



On the   
**T.R.A.I.L.** to

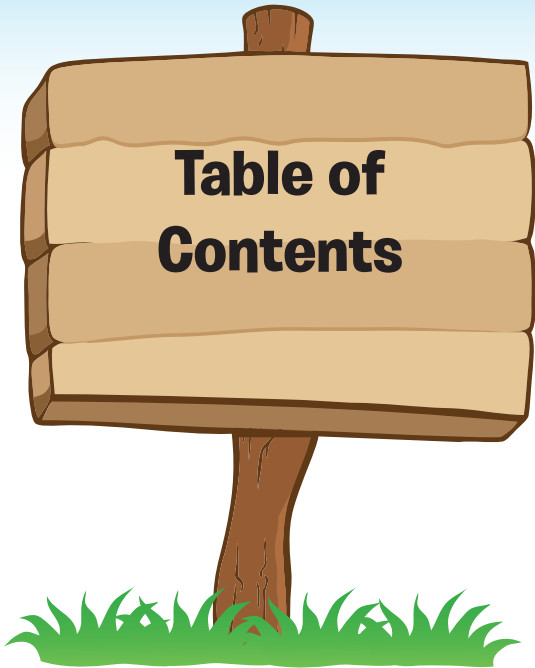


**Diabetes Prevention**

**Together  
Raising  
Awareness  
for Indian Life**

This curriculum was developed by the National Congress of American Indians and FirstPic, Inc. under award number H1H4-IHS-0004-02-00. This curriculum was developed in cooperation with the U.S. Department of Health and Human Services, Indian Health Service, and Boys & Girls Clubs of America Native Services.

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# Introduction



***A partnership of the Indian Health Service, the National Congress of American Indians, Boys & Girls Clubs of America, and FirstPic, Inc.***

The national diabetes prevention program for tribal youth, *On the T.R.A.I.L. (Together Raising Awareness for Indian Life) to Diabetes Prevention*, commenced in October 2003 as a national pilot program in six Native Boys & Girls Club sites in Arizona, Mississippi, Montana, New Mexico, Oklahoma, and South Dakota. Through continued support from the Indian Health Service (IHS), the National Congress of American Indians (NCAI) and FirstPic, Inc., T.R.A.I.L. programming has consistently expanded operations to reach tens of thousands of Native youth in dozens of different tribal communities.

## Promoting Healthy Native Youth Through Boys & Girls Clubs

The T.R.A.I.L. program addresses the following behaviors through a number of sequenced learning modules:

- 1.** Promotes physical activity and challenges youth to reach fitness goals;
- 2.** Advances good nutrition, including healthy meal and snack planning, develops media literacy, comprehension of labels and food groups, and recognizes lifestyle changes for Indigenous peoples;
- 3.** Comprehension of diabetes, including related issues, complications and prevention strategies;
- 4.** Encourages self-respect and self-worth in order to support making healthy choices and reducing risky behaviors such as inactivity, poor eating habits, and tobacco and substance abuse;
- 5.** Comprehension of the merits and benefits of teamwork and involvement in service to your community; and
- 6.** In partnership with others, increases healthy habits and well-being among family and community members through activities to support a healthy community.



## Implementation of T.R.A.I.L.

With assistance from the grantor, IHS, the National Congress of American Indians (NCAI) partners with selected local Boys & Girls Clubs to deliver T.R.A.I.L., an innovative, educational, nutritional, and physical activity program aimed at reducing the onset of type 2 diabetes and other diseases among Native youth. To assist with implementation of the program, NCAI contracts with FirstPic, Inc. to provide training and technical assistance and facilitate coordination of logistical and monitoring aspects of the program. It is essential that each of the sites are given comprehensive training, clear direction, technical assistance, follow-up support, and tools to track and evaluate site progress at the local level. Training and technical assistance are critical to ensuring quality program services. Ongoing support is also vital and is easily accessible through dedicated staff from Club sites and other affiliates.

## Program Foundation

### *The Circle of Life*

The Circle of Life is a concept generally understood by all Indigenous people of North and South America. There are many different ways that this basic concept is expressed:

- the four cardinal directions,
- the four winds,
- the four grandfathers, and
- many other relationships can be found in sets of four.

Just like a mirror can be used to see things not normally visible behind us or around a corner, the Circle of Life can be used to help us see or understand things we can't quite see or understand because they are ideas and not physical objects.

The Circle teaches us of four symbolic races are all part of the same human family. All are brothers and sisters living on the same Mother Earth. It teaches us that the four elements, each so distinctive and powerful, are all part of the physical world. All must be respected equally for their gift of life.

The Circle also teaches us that we have four aspects to our nature:

- the physical,
- the mental,
- the emotional, and
- the spiritual.

Each of these aspects must be equally developed into a healthy, well-balanced individual, through the development and use of our will.

Through its concepts, the Circle of Life can teach a different approach to understanding a disease such as type 2 diabetes and how to prevent and educate those who could be effected. Although diabetes is not curable at this time, it has all possibilities of becoming controllable through preventative behavior.

The T.R.A.I.L. program has incorporated the Circle of Life throughout its curriculum.

The four primary components are:

- 1.** About Me, My Health, & Being a Part of a Team
- 2.** Healthy Eating
- 3.** Making Smart Food Choices
- 4.** My Healthy Community

Each of these four components build upon each other to form a comprehensive, balanced understanding of type 2 diabetes prevention. Integrating the Circle concept and its related symbolism will help Native youth succeed in all aspects of creating and sustaining a healthy body and a positive sense of well-being.

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*The Circle of Life description is adapted from the manual American Indians Decision to Survive, created by the Tulsa Area Chapter, American Red Cross, for HIV/AIDS Education, page 43.*

# Introduction to Behavioral Health

Behavioral health is an important part of a **healthy lifestyle**. After hearing this feedback from you (staff in Boys & Girls Clubs across Indian Country), the T.R.A.I.L. curriculum will be supplemented with several Behavioral Health lessons. Below is an introduction to the themes and lesson objectives developed through a writing workshop—which included staff from Boys & Girls Clubs in Indian Country, BGCA Native Services Unit, NCAI, FirstPic, and subject matter experts.



## Self-awareness

Personal and cultural identity, along with self-awareness are key tools for adolescents as they enter their teens and ultimately adulthood. Middle childhood (8-11 years old) is a time for youth to move from seeing themselves in terms of concrete attributes and comparisons to others, to building an identity based on perceived personality characteristics and psychological qualities. Those who develop a strong sense of self will build resiliency for the future by knowing who they are, and where they are headed. Youth who do not gain a sense of identity or personal awareness during adolescence may experience distress, engage in destructive behavior and experience difficulties in maintaining healthy relationships with others. By supporting youth down a path of self-reflection, we provide them with the ability to critically identify both what their goals are and how they can achieve those goals. Additionally, by examining the questions of what makes them who they are, youth are provided with a means by which to understand other people's perspectives and decisions.

