


# *Do it for Them! But for you too.*

**¡HAZLO POR ELLOS! PERO POR TI TAMBIÉN.**

A how-to guide for using the fotonovela.



**U.S. Department of  
Health and Human Services**  
Centers for Disease  
Control and Prevention

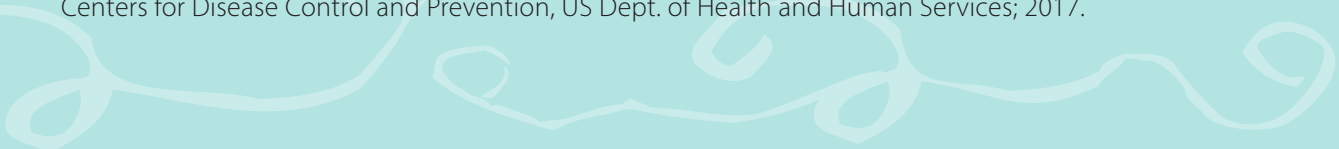


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Encourage your participants to enroll in a National Diabetes Prevention Program (National DPP) lifestyle change program. These are proven programs that can help people with prediabetes and/or at risk for type 2 diabetes make achievable and realistic lifestyle changes and cut their risk of developing type 2 diabetes by 58 percent. Tell them that they can join a CDC-recognized lifestyle change program in a community near them or online. To find a program, people can go to [https://nccd.cdc.gov/DDT\\_DPRP/Programs.aspx](https://nccd.cdc.gov/DDT_DPRP/Programs.aspx). To learn more about the National DPP, visit: [www.cdc.gov/diabetes/prevention](http://www.cdc.gov/diabetes/prevention).

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Dear community health workers, health educators, diabetes educators and lifestyle coaches:

Thank you for your feedback during the development of the fotonovela, Do It for Them! But for You Too. (¡Hazlo por Ellos! Pero por Ti También.) Your support has made this resource a popular tool for helping to educate Latina women and their families about how type 2 diabetes can be prevented or delayed.

Community health workers (CHWs), diabetes educators, and others have shared their favorite ways to use the fotonovela and prompted us to take that wisdom and expand it. The result is this facilitation guide, which further increases the reach and breadth of the fotonovela as a teaching tool.

Whether you are a CHW, a diabetes educator or a lifestyle coach, in this facilitation guide you will find ideas to enhance and improve your educational experience while using the fotonovela and evaluating your activities. We are committed to ensuring easy access to this information to assist you in meeting the educational needs of Latina women at risk for type 2 diabetes and their families.

Once again, we thank you. We could not have done this without you.

Sincerely,

Betsy Rodríguez MSN, CDE  
Health Education and Promotion Team  
Deputy Director National Diabetes Education Program  
Division of Diabetes Translation  
Centers for Disease Control and Prevention

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Betsy Rodríguez, MSN, CDE

Judith A. McDivitt, PhD

Alexis M. Williams, MPH, MS, CHES

David Ojeda, MS

Gia E. Rutledge, MPH

Yvonne Mensa Wilmot, PhD





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## PURPOSE OF THIS GUIDE

This guide will help community health workers (promotores de salud), health educators, diabetes educators, and lifestyle coaches use the fotonovela, Do It for Them! But for You Too. (¡Hazlo por Ellos! Pero por Ti También.). You can use this fotonovela as a teaching tool to encourage Latina women at high risk of developing type 2 diabetes learn better self-care behaviors to help prevent or delay the condition. In this guide, we use the term “community health workers” (CHWs) to refer to a range of people working in the community, such as promotores de salud, community health representatives, and others with similar responsibilities.

This guide is not a strict step-by-step guide, but a flexible resource that can be adapted to a variety of situations. The guide provides ideas about how to use the fotonovela and help support ongoing education activities while using the fotonovela. It offers a variety of activities from which to choose based on your setting and audience.

