the person HOW to change.
4. Emphasize how IMPORTANT it is for them to make the change.
5. Tell the person they just need to do it!!



### SCENARIO 2

**PARTNER #2-** Think of something in your life you have been considering changing but haven't quite decided on. (example- starting to walk every day or go on a diet).

Share this with your partner.

**PARTNER #1-** Ask these four questions, one at a time, and listen carefully to the responses:

1. Why would you want to make this change?
2. If you decide to make this change, how might you go about it in order to succeed?
3. What are the three best reasons to do it?
4. How important would you say it is for you to make this change, on a scale from 0-10, where 0 is not at all important and 10 is extremely important?
5. Summarize back to your partner what you have heard. Ask one final question: So, what do you think you'll do?

## ROLE PLAY #1 KUALANI

Kualani was doing very well with her goals to have a healthy lifestyle. She was exercising 3 or 4 times each week. She had planted a small vegetable garden and was eating vegetables she had grown and learned to cook herself. Her husband didn't like some of her meals and started to complain. He wanted her to go back to the way she cooked before. He wanted meals that had more salty meat and sweet fruits. Her children also made fun of her meals and wanted more desserts.

**What were some of the challenges that Kualani was facing?**

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**What are some things you could tell Kualani that might help her stay strong in keeping her goals for herself and her family?**

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## ROLE PLAY #2 FETU'U

Fetu'u was working on the steps for planting a garden so he could begin to grow some healthy green vegetables for his family. He noticed that all the hard work was helping him lose weight and that he had started to feel better. He was happy that he was learning about eating nourishing meals. He believed a garden would help him and his family be more healthy. Two of Fetu'u's older brothers made fun of him. They wouldn't help him do the work to get the garden ready. They said he was wasting his time and should give it up.

**What were some of the challenges that Fetu'u was facing?**

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**What are some things you could tell Fetu'u that might help him stay strong in keeping his goals for himself and his family?**

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*"And I myself also am persuaded of you, my brethren, that ye also are full of goodness, filled with all knowledge, able also to admonish one another."* Romans 15:14

**CONSIDER:** Create a culture of action.

**COMMIT:** In the next month, become involved in helping a larger group to make change. It could be helping your family, church congregation, or community implement a healthy eating change or exercise program.

## MY JOURNEY JOURNAL

**Describe how your understanding of at least one concept introduced today was greatly improved by the class activities. (KNOWLEDGE)**

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**Explain how you felt while spreading the mat with a friend or family member. (ACTION)**

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**Record how you plan to overcome social obstacles and help others do the same. (OUTCOME)**

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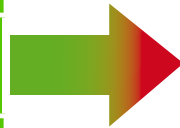
# 9 BALANCE IN ALL THINGS; CELEBRATE SUCCESS

Moderation applies to many areas of a healthy lifestyle: how much we eat, how often and when we eat, what types of food we eat, how much we exercise, how physically active we are, and how much we sleep.

## MODERATE



## EXCESS



### Take time to ponder what you have learned about:

- The importance of goals and vision for your life
- Diabetes and how it affects your body
- How exercise can improve your health and help control diabetes
- How eating balanced and fresh foods can give your body the vital nutrients it needs
- The emotional side of diabetes and how to help the brain stay healthy
- Moderation and portion control in creating your plate
- Water as an essential part of your health
- Your rich heritage of health
- How to make an impact on the larger community to affect change

Through all of these lessons, you have practiced making and keeping commitments. You have also learned how to be a support to one another.

*"I have fought a good fight, I have finished my course, I have kept the faith." 2 Timothy 4:7*

**CONSIDER:** Creating a culture of enjoying healthy living!

**COMMIT:** Invite at least two people to join the next training session.

## MY JOURNEY JOURNAL

**Make a list of the concepts you have come to understand over the 12-week period of training. (KNOWLEDGE)**

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**Write about some of the personal changes you have made in terms of healthy living. (ACTION)**

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**Identify the two or more people you will invite to join the next series of training and explain the reasons for your choices. (OUTCOME)**