### Lesson Objectives:

1. To introduce T.R.A.I.L. participants to the concept of Self-Awareness.
2. To encourage participants to explore their individuality, and identify their strengths and weaknesses.
3. To understand the impact self-image has on mental health.
4. To identify the influence mental health has on behaviors.

## Self-care

In this lesson, youth participants explore how to take what was learned about Self-Awareness and -Identity, and use that to care for themselves through understanding of their emotions and strategies for expressing positive emotions—and managing negative ones. The spirituality, traditions, and culture of Native people are an important connection to self-care. When discussing spirituality, you can explore how ceremonies, dancing, and singing can be forms of self-care.

### Lesson Objectives:

1. Participants will be able identify and understand emotions as well as stressors.
2. Participants will learn strategies that will help them cope with emotions.

## Resiliency Through Historical Identity

Resiliency is a “universal capacity which allows a person, group, or community to prevent, minimize or overcome the damaging effects of adversity.” In plain language, resiliency is the ability to overcome the bad things that happen to us and to continue to survive and thrive despite challenges. Resiliency is the strength to overcome and heal from historical trauma. Resiliency can be achieved at both the individual level as well as the familial, community and cultural level. Researchers sometimes speak of ‘cultural resilience’ that relies upon the deep seeded communal or group orientation that many Native cultures operate from, as opposed to the individualism of Euro-American society.

.....  
Iris Heavy Runner, a respected Native American researcher, describes cultural resilience as a... *“message of hope, courage, faith, and persistence... it is at the core of why someone decides to heal.”* – Iris Heavy Runner  
.....

### Lesson Objectives:

This lesson will assist you in helping youth identify assets across all of these areas – from a sense of identity through understanding their tribal culture to learning about historical figures whose resiliency and survival have made the lives of all of us possible today. Studies on resiliency in Native American communities have found that some of the things that build resiliency are:

- a strong sense of identity,
- feeling good about tribal culture,
- successfully bridging cultures, and
- a legacy of survival passed down by ancestors.

## Connecting Resiliency to the Future

Youth at this age are entering a time when they are expected to learn new skills or risk a sense of inferiority, failure and incompetence. During this period of a child’s development they are transitioning from a time when they are merely reacting to their environment, to a time when they are consciously, thoughtfully and pro-actively choosing to pursue goals. With this lesson we seek to assist youth in learning about how to develop and achieve goals. We want Native youth to connect how the resiliency of their Ancestors, Relatives, and Elders is within—and empowers them to achieve their goals.

### Lesson Objectives:

1. To understand what a goal is.
2. To learn how to set a goal.
3. To be empowered to celebrate success.

# Facilitator Introduction

## What is this program about?

T.R.A.I.L. is a program that provides youth with a comprehensive understanding of healthy lifestyles with the long-term goal of preventing and/or reducing the onset of type 2 diabetes in Native youth ages 7-11. The T.R.A.I.L. approach consists of the following primary components:

1. A comprehensive curriculum designed to promote understanding of type 2 diabetes, reinforce healthy lifestyles (mentally, physically, emotionally, and spiritually), encourage best nutrition practices, and increased nutritional knowledge.
2. Opportunities for consistent, daily physical activity, as well as Physical Activity Challenges, to measure an individual's strength and endurance. Activities and tools are designed to improve and sustain lifelong physical fitness.
3. Emphasis on the importance of teamwork and community service through the involvement of community health partner organizations, family, community members, schools, and local businesses in activities.

The T.R.A.I.L. curriculum is an interactive, educational, and physical activity-based program. Woven throughout the curriculum are self-esteem and prevention activities utilized by Boys & Girls Clubs of America (BGCA), including contributions from national, evidence-based programs such as SMART Moves. Programs draw from tribal traditions and history to learn about nutrition, food choices, media influences, and the impact of type 2 diabetes.

## What is included in this print curriculum?

This curriculum includes four parts and 12 chapters. Each chapter includes a review of the previous chapter, a brief lesson, and one to three activities to bring the lesson to life. Additional information and resources for each chapter can be found on the T.R.A.I.L. Resource Center by visiting [www.NAClubs.org](http://www.NAClubs.org). Chapters conclude with time for participant discussion and reflection.

## Do I need to teach the chapters in order?

It is recommended that the curriculum be taught in order from Chapter 1 through Chapter 12. The lessons and activities in each chapter build on the previous chapters and experiences. Try to follow the chapter sequence as much as possible.



## How are the T.R.A.I.L. chapters organized?

Each chapter follows the same format in order to provide continuity, ease of teaching for the facilitator, and ease of learning for the participants. Each chapter follows this format: lesson objectives, helpful hints, review the last chapter, lesson and activities, talking circle, and optional activities. Read below for a more detailed explanation of each of these sections.

### Lesson Objectives

Each objective is a brief statement that provides a description of the information participants will know or what they will be able to do at the completion of each lesson.

### Helpful Hints

This section provides the facilitator with important information and additional resources to support and/or enhance the implementation of the overall lesson and specific activities. Hints will help facilitators prepare for, teach, and conclude each lesson so participants receive the greatest benefit. This section is intended to be read prior to the lesson.

### Review the Last Chapter

Using the review questions provided, facilitators should take a few minutes before starting a new lesson to review important material from the previous chapter. Though brief, this review is an important step for participants to gradually build upon prior knowledge, make connections between lessons and activities, and begin to piece together the more comprehensive goal of preventing and/or controlling type 2 diabetes.

### Lesson & Activities

Each chapter contains one to three interactive activities. Under the name of each activity the purpose of the activity, materials needed, and facilitator instructions are detailed. Some chapters also have suggested group discussion questions.

### Talking Circle

In Chapter 2, a description of and the purpose behind the Talking Circle is introduced to the participants. For Chapters 2 through 12, the Talking Circle is intended to be a brief recap of the chapter's lessons and activities. It is a safe space for participants to share thoughts, ask questions, and give feedback. At the end of each chapter, there is a list of probing questions to help the facilitator guide this conversation.

### Optional Activities

This section includes past T.R.A.I.L. curriculum activities that have been successfully implemented at Club sites. Additional information and instructions for each activity can be found on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org). The implementation of optional activities is not necessary to convey the chapter lesson, but rather offer an opportunity for facilitators to take a lesson beyond what is offered in the printed curriculum.

### Behavioral Health

This section indicates when a T.R.A.I.L. Chapter could be supplemented with a Behavioral Health lesson. Additional information and instructions for each lesson can be found on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org).