## ABOUT THE FOTONOVELA

Do It for Them! But for You Too. (¡Hazlo por Ellos! Pero por Ti También.) is a bilingual (Spanish/English) fotonovela about preventing or delaying type 2 diabetes among Latina women at risk and their children. The fotonovela was developed with input from partners and members of the audience for Latina women 30 years of age or older who are at high risk of developing type 2 diabetes, including those who have had gestational diabetes and those with prediabetes. The fotonovela features stories of Latinas talking to Latinas about being healthy for their children and themselves. The stories use the challenges three women are having in maintaining a healthy lifestyle to send an important message—increasing physical activity, making healthy food choices, and losing weight (if you are overweight) can decrease or delay your risk of developing type 2 diabetes.

### You can use the fotonovela to do the following:

- Encourage healthy behaviors.
- Teach behavior change skills.
- Support face-to-face education by CHWs or diabetes educators.
- Reinforce clinical recommendations on type 2 diabetes prevention.
- Initiate discussion among a group or at meetings.
- Raise awareness of risk factors for type 2 diabetes.
- Support community education outreach.

### After reading this fotonovela, participants will be able to do the following:

- Identify at least 3 tips that are included in the “Prescription for a healthy life” section.
- Explain gestational diabetes.
- Identify 3 risk factors for developing type 2 diabetes.
- Explain how to eat well to prevent or delay type 2 diabetes.
- Identify at least 2 benefits of becoming active.
- Identify 2 ways in which Rachel suggests Lourdes can get active.
- List at least 5 behavioral changes by using the “MAKE A PROMISE TO YOURSELF” card.

## FOTONOVELAS AS AN EDUCATIONAL TOOL

Reaching people with low literacy skills is a major challenge in health education. Language and cross-cultural communication issues can be barriers to effective health education. Fotonovelas are an innovative, culturally-appropriate, and entertaining approach for addressing these challenges.

Fotonovelas are inspired by the traditional story-telling format found in Mexico, Latin America, and the Caribbean which are used to reach populations with limited or no access to television or cinema. Also known as novelas or novelitas, they are similar in format to a comic book. However, most use photographs with speech bubbles to tell a story instead of drawings.

Fotonovelas are familiar and promising teaching tools in Hispanic and Latino cultures. In the United States, fotonovelas have been used successfully to address health issues for immigrant Spanish-speaking populations because they are easy to read and culturally relevant. They also can be easily shared among community members, and they appeal to people of all age groups and education levels. Fotonovelas place ideas in a context that is easy to understand and offer powerful role models by using characters with whom audiences can relate. Fotonovelas also offer greater readability and understanding and can be a powerful vehicle for educating people with low literacy.

They can be used with diabetes education classes, support groups, and in many other health-related education settings. To learn more about using fotonovelas as educational tools, visit the Rural Women's Health Project website: <http://rwhp.org/fotonovela-ed-tool.html>.

The fotonovela, *Do It for Them! But for You Too. (¡Hazlo por Ellos! Pero por Ti También.)*, tells the stories of three women and their challenges in maintaining a healthy lifestyle. It contains typical images of Latino families in everyday situations. The minimal text, popular language, and visuals in this fotonovela make it easy to read.

### Fotonovelas as a way reach Hispanic Latinos

*Do It for Them! But for You Too. (¡Hazlo por Ellos! Pero por Ti También.)* can serve as a useful tool to open the door to reach individuals who have not yet come in contact with CHWs or traditional services. It is visually appealing to the Latino community, includes key type 2 diabetes prevention messages, can be distributed at nontraditional locations, and can serve as a source of information for the community. You may distribute the fotonovela in places, such as:

- Laundromats
- Corner stores
- Health fairs
- Church programs
- Beauty parlors and barber shops
- Car washes, automotive repair shops, or other places where people have to wait for services

Other places, such as doctor's offices, hospital waiting rooms, health departments or federally qualified health centers, and local diabetes centers or type 2 diabetes prevention programs in your community may be useful in reaching Latino audiences, as well as social networks, such as those found among migrant workers. According to the National Alliance of State and Territorial AIDS Directors, fotonovelas are used throughout the United States in various prevention campaigns for Hispanics. See <https://www.nastad.org/blog/use-fotonovelas-hiv-awareness-and-prevention-florida>



## The value of small group discussions

Researchers report that people working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.