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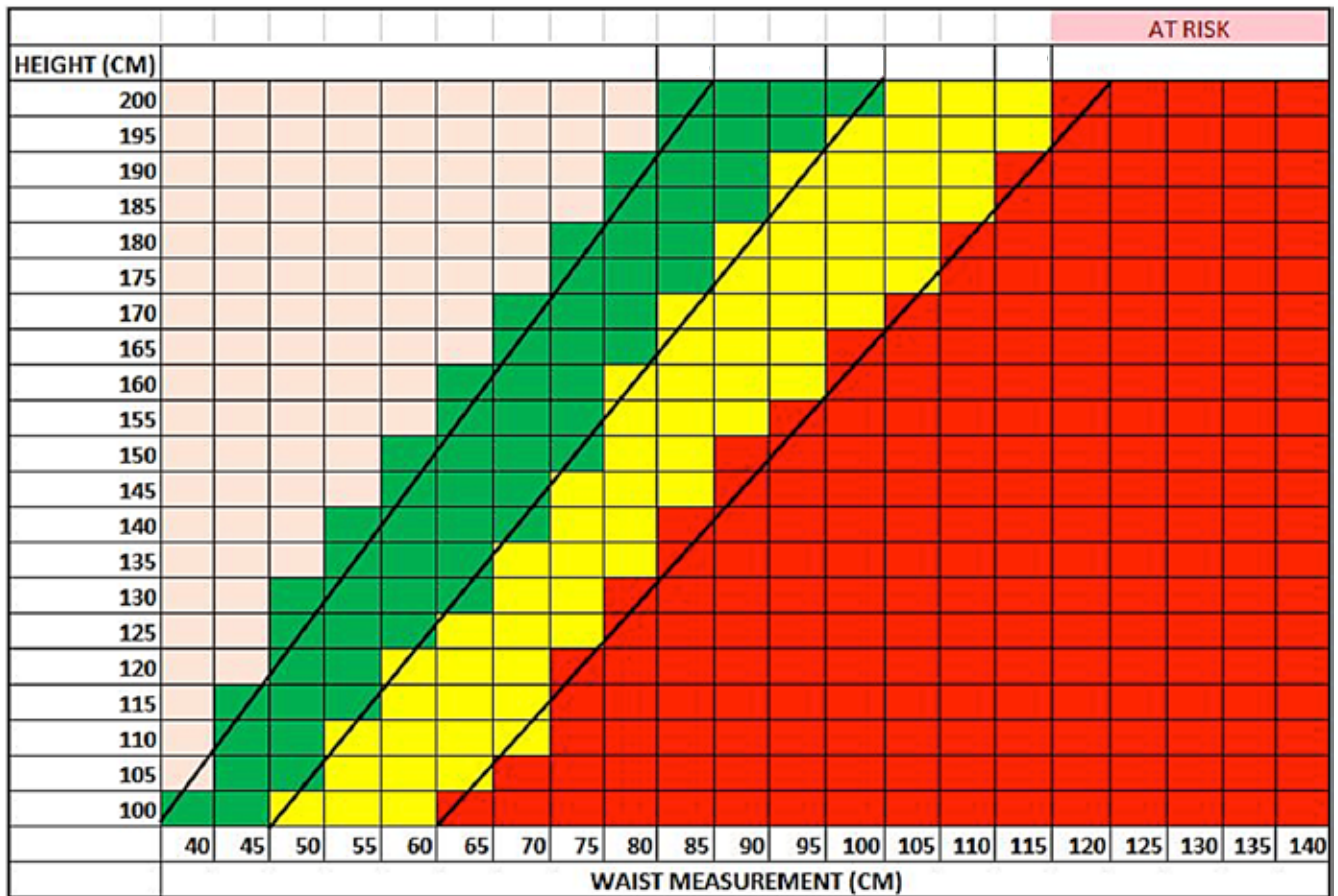


# APPENDIX

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# WEEKLY CHECK-UP (WCU)



**WAIST-TO-HEIGHT MEASUREMENT:** The waist-to-height measurement is used to determine if you are carrying unhealthy fat around your stomach.

Measure your waist by placing a tape measure around your stomach just above your belly button.

Measure your height.

Find where your height and your waist measurements intersect on the chart above. The colour indicates your risk for Diabetes. (Green = Low, Yellow = Moderate, Red = High).

Record height and weight measurements with risk colour on the next page.

Another way that the risk of diabetes is commonly determined is by using BMI. BMI stands for Body Mass Index and is a calculation using height and weight. A BMI less than 27 is considered low risk for diabetes. Between 27-32 is considered moderate risk. Above 32 is considered high risk.

**Instructions:** Record your progress EACH WEEK In the chart below:

	Waist-to-Height (cm)		Risk			Weight (kg)	Blood Pressure (mmHg)	Blood Glucose (mmol/L)	A1C (%)	Resting Heart Rat (bpm)
	Waist	Height	Low	Mod	High					
Example	80	170	✓			80	130/80	9.9	6.1	85
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										
Week 6										
Week 7										
Week 8										
Week 9										
Week 10										
Week 11										
Week 12										

## WHY ARE BLOOD PRESSURE AND BLOOD GLUCOSE IMPORTANT?

### BLOOD PRESSURE:

The heart pumps blood to your body through a network of arteries (blood vessels). This pumping creates pressure in the same way as when water is pumped through a hose. Blood pressure is reported using two numbers, one on top of the other. The top number (systolic) represents the pressure in the arteries when the heart is pumping. The bottom number (diastolic) represents the pressure in the arteries when the heart is relaxed. A reading of less than or equal to 130/80 mmHg is considered normal subject to age and medical conditions. **High blood pressure puts strain on the heart and blood vessels. Over time, this extra strain increases your risk of heart disease/heart attack, stroke and kidney disease.**

### BLOOD GLUCOSE:

Glucose is a type of sugar that is found in most foods, especially carbohydrates. The body breaks down carbohydrates into glucose that travels through the blood and, with the help of insulin, gets absorbed into the cells, providing energy for the body. When glucose is not absorbed into the cells, it remains in the blood stream and can cause problems. Diabetes is a result of the body not being able to control the level of glucose in the blood.