## Healthy Recipe

In Chapter 9, participants do an activity, called Healthy Chefs, that incorporates concepts such as reading nutrition labels, selecting healthy ingredients, and making healthy snacks. For Chapters 1 through 8 and 10 through 12, facilitators are encouraged to provide participants with two to three healthy recipes to discuss. Facilitators are also encouraged to prepare one healthy snack for each chapter and have the participants answer the following questions: what ingredients make the recipe healthy? Which recipe sounds the most appetizing? Is this a recipe your family and friends would enjoy? This will allow participants to explore healthy snack options before learning about these concepts in detail. Having the experience of reviewing healthy recipes for at least eight weeks prior to Chapter 9 will give participants the opportunity to reflect on what constitutes a healthy snack and why.

Direct links for healthy recipe ideas can be found on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org).

## How should I approach collecting and organizing materials?

Read the materials list for each activity in advance so you can collect and organize all necessary materials prior to the activity session. Below is a list of materials and/or people that may require additional advanced planning and organization for certain chapters.

### *Thinking & Planning Ahead*

#### **Chapter 1: Respecting Our Circle**

- A laminated circle diagram.
- Adult volunteers and access to computers for the pre-test activity.

#### **Chapter 3: Past and Present**

- A panel of Elder(s), the recommended ratio is one Elder for four to five participants.
- A small thank-you gift for each Elder.

#### **Chapter 4: My Body**

- A space and computer to watch educational video(s).
- A community health professional to help teach the lessons and activities.

#### **Chapter 6: MyPlate**

- Order My Native Plate materials from the IHS at [www.ihs.gov](http://www.ihs.gov).

#### **Chapter 7: Media Messages**

- 12 to 15 pictures, photos, or images of plants and trees in your community.

#### **Chapter 8: Learning More About the Food We Eat**

- A community health professional to help teach the lessons and activities.

#### **Chapter 9: Healthy Chefs**

- Transportation to a local store.
- Adult volunteer chaperones; the recommended ratio is one adult volunteer for four to five participants.



## Chapter 10: Where Does My Food Come From?

- A guest speaker from your local community who has knowledge of traditional foods (e.g. a farmer, community gardener, or Elder).

## Chapter 11: Serving and Sharing with My Community

- Carrying out the pre-planned Community Education Project.

## Chapter 12: Reflecting On Our Journey

- Prior to the activity, lay out the program's journey or trail along the bottom of a long wall or on the floor where no one is likely to walk.

## How should I approach each activity?

### Before the activity session:

- Create a plan to execute and record the results of the corresponding Physical Activity Challenge for all participants.
- Read the entire chapter and plan out the activity. Pay special attention to the Helpful Hints section.
- Decide if and how you will organize participants in groups or teams.
- Collect activity materials.
- Organize the activity space and materials prior to the session.

### During the activity session:

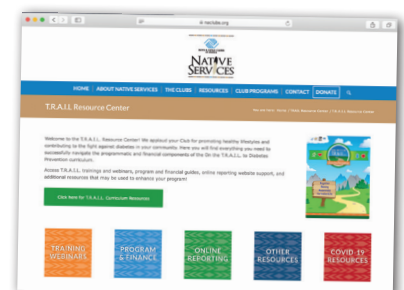
- Review the last chapter. Use the questions in the curriculum for guidance.
- Review the activity and its steps, and highlight any safety issues.
- Distribute the materials.
- Have participants do the activity.
- Take pictures of participants enjoying the activity!
- Review what the participants learned in the Talking Circle.

### After the activity session:

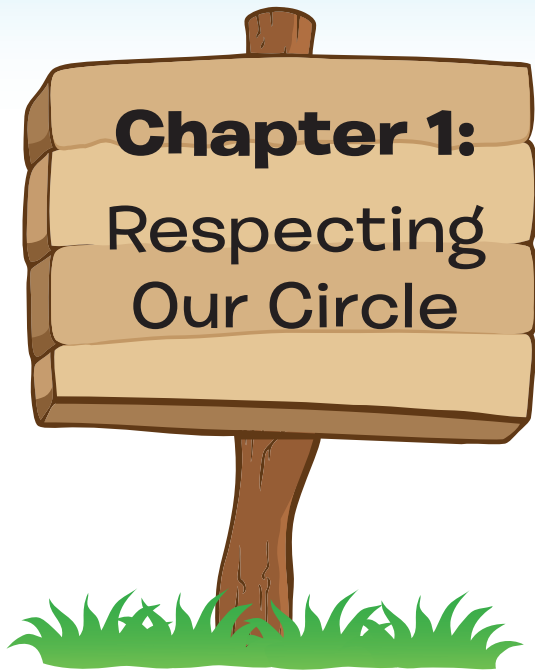
- Have participants help clean up the activity space and put away materials.
- Remind participants about the next day and time for the T.R.A.I.L. program.

## Online Resources

Native Boys & Girls Clubs, including all T.R.A.I.L. program sites, can access additional information on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org).







## Lesson Objectives

1. To introduce T.R.A.I.L. participants to one another and to create a safe, comfortable, interesting, and fun environment for everyone.
2. To introduce the concept of teamwork and why it is important.
3. To introduce the Talking Circle and how it will be utilized throughout the program.
4. To introduce the overall diabetes prevention program and various lessons and activities.

## Helpful Hints



- The Code of Respect Activity presented in this chapter originally comes from Boys & Girls Clubs of America's (BGCA) SMART Moves Program (visit [www.bgca.net](http://www.bgca.net) for more information on SMART Moves). It is a good set up for the Whole Healthy Person Activity presented in Chapter 2.
- For more ideas about how to talk to kids about respect, visit the Talking Tree Web site (see [www.NAClubs.org](http://www.NAClubs.org) for the direct link).
- **Talking Circle Reminder:** For chapters 2 through 12, the Talking Circle is intended to be a brief recap of the day's lessons and activities. It is a safe space for T.R.A.I.L. participants to share thoughts, ask questions, give feedback, etc. A safe space means that participants should feel assured of mental, emotional, spiritual, and physical safety at all times. At the end of each chapter, there is a list of probing questions to help the facilitator guide this conversation. This chapter introduces participants to the Talking Circle.
- **Optional Activities Reminder:** Additional activities can be found at the T.R.A.I.L. Resource Center on [www.NAClubs.org](http://www.NAClubs.org).
- **Physical Activity Challenges:** Complete and document a Physical Activity Challenge with all participants for each chapter of the curriculum. Odd-numbered chapter challenges will focus on Endurance, and even-numbered chapter challenges will focus on Strength.



## Activity 1: Loop-De-Loop

### Purpose of the Activity

- To help participants understand and appreciate the concept of teamwork.
- To encourage participants to feel comfortable interacting with the group.



### Materials needed

- One hula hoop

### Instructions

1. Have the group form a circle and hold hands.
2. Hang the hula hoop over two of the participants' hands.
3. Ask the participants to pass the hula-hoop around the entire circle without letting go of each others' hands.

