

## New Mexico Exercise Study Curriculum

**Overview:** Designed to be taught by one person, about two hours

**Target audience:** People with diabetes and their families

**Teaching material and methods:** Discussion, booklet, PowerPoint slides, flipchart or whiteboard and markers, VCR or DVD, glucose meter and test strips, tape measure

**Program materials:** Booklet or handouts, video, resistance bands, pedometers, hypoglycemia treatment (glucose tablets, gel or juice)

**Program Goal:** Increase knowledge about utility of exercise and the development of a personalized exercise plan

**Key Messages:**

- You are already exercising; activity is part of your life
- Multiple beneficial effects of exercise
- Barriers can be overcome

Time	Topic	Objectives	Outline
20 min	Building on participants' current activity	<ul style="list-style-type: none"> <li>• Identify their current activity</li> <li>• Understand benefits of increased activity</li> <li>• Identify opportunities to add 10 minutes of additional activity scattered through the day</li> </ul>	<ul style="list-style-type: none"> <li>• Have participants introduce themselves &amp; name one exercise benefit they have heard of &amp; write on flip chart</li> <li>• Direct them to page 1 of the booklet "Why Fitness Matters", congratulate them on what they already know &amp; ask about surprises on the list</li> <li>• Benefits of exercise: weight control, improve BG &amp; A1C, feel better, makes meds work better, helps BP &amp; cholesterol, increases energy</li> <li>• Using page 2 ask them to list the various activities they do in a typical day; give a few examples to get them started i.e. walking the dog, grocery shopping, housework</li> <li>• Ask them to share activities they are currently doing that could count as exercise even if short time; write on flip chart</li> <li>• Ask where they could add 10 minutes of additional activity to their current schedule &amp; what could it be; write on flip chart &amp; ask them to write ones they think they might do on page 2 under "Getting More Active"</li> <li>• Tape the flip chart pages to the wall if possible because you will come back to it later</li> </ul>
15 min	Barriers to exercise	<ul style="list-style-type: none"> <li>• Identify their personal barriers to exercise</li> <li>• Identify ways to break down their personal barriers</li> <li>• Develop a "can do" attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Ask participants what gets in the way of exercise for them; write them down on the flip chart</li> <li>• Refer them to page 3 and 4 of the booklet for more ideas</li> <li>• Encourage discussion of changing the focus to "can do"; what has worked for them to break down barriers in the past?</li> <li>• Use the "Breaking Down Barriers" reference to generate more ideas and write them on the flip chart</li> <li>• Have participants check off on page 3-4 barriers and strategies they might try to break down barriers</li> <li>• Stress that exercise can be habit forming; the effort is worth the payback</li> <li>• Tape the flip chart pages to the wall</li> </ul>
20 min	Check before you start	<ul style="list-style-type: none"> <li>• Identify medication participants are taking that can cause low blood glucose: Insulin, Diabeta, Micronase, Glynase, Glucovance, Glucotrol, Metaglip, Amaryl, Prandin, Starlix, Avandaryl</li> <li>• Verbalize what to do if blood glucose is less than 100 mg/dl before exercising and on above medications</li> <li>• Verbalize what to do if blood glucose after exercise is less than 90 for patients on oral</li> </ul>	<ul style="list-style-type: none"> <li>• Have participants who have meters check their glucose</li> <li>• For patients who do not bring meters, use program meter; discuss options for getting a meter for those who don't have insurance coverage</li> <li>• Review medications that can cause low blood glucose</li> <li>• Ask how many participants on glucose lowering medication are carrying hypoglycemia treatment with them; what are they carrying today; always carry something when exercising</li> <li>• Demonstrate 15 gm of carbohydrates using food models, glucose tablets</li> <li>• Discuss ineffectiveness of unnecessary snacking when you want to lose weight</li> </ul>

		<p>medications that can cause low blood glucose or less than 110 on insulin</p> <ul style="list-style-type: none"> <li>• Verbalize when to delay exercise</li> <li>• Recognize health concerns that need special attention</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss value of medical identification card or bracelet/necklace</li> <li>• Discuss when to delay exercise: <ul style="list-style-type: none"> <li>- Type 2 - blood glucose greater than 400 mg/dl</li> <li>- Type 1 – blood glucose greater than 300 glucose or ketones</li> <li>- If blood glucose is low before exercise, treat the low blood glucose and then go out and exercise</li> </ul> </li> <li>• Ask about diabetes complications; review page 8 and encourage anyone with complications to check with their healthcare provider for personal advice</li> <li>• Stress that everyone can do something</li> </ul>
45 min	Let's try it out	<ul style="list-style-type: none"> <li>• Understand the difference between stretching, aerobic and resistance exercise</li> <li>• Try all three types of exercise</li> <li>• Understand safety considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Have participants spread out in room within site of video</li> <li>• Play from 1:47 – 20:15 &amp; pause to pass out resistance bands, then fast forward to 26:48 &amp; play until 36:00; pass out pedometers and play 36:00 to 43:54</li> <li>• Have participants recheck blood glucose; distribute hypoglycemia treatment if necessary</li> <li>• Explain that blood glucose lowering affect may be delayed</li> </ul>
20 min	Your exercise plan	<ul style="list-style-type: none"> <li>• Develop an exercise plan that is realistic, measurable and fun</li> <li>• Use exercise log to track progress</li> <li>• Establish follow up plan</li> </ul>	<ul style="list-style-type: none"> <li>• Go back to pages 2 - 4 and flip charts taped to wall</li> <li>• Review Activity Table on page 5</li> <li>• Help participants chose 1 or 2 activities to add to current activities</li> <li>• Write a sample plan on flip chart including what, when, where, how often, how hard</li> <li>• Review perceived exertion scale on page 5</li> <li>• Have participants record their plan on page 9</li> <li>• Have participants record today's activity on exercise log page 10</li> <li>• Have participants record follow up date and remind them to bring logs to follow up class</li> <li>• Demonstrate waist circumference measurement and distribute tape measures; have them record waist circumference on log sheet</li> <li>• Congratulate participants for committing to better health through exercise</li> </ul>