Why use small a group to discuss a fotonovela? Advantages of small group discussions include:

- They can create an inclusive environment
- They allow active involvement by everyone
- The shy and less articulate are more able to contribute than in large groups
- Participants learn from each other
- Everyone gets more practice at expressing their ideas
- They provide a two-way discussion that is almost always more creative than individual thoughts
- Social skills are practiced in a 'safe' environment, e.g. tolerance, cooperation
- They allow discussion which is essential to clarify arguments for a topic where there are no 'right answers'

Discussion is a powerful mechanism for active learning; a well-facilitated discussion allows the participant to explore new ideas while recognizing and valuing the contributions of others.

We believe that our fotonovela will represent experiences of community members to encourage good health practices. Small group discussion also help people learn by reading, listening, speaking, and acting.

## GETTING READY FOR THE DISCUSSION

### When using this fotonovela as an educational tool, do the following:

1. Read this guide before examining the fotonovela to familiarize yourself with the content and activities described.
2. Read this guide again after examining the fotonovela to plan your lessons and create different ways to teach and reinforce the key messages about type 2 diabetes prevention while using Do It for Them! But for You Too. (¡Hazlo por Ellos! Pero por Ti También.)
3. Be sure that you have enough copies of the fotonovela so that everyone can read from their own copy.

## LEADING THE DISCUSSION

A basic outline for leading your fotonovela discussion is to introduce everyone, go through the fotonovela, then hold a discussion (see the three activities below). The rest of this guide includes ideas for different ways to make these activities work for your group

- 1** Welcome all of your participants, introduce yourself, and ask each participant to introduce him or herself. See the icebreaker section for some ideas.
- 2** To promote a comfortable environment, you may ask people if they would like to read the fotonovela together. When people read out loud, it will help group members who cannot read. Although the reading level of this fotonovela is 4th to 5th grade, remember that some people may need help reading.

Another approach is to offer to read the story out loud, and let everyone follow along as they look at their copy of the story. See the activities section for some ideas. Either way, tell participants whether questions are allowed during or after the reading. After completing the story, you are ready to begin the discussion.

**3** A good way to begin the discussion is by asking questions, such as:

- What do you think are the most important points in this story?
- How do you think Lourdes was feeling when Doctor Martínez gave her the “prescription for life” (page 8 in Spanish and page 9 in English)?
- What do you think she thought about on her way home?

Encourage people to ask questions and to share about:

- What they have learned about preventing type 2 diabetes
- Challenges that they have in making healthy food choices
- Ideas for increasing physical activity
- Changes that have worked for them and their families
- Changes they have made to lose some weight

The idea is to get people thinking about this woman’s experience, as well as their own personal life experiences.

Encourage people to share a bit about when they found out they had diabetes or prediabetes. Ask questions, such as:

- What happened when you found out you had diabetes or prediabetes?
- What were you thinking?
- How did you feel at that time?

Go to the activities section to find some creative and fun ways to manage your discussion.

## IDEAS FOR ICEBREAKERS

### Icebreaker 1: Two truths and a lie

**Description:** Participants introduce themselves and make three statements about themselves—two true and one untrue. The rest of the group votes to try to identify the falsehood.

**Instructions:** Ask everyone to write on a piece of paper THREE things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three ‘facts’ about themselves and the rest of the group votes on which are true and false. There are always surprises. This simple activity is fun, and helps the group and leaders get to know more about each other.

**Required Items:**

- Index cards
- Pens or pencils

### ABOUT ICEBREAKERS

An icebreaker is a facilitation exercise intended to help a group to begin the process of forming themselves into a team. Icebreakers are commonly presented as a game to “warm up” the group by helping the members to get connected to each other. You may consider these icebreakers examples below to begin your discussions.

Many times when people get together, they do not all know one another. Icebreakers not only help people begin to know each other, but also help them recognize and appreciate differences and similarities. Choose the icebreaker activity that best suits your style and or audience.