### Suggested group discussion topics:

The facilitator should lead the group in a discussion emphasizing the following points:

1. Each person in the group is really important. We each have a part to play in this game.
2. We need to count on each other. For games like this, we have to work together as a team. If we don't have teamwork, everything stops working right and the game cannot be played.

## Activity 2: T.R.A.I.L. Program Pre-Test

### Purpose of the Activity

- To gather data for assessment and evaluation of knowledge the participants bring to the T.R.A.I.L. program.
- To gather data prior to the start of the program for comparison with data collected at the end of the program that will be used to evaluate the effects of program participation.



### Materials needed

- A computer or computer lab with internet access (preferred) or hard copies of the T.R.A.I.L. pre-test



## Instructions

1. Tell participants you're going to give them a test. Explain that it's not a test they will be graded on; it's only a test to see what they already know about diabetes, physical activity, and healthy food. The test will help show how much they learn over the next 12 weeks. *[Note: 12 weeks is a guideline for implementing one chapter per week, though you may adjust this to best fit your schedule.]* (If any participants have trouble reading the test questions, be ready to help them.)
2. Administer the pre-test to all T.R.A.I.L. participants who are 7-11 years old and identify as American Indian/Alaska Native.
3. If participants complete tests on the computer, submit each test result to the reporting site. If using paper tests, log onto the T.R.A.I.L. online reporting site and input the test answers after they are completed. Make sure all questions are completed before you submit the results.

## Activity 3: Create a Code of Respect

### Purpose of the Activity

- To reinforce what is acceptable and unacceptable behavior during sessions.
- To help participants understand the value of respect.



### Materials needed

- Poster board
- Markers
- White board or butcher block paper

## Instructions

1. Ask participants questions such as:
  - a. Are some things easier (or even more fun) to do as a group instead of alone? *[Examples of responses may include: playing games, dancing, moving really heavy objects.]*
  - b. Do you think you could have gotten the hula hoop all the way around the circle if you hadn't all worked together? Would it have worked as well if people had been rude to each other or did not cooperate?
2. Explain that in groups, respect for one another is very important. Ask participants to define respect. Then write their definitions on the board. *[Examples of responses may include: looking up to someone, thinking good things about someone, treating someone well, showing someone that you care about their feelings.]*



### Suggested group discussion topics:

1. When we respect other people, then they show us respect.
2. Respect is a two-way street. If you don't show respect for others, you might not get respect in return. And everyone wants respect.
3. How do you see respect shown in our community? Can you think of other ways our tribe stresses the importance of respect? *[Examples of responses may include: respect for veterans or Elders, etc.]*
4. This T.R.A.I.L. group is a special group at the Club. During our activities, we need to show other T.R.A.I.L. participants respect. That means being kind to them, not laughing at them, and not speaking negatively about things they said or did in T.R.A.I.L. sessions after they leave. In other words, it means treating other T.R.A.I.L. participants the way you want to be treated.
5. Ask participants to brainstorm a list of ways they would like other people to treat them while they're doing T.R.A.I.L. activities. Suggest ideas, if necessary, to get them started (refer to the list below). Write participants' ideas on a white board or butcher block paper.
6. Next, have participants vote on what they think should be part of the T.R.A.I.L. program's formal Code of Respect. The list shouldn't be very long – only five or six items. Ask for one or two volunteers to make a poster of the group's Code of Respect. Keep it hanging in the room during all sessions. Have the group review the Code of Respect every week at the beginning of each session.



### Ideas

#### *For the Code of Respect*

- Listen to each person.
- Talk to each person with respect.
- Be quiet and kind while others are speaking.
- Avoid laughing at or making fun of others.
- Be polite to everyone.
- Celebrate the diversity of each person.
- Keep private stories within the group.



## Activity 4: Introduction to the Talking Circle

### Purpose of the Activity

- To introduce the circle concept and explore ways it can be used as a learning tool.
- To introduce the words “diabetes,” “nutrition,” and “physical activity.”
- To describe what will be taught during the T.R.A.I.L. program.



### Materials needed

- Circle diagram (template can be found online at [www.NAClubs.org](http://www.NAClubs.org) and laminated locally)
- Markers

### Instructions

1. In the front of the room, hang the circle diagram, or if your community has a different type of circle diagram, use it instead. *[An alternate possibility is to form a large circle on the floor with masking tape or string and divide it into four quadrants, using paper labels as needed.]*
2. Ask participants:
  - a. What is this? (Point to the circle.)
  - b. How many parts of the circle are there? (Point out the four quadrants.)
3. Explain that the circle is a symbol. Symbols are pictures that stand for something. The circle is a symbol that is very important to many American Indian/Alaska Native tribes. Some tribes call it the Medicine Wheel. Sometimes it's called the Wellness Circle, or the Circle of Life. Under different names, the circle is used in many ways by tribes all over the country. It is usually divided into four parts, just like this diagram. It's a great symbol for understanding many different kinds of things.
4. Ask participants:
  - a. Can you name some ways your tribe uses a circle symbol like this one?
  - b. Can you think of things a circle with four parts could represent? *[For example: the four seasons; the four cardinal directions; the four traditional colors of your tribe; the traditional teachings of the four stages of life (i.e., baby, teen, adult, Elder); the four parts of each person (i.e., emotional, mental, physical, and spiritual).]*
5. Write participants' answers on the circle. *[Note: this works very well if the circle is laminated.]*



6. Summarize the discussion by reminding participants how helpful it is to use the circle (and its four parts) to learn different things. *[Note: you might want to invite a community Elder or community resource person to talk to the group about this, too.]*
7. Write the word “whole” on the whiteboard. Define it. The circle itself reflects the “whole.” For example, the whole earth is divided into four cardinal directions (i.e., north, east, south, and west). Or, the whole life cycle is divided into four different ages of people (i.e., baby, teen, adult, and Elder).
8. The circle also represents “balance.” Define this word as well. Balance is another way to understand health. Balance between our emotional, mental, physical, and spiritual parts is important for being a whole healthy person.
9. Remind participants that the T.R.A.I.L. program is going to teach them about being a whole healthy person, including what diabetes is and how to prevent or control it. The program is about maintaining good health through balance. Write in each quadrant one of the following four T.R.A.I.L. program areas:
  - a. About Me, My Health, & Being a Part of a Team
  - b. Healthy Eating
  - c. Making Smart Food Choices
  - d. My Healthy Community
10. Pointing to the “About Me, My Health, & Being a Part of a Team” quadrant, remind them they’ve already started learning about this. Then ask the following questions:
  - a. Why do you eat? Does your body really need food?
  - b. Are some foods better for your body than others?
  - c. Have you ever heard the word “diabetes?” What do you think it means?
  - d. Have you ever heard grownups use the word “nutrition?” Do you know what it means?
  - e. What does it mean to be physically active? What are some examples of physical activity? Do you know how many minutes of physical activity you should do every day?