A non-fasting blood sugar reading of 7.8-11 mmol/L is indicative of pre-diabetes. A reading of 11.1 mmol/L is indicative of diabetes. All values obtained through screening should be confirmed by a medical provider in order for the diagnosis of diabetes to be made accurately.

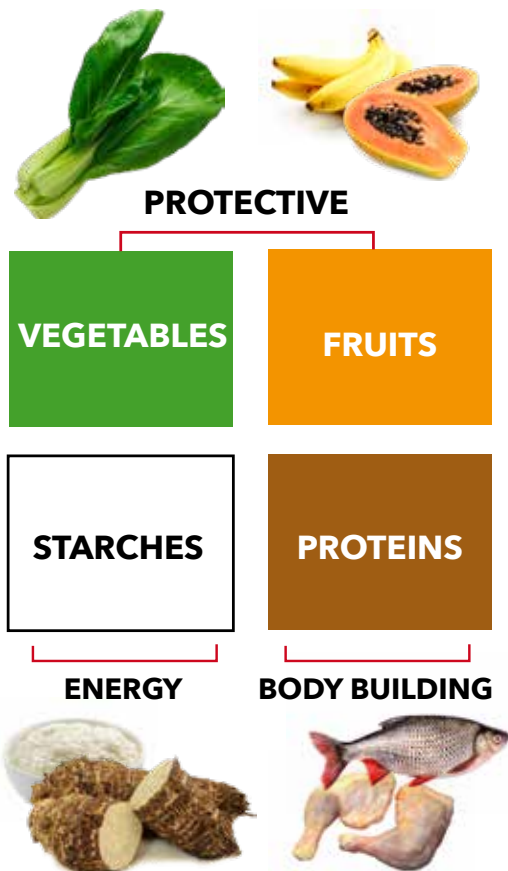
# WEEKLY PROGRESS REPORT

**Instructions:** Evaluate your progress each week. Ponder ways you can continue to improve as you practice forming important habits. Put an O for completed tasks and an X for tasks not completed.

	Daily - Eat 4 colours	Smaller Portions	Avoid fats, sugars & salt	Drink 8 glasses of water per day	30 minutes Physical Activity per day	Teach Someone
Example	X	O	X	O	O	X
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						

## EVERY DAY WE WILL TRY TO:

1	Eat a variety of four colours (BROWN, WHITE, GREEN, and ORANGE)
2	Eat more fruits and vegetables (GREEN and ORANGE)
3	Eat LESS foods that are highly processed
4	Eat SMALLER PORTIONS
5	Participate in AT LEAST 30 minutes of physical activity
6	Drink AT LEAST 8 Glasses of water or Niu drink



# PRE-ASSESSMENT FORM

Date \_\_\_\_\_

NAME: \_\_\_\_\_ Male / Female (Circle)

Church/Address: \_\_\_\_\_ Age: \_\_\_\_\_

Have you ever been diagnosed with type 2 diabetes? YES/NO (Circle)

If "YES", when? \_\_\_\_\_

**INSTRUCTIONS:** Complete this form by filling in the requested details. Consider all statements carefully. They are intended to help you assess your current physical health situation and your understanding of factors that influence personal health. Answer these statements honestly, since each represents a key factor for success. Your responses will help you and your facilitator understand your strengths and the specific areas that may need attention to improve your overall personal health.

**After completing this form, please give it to your facilitator.**

**FOR EACH STATEMENT BELOW, CHECK ✓ THE BOX WHICH BEST REFLECTS YOUR CURRENT SITUATION.**

STATEMENTS	Not yet	Mostly	Absolutely
I consume foods from the four colour groups at every meal			
I practice portion control in my meal servings			
I eat breakfast regularly			
I do not eat before bedtime			
My family is eating more healthily			
I drink the recommended amount of water each day			
I am committed to change and to improve my health			
I know what to do to reduce/reverse the risk of diabetes			
I exercise at least 30 minutes a day (except on the Sabbath)			
I am at my ideal weight			
I grow and eat nutritional food from my garden			
I get between 7 to 8 hours of sleep every night			
I understand and practice stress control			
I can overcome obstacles to choosing a healthy lifestyle			
I set, regularly review, and keep, personal health goals			
I accept that my choices determine my health outcomes			





# *Certificate of Achievement*

*This acknowledges that*

\_\_\_\_\_

Has successfully completed the course "Your Health is in Your Hands"

\_\_\_\_\_  
Facilitator Signature

\_\_\_\_\_  
Completed on this date



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