Remember: Use any one or all of these icebreakers to help make participants feel at-ease while learning a bit about each other.

## Icebreaker 2: Lucky Penny

**Description:** Using a penny as a prop, this icebreaker allows participants to share a fun fact, or anecdote about themselves.

**Instructions:** Each person takes a penny or other coin out of their pocket and looks at the date. When it is their turn, they tell the year on their coin and try to recall something that happened that year.

**Required Items:**

- A penny for each participant.

## Icebreaker 3: I am here to support you, will you support me?

**Description:** This is a calming way for participants to feel comfortable with one another and to relax.

**Instructions:**

1. Have the participants form a circle. Everyone should be close together.
2. Have everyone look at the ground.
3. When you exclaim, "heads up," each participant should raise their head and look directly into someone else's eyes.
4. If 2 people are looking at each other, they say, "I am here to support you, will you support me?"; and then both are out.
5. Continue until there are just 2 people left standing.

**Required Items:** None

## IDEAS FOR USING THE FOTONOVELA IN YOUR GROUP DISCUSSION

### Activity 1: Role play—a fun way to learn

In this role play, some participants will take on the roles of the characters in the fotonovela, using the whole fotonovela or just some sections. The purpose of this role play is to help participants better understand their problems and the behaviors associated with type 2 diabetes prevention.

**What do you need to do?**

1. Read the fotonovela and this guide before your group meeting. Decide what scenes would be helpful for your group to act out.
2. Arrange the chairs in a large circle.
3. Give each person a copy of the fotonovela, and assign the following roles to 7 volunteer participants -Note- explain that roles don't need to be someone like them, some women will be playing men's parts:

### ABOUT ROLE PLAY ACTIVITIES

Role play is usually a spontaneous or unrehearsed acting out of real-life situations where others watch and learn by seeing and discussing how people might behave in certain situations. Learning takes place through active experience. Role play is active and uses situations that participants are likely to encounter during their lives.

- a. You use role play because it shows real situations and is a very direct way of learning. Participants are given a role or character and then have to think and speak immediately without detailed planning.
- b. During role play, people volunteer to play the parts in a natural way, while other people watch carefully and may offer suggestions to the players.

For example, participants can explore ways of making healthy food choices, gaining the support of family and friends, and increasing their physical activity. This role play can give people experience in planning and decision making.



***Raquel***

35 years old  
Puerto Rican  
She knows the most about US values and customs and is a helper in the story.



***Lourdes***

30 years old  
Guatemalan  
She has two young children, a boy and a girl. She just recently gave birth to her baby girl. She is the youngest of the three girlfriends.



***Elisa***

40 years old  
Mexican  
She is married to Martín and has two children.



***Doña Emma***

60 years old  
Mexican  
Elisa's mother, also called Emmita. She is the wise grandmother who is pushy, but in a funny way.



***Martín***

50 years old  
Mexican  
He is Elisa's husband.



***El doctor Martínez***

58 years old  
Costa Rican  
Lourdes' doctor  
He is a wise older man with grandfather-like qualities.



***Lali***

13 years old  
Puerto Rican  
She is Raquel's sister. Their mother died when she was young.

4. Ask each of the 7 volunteer participants with an assigned role to read their part out loud. Encourage the group to act out the part and have fun.
5. After the group acts out the scene, ask the following questions (you can use all the questions or select questions based on the topics you would like to address and reinforce with your group):
  - How many of you have experienced what Lourdes has experienced?
  - How did you feel?
  - How many of you understand what happened with Doña Emma? Why do you think Martín acted the way he did at first?
  - What made Lourdes change her mind?
  - Do you have someone like Doña Emma, Raquel, or Elisa in your life? Who is that person, and how does she or he help you? If you don't have someone in your life right now, can you identify someone who could help you in the future?
  - What are your thoughts when you hear: "Anytime you are trying to make a positive change, it helps to have the support of friends and family?"
  - What have you learned from this story?
  - What do you think you need to do now, in 6 months, and in a year?
  - Are you willing to make a promise to yourself? (Guide people to write down their promise by using the tear-off sheet located in the middle of the fotonovela: "Make a promise to yourself.")