**Additional group discussion topics (expanding on answers to the above questions):**

1. Our bodies need food just like cars need gasoline. Gas is the car’s fuel. Food is the body’s fuel. Imagine your body is the engine of a car. Without gas, the car slows down and stops. Without healthy food, we slow down too. We get tired and can’t do much.
2. Our bodies need food, and it has to be healthy food if we want our body engines to run right.





- 3.** Type 2 diabetes is a disease. Some people call it the sugar disease. This is a disease that happens when the body has too much sugar in it. Eating too much of the wrong foods can cause diabetes.
- 4.** To stay healthy, we have to think about nutrition. We get nutrition from eating the right type of foods. Nutrition comes from giving our bodies the right fuel. And good nutrition is crucial to prevent, or control, type 2 diabetes.
- 5.** Type 2 diabetes can be very serious. It's a disease that affects many American Indian/Alaska Native people, so it's something that our communities really need to know more about.
- 6.** Usually, type 2 diabetes can be prevented. We're going to learn lots more about diabetes and nutrition in our T.R.A.I.L. lessons. And we're going to learn about other healthy things to do for your body and your mind. Those four parts (About Me, My Health, & Being Part of a Team; Healthy Eating; Making Smart Food Choices; My Healthy Community) make up the whole health program we're going to learn about in T.R.A.I.L.



## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Juggling Game
- Charades: We Are All Unique
- Human Knot



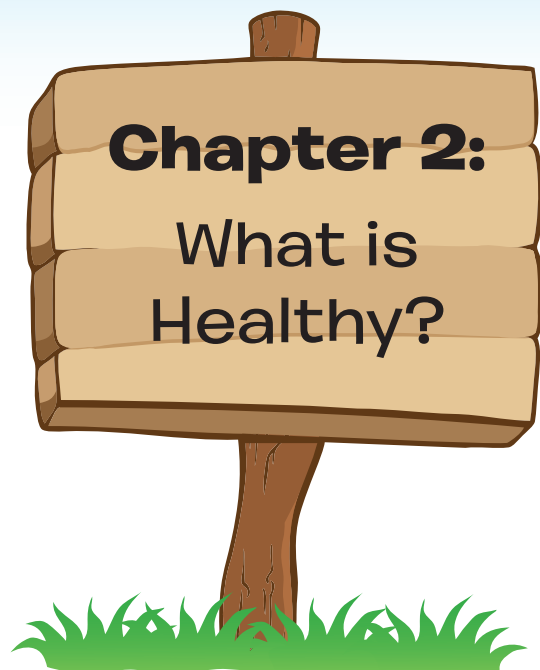
## Behavioral Health

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Self Awareness Lesson
- Self Awareness Activity(ies)







## Lesson Objectives

1. Through use of the circle, participants will learn what it means to be a whole healthy person inside and out.
2. To help participants begin to focus on choosing activities, foods, and behaviors that contribute to their overall well-being.

## Review the Last Chapter

- What kinds of things are easier to do with a team instead of doing them by yourself?  
*[Examples of responses may include: lifting something heavy, raking leaves, cleaning up after playing, etc.]*
- What are some ways that we can show one another respect?  
*[Examples of responses may include: don't talk when someone else is talking, don't laugh or make fun of others, accept each person as unique, etc.]*
- In what ways does a circle represent the whole?  
*[Examples of responses may include: the four directions, the four stages of life, the four seasons, etc.]*
- How does a circle represent balance?  
*[Responses may address the importance of finding a healthy balance between the emotional, mental, physical, and spiritual parts of ourselves.]*
- What are some important things to consider in order to stay healthy?  
*[Examples of responses may include: physical activity, eating healthy food, etc.]*



## Helpful Hints

- For more information about how to talk to youth about stress, read *The Story on Stress* from KidsHealth.org. This article can be found at [kidshealth.org/en/kids/stress.html](https://kidshealth.org/en/kids/stress.html).



## Activity 1: Dealing with Stress

### Purpose of the Activity

- To create awareness that all people experience stress and that there are healthy ways to cope with stress.
- To strengthen participants' ability to recognize when they are feeling stressed and help participants identify three ways they can reduce their stress.



### Materials needed

- Post-its or index cards
- Pens or markers
- White board or butcher block paper
- A box, bucket, or bag

### Instructions

1. Ask participants to define stress.
2. Ask participants to share their ideas of what stress does, then write key words on the white board or butcher block paper. *[Examples of responses may include: what you feel when you are worried or uncomfortable about something, the experience of being upset, the feeling of carrying a heavy weight, times when you are nervous, etc.]*
3. Explain that stress is “a feeling that’s created when we react to particular events. Everybody feels stress. It’s the body’s way of getting ready for a challenge and preparing to meet a tough situation with focus, strength, and alertness. The events that cause stress include a whole range of situations — everything from being in physical danger to talking in front of your class. Stress is really important during emergency situations, such as when a driver has to slam on the brakes to avoid an accident. Stress can also kick in when the pressure’s on but there’s no actual danger — like stepping up to take the foul shot that could win the game or taking a test. Stress can help keep you on your toes, ready to rise to a challenge. But stress doesn’t always happen in response to things that are right in front of you or that are over quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighborhood or school, can cause stress, too. Lots of stress over a long period of time can be unhealthy for your mind and body.” (Adapted from *Kid’s Health: What is Stress?*, retrieved from [http://kidshealth.org/teen/your\\_mind/emotions/stress.html](http://kidshealth.org/teen/your_mind/emotions/stress.html).)
4. Ask participants how they know that they are feeling stress. Invite them to write on their post-its or index cards how their body reacts to stress. For example, what happens to breathing? Body temperature? Give them three minutes to write down responses.



5. Ask participants to share what they wrote. They can even act it out. *[Examples of responses may include: my heart beats faster, my breathing is heavier, I sweat, my hands shake, I feel like running, etc.]*
6. Ask participants to think of strategies they could use to help cope with stress. When they feel the symptoms of stress they just described, how can they help their bodies to slow down and relax?
7. Ask them to write on their post-its or index cards three things they can do to reduce the stress they feel. Give them three minutes to write down responses.
8. Ask participants to put their index cards into the box, bucket, or bag. Ask a participant to pick a card and act out what it says. Play charades and have the other participants guess the action. Discuss how these actions can help reduce stress. *[Examples of responses may include: think of my favorite place to be, think of someone who is important to me, concentrate on breathing more slowly, take a walk, get a drink of water, etc.]*

## Activity 2: Whole Healthy Person = Healthy Me

### Purpose of the Activity

- To strengthen participants' understanding of what it means to be healthy.
- To introduce the concept of good health involving physical, mental, emotional, and spiritual components.
- To expand participants' familiarity with healthy and unhealthy activities.