## Activity 2: Using the think-pair-share strategy

For the think-pair-share strategy, you present a problem, participants have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the group. This is a great alternative for participants who prefer a one-on-one peer interaction to group exercises. You can pair this activity with the previous role-play activity.

Note: If Activity 1 was not implemented, you can also read, or ask a participant to read the fotonovela story out loud, and then do the think-pair-share activity.

### Instructions:

1. Describe the strategy and its purpose to your participants. Provide guidelines for discussions that will take place.
2. Assign each person a partner and a topic. For example, healthy eating at home; making healthy eating choices at a party; healthy eating at work; physical activity/exercise at work; exercising in your community; family support, etc.
3. Explain to participants that they will (1) think individually about a topic or answer to a question; (2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the group. (See steps below.)

### STEP 1: Think!

Begin by asking specific higher-level questions:

1. What do you think about the recommendation to have a healthy lifestyle by increasing your physical activity, making healthy food choices, and losing some weight (if you are overweight) to help you decrease or delay your risk of developing type 2 diabetes?
2. Have you tried this? If you have, share how. If you haven't, talk about what you could do.
3. What will be the biggest challenge in doing this?
4. Do you need help?
5. Who can help you make these important changes to take care of yourself and the person with or at risk of type 2 diabetes?

- Participants think about what they know or have learned about the topic for a given amount of time (usually 10–15 minutes).

**STEP 2: Pair!**

Pair each participant with another participant. You may choose whether to assign pairs or let participants pick their own partner. Participants share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic assigned (15 minutes).

**STEP 3: Share!**

Expand the sharing into a whole-group discussion once partners have had time to share their thoughts and have a discussion. Allow each group to choose who will present the thoughts, ideas, and questions they had to the rest of the group. After the group share, you may ask groups to go back into their pairs to talk about how their thinking may have changed as a result of the sharing experience. (15–20 minutes).

**Activity 3: Marooned!**

**Description:** This exercise is one you can do after the group has read the story. It can give you an insight into how your group members think. It is also an exercise in group decision making as participants have to discuss and debate what items will help them.

**Instructions:**

- Separate your group into smaller groups of 3 to 5 people.
- Say: “Think about the story in the fotonovela and answer this question: If you were stranded on a desert island, what 3 items would you bring with you to help you prevent type 2 diabetes?”

Be sure the participants explain their suggestions to the group.

- Have the groups go back to the larger group and explain what they would bring with them, and why.

**Activity 4: Identification of risk factors for diabetes**

**Description:** This activity will help participants identify risk factors for diabetes.

**Instructions:**

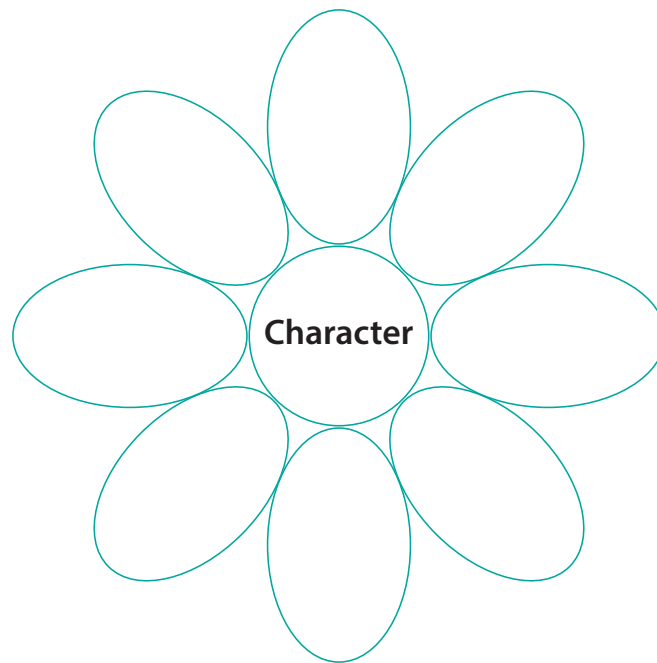
- Ask one of the participants to volunteer to read the fotonovela out loud or read it out loud yourself.
- Assign each person a character or let them choose a character. If a large group, assign each group a character.
- Distribute paper with the images described below (a worksheet available at the end of the guide), and make sure that all participants have pencils.