### Materials needed

- Post-its or cards with masking tape, each one with an item from the Healthy Person Idea Bank on page 14
- Circle diagram from Chapter 1
- Four pieces of paper (8 ½ x 11"), one each with the words "physical," "mental," "emotional," and "spiritual" written on it in large letters
- Old magazines, discarded children's books, or some other print material with lots of photos
- Paste, glue, or tape
- Sheets of butcher block paper or paper at least 13"X17" (enough for each participant to have a sheet)
- Pens or markers



## Instructions

1. Before beginning the activity, write the Healthy Person Idea Bank words on post-its or cards, mix them up, and stick them to the wall. Don't worry about there being more words for some components than others. Since this curriculum focuses on the "physical" component, it's okay if more words apply.
2. Hang the circle diagram in the front of the room. Write "whole healthy person" around the outside of the circle.
3. Ask whether participants remember that the circle is often used by tribes to represent the "whole" of something. Explain that today they can see how the circle can represent a whole healthy person.
4. Ask if anyone can define healthy. *[Examples of responses may include: the opposite of being sick; being well.]*
5. Write the words "physical," "mental," "emotional," and "spiritual" in the circle, one in each circle quadrant.
6. Ask if anyone can define those words. Help kids with the definitions, giving one or two examples for each. *[Note: See the Healthy Person Idea Bank for suggestions.]*
7. Explain that each of us is made up of these four parts – physical, mental, emotional, and spiritual. For many tribes, these are the traditional ways of describing the whole person. For someone to be truly healthy, each of the four parts needs to be healthy, not just one part. That's why the word healthy is written around the outside the circle.
8. Ask for four volunteers. Have them stand in a circle facing outwards in the middle of the group. Give each volunteer one of the 8 ½ x 11" sheets of paper on which you've written "physical," "emotional," "mental," and "spiritual." That's the component each volunteer will represent.
9. Divide the rest of the group into pairs. Have each pair pick one or two (depending on your group size) Healthy Person words from the post-its on the wall.
10. Give each pair a few minutes to decide in which quadrant they think their word(s) best fit. Once they've decided, have them go to the volunteer representing that component and stick the word(s) on the volunteer (while being respectful).
11. The volunteers need to stand as still as they can, even if it tickles when participants stick the words on their faces, or hands, or wherever.
12. Once all the words have been stuck on them, have each volunteer go to the circle diagram and, one by one, transfer the papers from their bodies to the appropriate circle component. They should read each paper aloud as they stick it on the circle.



- 13.** See if everyone agrees with where the words have been put on the circle diagram. Move the words as necessary. Be sure to discuss why a word might fit better in a different component. Ask participants if they can think of even more examples for any of the components. *[Note: a few things could presumably fit under several components at the same time. Let participants be expressive and explain why they put items where.]*
- 14.** Suggested group discussion:
  - a.** What are some things you can do to keep the **physical** part of your circle healthy?
  - b.** What are some things you can do to keep the **mental** part of your circle healthy?
  - c.** What are some things you can do to keep the **emotional** part of your circle healthy?
  - d.** What are some things you can do to keep the **spiritual** part of your circle healthy?
- 15.** Ask participants to choose a partner and have the pairs spread out around the room.
- 16.** Give each person a piece of butcher block paper. It needs to be large enough to trace a participant's body outline.
- 17.** Each person should trace the body outline of their partner. At the top of the paper, they should write their partner's name.
- 18.** Using old magazines or discarded books, have participants cut out pictures they think show healthy and unhealthy things. Pictures can be foods, activities, emotional expressions, etc. *[Note: If not enough print material is available, participants could draw pictures, too.]*
- 19.** Then ask the participants to tape the pictures onto their body outlines. If they think the picture shows a healthy food or healthy activity, they should paste the picture on the inside of the body outline. If they think it's not a healthy food or healthy activity, they should paste it outside the body outline. Encourage the youth to look for pictures that address all four parts of the "whole healthy person."
- 20.** When they are finished taping pictures onto their body outlines, ask them to write P, M, E, or S (for physical, mental, emotional, and spiritual) on each picture indicating to which part of the whole healthy person they think the picture relates. If a picture relates to more than one component (P, M, E, or S), they can write more than one letter on the picture.
- 21.** Move around the room to help and encourage participants as needed.
- 22.** Once participants have different pictures in and outside of their body outlines and have labeled the pictures P, M, E, or S, ask them to tell the group why they put them inside the outline (for healthy) or outside the outline (for unhealthy) and why they wrote P, M, E, or S on the picture.
- 23.** Make sure everyone participates in the discussion.



### Whole Healthy Person Idea Word Bank

PHYSICAL	EMOTIONAL	MENTAL	SPIRITUAL
Walking	Laughing	Thinking	Respecting yourself and others
Running	Feeling happy	Studying	Honoring your culture and ancestors
Eating vegetables	Feeling mad	Learning	Wondering about life
Dancing	Feeling sad	Reading	Having faith
Brushing your teeth	Loving someone	Doing math problems	
Eating less candy	Liking someone	Knowing things	
Playing ball	Feeling proud	Doing homework	
Eating fruits	Making healthy choices	Playing games	
Sleeping			
Drinking lots of water			



### Talking Circle

- What things will you do in the future when you feel stress?
- How can you help your family or friends when they feel stress? What can you say to them?
- When you think about your whole person (physical, mental, emotional, and spiritual), what can you do to be healthy?
- How can you help your family to be healthy?



### Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Guess the Emotion
- Scavenger Hunt

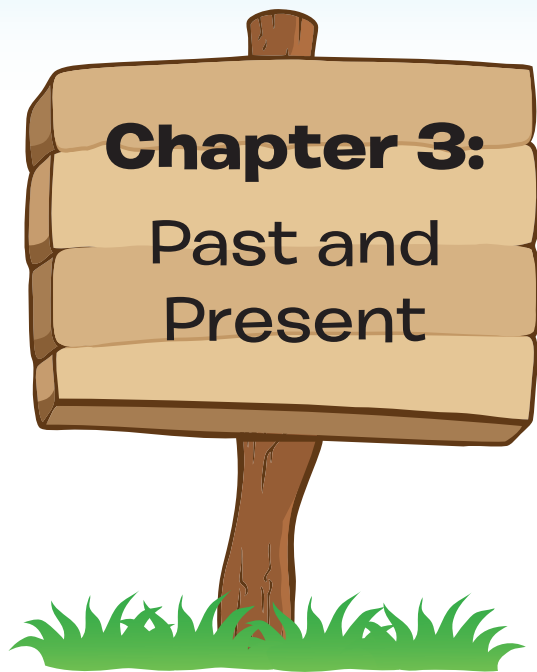


### Behavioral Health

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Self-Care Lesson
- Self-Care Activity(ies)





## Lesson Objectives

1. To understand how lifestyles have changed for indigenous peoples, such as ancestors and elders.
2. To learn from, adapt to, and honor our past for future success.

## Review the Last Chapter

- What are the four parts of a whole healthy person? *[Examples of responses may include: physical, emotional, mental, and spiritual.]*
- How can we be healthy in these four ways? Physically healthy? Emotionally healthy? Mentally healthy? And spiritually healthy?
- What are some healthy things we can do when we feel stress or upset?



## Helpful Hints

- Some of today's health challenges, like type 2 diabetes, are related to a change in lifestyle.
- This change in lifestyle is related to the history of Native communities.
- In the past, traditional foods and lifestyles helped to keep people fit, healthy, and free from type 2 diabetes.
- Interviewing Elders can help give participants a better sense of community history. Explain to participants that lifestyles in the community have changed over time. Encourage them to try and learn a lot about the past from the Elder(s) who attend today's session.
- Help participants to understand they can use lessons from the past as a guide for being healthy in the present.



## Helpful Hints (continued)

- The Elders should be asked to participate in the whole session. This will include: participating in a group interview and discussion with all the participants, being available to a team of participants as they plan their skit, and then attending the skits about community history.
- Activity 1, "Interview Elders," can give the participants background information for their skits. In Activity 2, "Community History Skit," the Elders can also help participants research different time periods in their community history.
- Elders should all be presented with a gift at the end of the session. The participants can help make small gifts before the Elders arrive. Explain to the participants that giving a gift in appreciation is a way of showing respect to the guest Elders.

## Activity 1: Interview Elders

### Purpose of the Activity

- To encourage participants to learn about their community's past, including traditions and lifestyles, directly from Elders in their community.

### Instructions

1. Identify three to four Elders or cultural experts to come speak with the T.R.A.I.L. group. Ask them if they will stay through the entire session to help with Activity 2 and to attend the community history skit.
2. Ask the Elders to describe old ways and lifestyles of the community and tribe. Let the speakers choose the time period(s) they want to talk about.



### Materials needed

- A group of Elders to serve as guest speakers [Invite three to four Elders or cultural experts, depending on how many teams you will have for Activity 2, "Community History Skit." There should be about one Elder per four to five participants.]
- Questions participants want to ask the Elders, brainstormed before the Elders arrive (see instruction #9 below)
- White board or butcher block paper
- Markers





For example: pre-European contact era, the early-reservation era, or perhaps only as far back as the time of the Elders' own grandparents. If one Elder is comfortable talking about several eras, all the better. Or you might want to ask each of the Elders to talk about a different era.

3. The discussion should focus on how different the lifestyles and ways of life were at that time in comparison to the present. It would be helpful if the discussion includes information such as:
  - a. **Foods:** types of foods eaten then, where they came from, how they were prepared, and how that differs from now, particularly regarding health;
  - b. **Daily activities:** what types of community activities there were, what people did during the day when they were young, what young people did with their free time, and how all that differs from how young people spend their time now, particularly regarding the amount of physical activity involved;
  - c. **Transportation:** how people moved from place to place and how that differs from now, particularly regarding the amount of exercise they got;
  - d. **Housing:** where people lived, what the homes were like, what kinds of household items there were, and how all that differs from now, particularly regarding the ease and convenience of today's lifestyles.
4. Ask your guest Elders to bring in any objects, pictures, etc. they have that might help convey to participants how different the old ways were from what we experience in the 21<sup>st</sup> century.
5. Announce to participants that there will be guest speakers. Invite them to ask questions of the Elders. Elders are a very important community resource. They are the keepers of our history and carriers of our culture. Learning from them has been our traditional way for a very long time.
6. Before the Elders start speaking, write the words "era," "pre-contact," and "lifestyle" on the white board or butcher block paper. Ask if anyone knows what the words mean. Discuss the definitions. *[Examples of responses may include: an era is a period in history or a specific point in time. Pre-contact means the time before Indian people had contact with western European people. Lifestyle means the way a person or group lives.]*
7. Introduce the guest Elders. After the presentation is over, allow time for participants to ask the Elders questions.



- 8.** Suggested interview questions for participants to ask Elders:
  - a. What kinds of food did people eat? Where did they get those foods? (e.g., from the wild? farmed? traded? were there convenience and grocery stores like now? were all the same kinds of food available then as now?)
  - b. How did people get from one place to another back then? Did that kind of travel mean they got more or less exercise than we do now? [Note: share with youth that horses were brought to the Americas by the Spaniards; horses were not a mode of transportation in the pre-contact era].
  - c. What kinds of celebrations did the community have?
  - d. What did young people do for fun?
  - e. What did young people do all day?
  - f. What were the houses like then (e.g., style, availability of water, electricity, etc.)?
  - g. What did people do when they got sick? Were there hospitals and clinics?
- 9.** After the participants ask the Elders questions, lead a group discussion about how different the world was for our ancestors and about the differences in lifestyles between then and now.

#### **Suggested group discussion topics:**

- 1.** What were some advantages of living long ago? Disadvantages?
- 2.** What are some advantages of living today? Disadvantages?
- 3.** Is life easier now? Are things more convenient now? How?
- 4.** Have the changes in lifestyles affected our bodies and our health? How?
  - a. Examples: (1) Exercise: do we get as much exercise now that we drive around everywhere? (2) Food: do we sometimes eat too much now, just because food is easy to get from stores and we can keep it fresh for a long time in our refrigerators? Now we have a lot more junk food – is that good for us? (3) Leisure time: Do we sit around in front of smart phones, tablets or televisions a lot now? Is that good for us? What did kids do before they had technology so accessible?
- 5.** What kinds of things should we be doing to keep ourselves healthy now?
- 6.** By the end of your discussion, be sure participants understand that because of all the conveniences we now have, we're faced with new health issues. For example: (1) we have to remember to exercise now (in the past, the absence of cars made exercise an essential part of people's lifestyles); (2) we have to watch what we eat (in the past, food wasn't so easy to get and there weren't lots of sugary and fried foods available).



## Activity 2: Community History Skit

### Purpose of the Activity

- To expand participants' understanding of the culture and history of their community.
- To have participants demonstrate what they've learned about the differences in past and present lifestyles of the community.