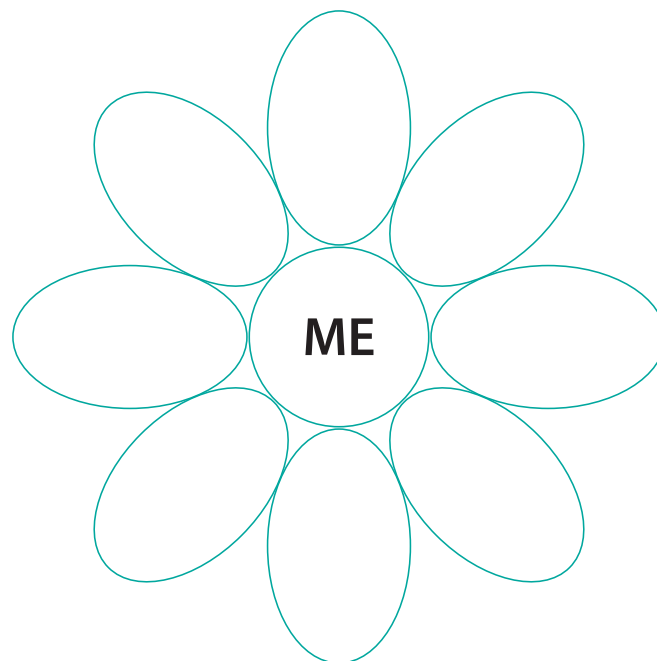
**Reminder:** Remember the ways group members work together to accomplish tasks. Always explore the most effective ways to assess and address low health literacy to promote a comfortable environment where participants can clearly and effectively communicate information and participate in the activity, especially if it is requesting to read out loud.



4. Ask the participants to write the name of one of the characters in the fotonovela in the center circle. Next, ask them to fill in the character's risk factors for type 2 diabetes. Tell them to list the risk factors in the petals, please note that there may be more or fewer risk factors than petals.



5. They can repeat this activity with all the characters showcased in the fotonovela.
6. Ask participants to write their name in the center circle and identify their own risk factors for type 2 diabetes.



7. Please use the following table for a list of known risk factors.

Many factors increase your risk for prediabetes and type 2 diabetes. To find out more about your risk, see which factors in this list apply to you.

- I am 45 years of age or older.
- I am overweight.
- I have a parent with diabetes.
- I have a sister or brother with diabetes.
- My family background is African American, Hispanic or Latino, American Indian, Asian American, or Pacific Islander.
- I had diabetes while I was pregnant (gestational diabetes), or I gave birth to a baby weighing 9 pounds or more.
- I am physically active less than 3 times a week.
- I have prediabetes.

8. Finish the activity by asking them to state at least two behaviors that they learned from the fotonovela that can help them decrease the risk of developing type 2 diabetes.

### **Activity 5: Reviewing what you have learned**

**Description:** This activity can be used at the end of the session as a review activity, by asking participants to tell you ways to increase physical activity or to make a shift toward healthier food choices.

**Instructions:**

1. Have the group come back together in a circle.
2. Have each person say one way they will increase their physical activity and one thing they will do to make a healthier food or beverage choice.

**Or**

1. Break into two groups, a physical activity group and a healthy eating group.
2. Have each group list as many activities they have learned related to physical activity or healthy eating and beverage choices.
3. The group with the longest list wins a prize.

### **Activity 6: Make a promise to yourself**

**Description:** This activity encourages participants to make a personal commitment to change a behavior and be a witness to another's commitment.

**Instructions:**

1. Refer participants to pages 24 in English and 22 in Spanish in the fotonovela.
2. Read (or ask for a volunteer to read) the following out loud: "Your health is your gift; take care of yourself! Make a weekly promise to make healthier food choices and be more active. Good promises are easy to keep and include activities that you can fit into your life."
3. Provide a copy of page 24 or 22, and ask participants to take a few minutes to think about changes they can make for themselves, and for their children and families. Ask them to write down the changes that they will try to make this week.
4. Offer them this example: "I will walk briskly for 10 minutes in the morning, afternoon, and evening."

5. Tell them to write down small changes that are realistic and that they think they can accomplish. Ask them to make a promise to themselves!
6. Ask for volunteers who are willing to share their promises with the group.
7. You can also ask them to pair with another participant and exchange their promises. Provide time for the pairs to discuss.

## FOLLOWING UP WITH PARTICIPANTS AFTER THE DISCUSSION

**Description:** This activity can help you to gather the information needed to follow up and get progress updates.

**Instructions:** After a week, if possible, call the participants and ask them how their promises are going and in what areas they have been successful. Ask them for any follow-up concerns, and talk about any progress in their promises. Ask them about the challenges they may be having and help them to problem solve. During each call, encourage your participants, and tell them why you enjoyed getting to know them and their story. Remind them that their stories matter.

You may consider using this script for your follow up call:

*Hello my name is \_\_\_\_\_. This is your CHW from the \_\_\_\_\_ class. Just checking to see how you were doing with "Making a Promise to Yourself since the class". Do you have any additional concerns or questions? Were you able to work on any of the changes you learned about? Have you exercised at least 10 min a day? Have you tried to make healthier food choices?"*

*Below you will find some questions that may help you in your follow-up call to assess successes, challenges and new behaviors to attempt:*

1. *Who or what influences you the most in terms of what you eat?*
2. *What motivates you to exercise?*
3. *What makes it difficult to exercise on a regular basis?*
4. *What factors do you believe might increase your chances for making and keeping your promises?*
5. *What new behaviors you are willing to attempt?*

And that's about it! Leading a group through the use of the fotonovela is fun. We hope you enjoy the process, and we are grateful that you care enough about people's stories to be their guide!

(These education activities are adapted from the Tobacco Literacy Module II Teacher's Instructional Guide, page 9 found here: <http://med.fsu.edu/userFiles/file/HA%20-%20FN%20-%20BJ%20Has%20a%20Bad%20Day%20instructor%20manual.pdf>).

## DOCUMENTING YOUR SUCCESS: TIPS FOR EVALUATION

You will spend valuable time and resources to implement the activities in this guide. It is important to document how things go, whether the activities make a difference, and if your participants are successful in changing their behaviors. Evaluation does not have to be complicated and expensive. The tips in this section focus on very simple ways to answer the following questions:

1. What did your participants think about the session?
2. What impact did the session have on the participants?
3. What happened in your session?

Collect information as your activities are being implemented. Feel free to use the Participant Questions Form and Session Evaluation Report Form that is included in this guide (See appendix on page 19). When getting multiple feedback from participants using the Participant Question Form, remember to tally or collect each participant response. This will help you get a consensus of the overall group response. Do not wait until the end to ask how things are going. Keeping an eye on your activities as they are being implemented will help you identify and fix issues early.

### **At the end of the session, ask the participants for feedback.**

At the end of your session, you will want to know what the participants thought and whether your session had any impact. Ask the group the questions on the Participant Questions Form and write down the answers. This form asks about their satisfaction with the session and whether they plan to make any healthy lifestyle changes.

### **Document and write a report on your session .**

It's helpful to keep a record of your session(s) for yourself or to show your supervisor. Fill out the Session Evaluation Report Form. It includes information on the session itself (like number of participants and activities implemented) and your thoughts about how well the session went, based on your perspective and the answers from the Participant Questions Form. You may want to take pictures during your session to show what happened and include them in your report.\*

### **Use what you have learned from using the fotonovela to tell the story of your activities.**

After doing several sessions, tell others about how you have used the fotonovela. Telling the story of your activities helps you engage participants, the community, and decision makers. If you've taken pictures, include some of them.\*

Your story should do the following:

- Describe what happened.
- Describe what worked.
- Describe what you learned.
- Discuss what is next for your activities.

*\*Use pictures only with your participants' written permission. (See appendix on page 19). Pictures are a visual record of your activities and help show the effects of your work. Consider sharing pictures via your website and social media (i.e. Facebook, Twitter, etc.). If you are planning to take pictures to publish on a website, in a publication, or on any other type of materials that might be distributed, it's essential to get signed photography release forms that grant you permission to publish likenesses of the people and objects in your photos.*

The Centers for Disease Control and Prevention has a free online tool to help you develop success stories. For more information, visit <http://www.cdc.gov/NCCDPHP/dch/success-stories/index.htm>

### **SUGGESTED RESOURCES:**

*Beyond the Brochure: Alternative Approaches to Effective Health Communication.*

<http://www.cdc.gov/cancer/nbccedp/pdf/amcbeyon.pdf>

*Evaluation of a Fotonovela to Increase Depression Knowledge and Reduce Stigma Among Hispanic Adults.*

<http://link.springer.com/article/10.1007%2Fs10903-012-9623-5>

*Fotonovelas: A Health Literacy Tool for Educating Latino Older Adults about Dementia.*

[http://fotonovelacompany.com/~fotonov/wp-content/uploads/2012/04/Valle\\_et\\_al-Fotonovela\\_Article\\_2006.pdf](http://fotonovelacompany.com/~fotonov/wp-content/uploads/2012/04/Valle_et_al-Fotonovela_Article_2006.pdf)





**Appendix:** Participant Questions Form  
and Session Evaluation Report Form



# Participant Questions Form

Use this form at the end of your session to know what the participants thought and to learn about any impact. Ask the group the questions on this form and write down the answers. This form asks about their satisfaction with the session and whether they plan to make any healthy lifestyle changes.

How well did today's activities go?

- Not well at all
- Somewhat well
- Well
- Very well
- Exceeded my expectations

What about today's activities went well? Explain:

---

---

What about today's activities could be improved? Explain:

---

---

How are you planning to change your behavior to reduce the risk of type 2 diabetes? (Check as many as you like).

- Making healthy food choices
- Increasing physical activity
- Losing weight
- Other: \_\_\_\_\_

What healthy changes you are planning to make in your eating? List:

---

---

What healthy changes you are planning to make in your physical activity? List:

---

---

What challenges will you have to overcome to make those healthy lifestyle changes? List:

---

---

What have you learned about yourself after reading the fotonovela that will help you prevent or delay type 2 diabetes? List:

---

---

# Session Evaluation Report Form

This form is used to track your thoughts about how well the session went, based on your perspective, and document the answers from the Participant Questions Form.

Total Number of participants: \_\_\_\_\_ Date of session: \_\_\_\_\_

Activities conducted: Please check the box next to each activity you conducted.

- Activity 1:** Role play—a fun way to learn
- Activity 2:** Using the think-pair-share strategy”
- Activity 3:** Marooned!
- Activity 4:** Identification of risk factors for diabetes
- Activity 5:** Reviewing what we have learned
- Activity 6:** Make a promise to yourself
- Activity 7:** Follow up

What went well?

---

---

What about today’s activities could be improved? Explain:

---

---

Did activities work the way you planned for them to work?  YES  NO Explain:

---

---

¿Las actividades ayudaron a las personas a cambiar sus comportamientos?  YES  NO Explain: How did you determine this? How it was measured?

---

---

Were participants happy with your activities?  YES  NO Explain how your support your response:

---

---

Are you reaching your activities goals?  YES  NO Explain:

---

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**For more information, call 1-800-CDC-INFO (800-232-4636)**

**TTY 1-888-232-6348, or visit [www.cdc.gov/info](http://www.cdc.gov/info).**

**To order resources, visit [www.cdc.gov/diabetes/](http://www.cdc.gov/diabetes/).**

**US Department of Health and Human Services**

**Centers for Disease Control and Prevention**

**National Center for Chronic Disease Prevention and Health Promotion**



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