### Instructions

1. Identify materials for participants to do research on the history of your local community. If possible, make those materials available for use at the Club site itself. Materials can include books, magazines, newspapers, etc.
2. Divide participants into three or four teams and explain the assignment. Tell them they will be doing some research about the history of their community, then putting on a skit about what they learned. Remind them what they've learned about teamwork, respect, and how important good teamwork is to getting things accomplished.
3. Assign each team a time period for their research. Tell them they need to collect as much information as they can about the community during that point in history. Have the Elders choose a group to coach. The Elder can help the participants with making their skits reflective of the time period. If you invited a community history expert, the participants can use this person as a resource too.
4. Let the participants know where they can find the materials you've identified as resources for their research. Tell them that they can also use their "Elder coach" as a resource.
5. Using the time period they were assigned, tell participants to spend about 20-30 minutes making up a skit that shows what life was like during that era. Skits should be about five minutes each.
6. Everyone should be actively involved in either planning or performing in their team's skit. Some participants won't want to act in the skit. That's fine; they can be involved in another way. Encourage them to do the directing or set/costume design instead.



### Materials needed

- Pads of paper
- Pens
- Computer with internet access
- Interesting objects to serve as props for the skit
- Clothing that can be used for costumes
- Skit Starters resource page on [www.NAClubs.org](http://www.NAClubs.org)
- Gifts participants made to show their appreciation for the Elders



7. Have the teams perform their skits. Then have a group discussion about the skits. Be sure to give each team encouraging feedback about their skit.
8. Present each guest Elder with a gift at the end of the skits.



## Talking Circle

- What did we learn today about our community's history?
- What are ways that our ancestors kept themselves healthy?
- What lessons about being healthy can we learn from our community history?
- How can we use those lessons to stay healthy today?



## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

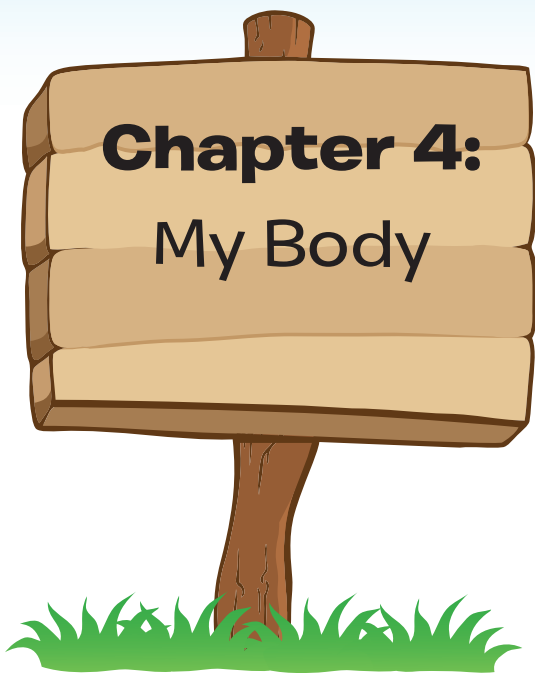
- Teach an Elder!
- Making Smart Decisions
- Our Local History of Decision Making
- Time Travelers



## Behavioral Health

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Resiliency Lesson
- Resiliency Activity(ies)



## Lesson Objectives

1. To introduce participants to the various systems in their bodies and their purpose.
2. To introduce participants to diabetes and teach them what happens in the body that causes type 2 diabetes.
3. To explain the difference between contagious and non-contagious diseases, and that some non-contagious diseases, like type 2 diabetes, are preventable.

## Review the Last Chapter

- What was life like in your community in past eras?
- What things do you remember that the Elders said last time?
- What are some differences in community life between today and the past?

*[Note: Conduct this review while also doing some type of stretch activity such as the animal stretches examples that can be found on [www.NAClubs.org](http://www.NAClubs.org)). This will remind youth that stretching is part of maintaining a healthy body. It will also show them how easy it is to do a little exercise anywhere, even while doing something else at the same time.]*



## Helpful Hints

- Note regarding confidentiality: During this session's discussion about diseases and diabetes, participants might share behavioral or health information about their family members or other people they know. For young people, the concept of "privacy" can still be relatively unformed. They might be completely unaware that they are disclosing confidential information. However, it's essential that you respect the confidentiality of those people, and not discuss anything you inadvertently learned during the T.R.A.I.L. sessions. If participants identify someone by name – when they talk about diseases or behavior – be sure to omit any reference to those names or family connections if you use that information in further discussions. Also, review with participants the Code of Respect they developed. Remind them that the Code means that conversations that happen in T.R.A.I.L. sessions should stay in T.R.A.I.L. sessions.



## Helpful Hints (Continued)

- Whenever you think it might be helpful during this session, use supplementary resources that are (1) community-specific and diabetes-related, and (2) involve traditional tribal foods.
- Consider asking a doctor, nurse, or other community health representative to assist you with today's T.R.A.I.L. session. This chapter is the heart of the curriculum. A health professional can be a very helpful resource for explaining human body systems and the science of diabetes. You can use expertise in the community, and you don't have to be an expert yourself to teach participants about the human body and diabetes.
- There are different ways to describe diabetes. Consider incorporating both a **holistic** and **medical perspective** in today's lesson. Sample explanations are provided below.



### Holistic Perspective

"Diabetes results from an imbalance in the body. There is too much sugar in the blood. Being overweight can contribute to sugar levels being high in the blood. To keep the sugar levels at a healthy level, it is important to live a balanced life. Living a balanced life can help prevent type 2 diabetes. Eating a balanced diet, staying physically active, talking about feelings with people you can trust, and being involved with spiritual, religious, or cultural traditions are ways to keep yourself healthy as a person. Balance between your mind, body, and spirit are important for keeping yourself healthy."



### Medical Perspective

*These may be useful resources for you to use in explaining what causes diabetes. These explanations focus on type 2 diabetes, since that is more common in American Indian/ Alaska Native communities.*

#### Sample Explanation #1:

"Diabetes begins in the pancreas, an organ in your body like your heart. The pancreas is a large organ near the stomach. Special cells in the pancreas, beta cells, make a substance called insulin ("in-SUH-lin"). Insulin helps feed your cells. Your body is made up of millions of tiny cells. To keep you healthy, these cells need to be fed. The food the cells eat is called glucose ("GLOO-kose"), or sugar. When you eat an apple, for example, your body turns the apple into glucose and sends that glucose into your blood. Your body uses glucose for energy, so it can do everything it needs to do like, breathing, walking, running, or moving your fingers to play an instrument. But, glucose can't be used by the body on its own. It also has to have a hormone called insulin. Insulin carries the glucose into the body's cells.





The glucose travels through your blood to your cells. The cells can't eat the glucose all by themselves. They need help. Insulin helps the cells eat the sugar. People with diabetes have a problem with insulin, so the cells don't get the glucose they need.

In type 2 diabetes, the pancreas usually makes some insulin, but either there's not enough of it, or the cells can't use it very well. Without enough insulin, or without the ability to use the insulin, the cells can't eat or don't get enough to eat. So, you take medicine to help the cells eat, and you make the cells' job easier by planning nutritious meals and being physically active.

Sometimes, type 2 diabetes can be controlled or prevented by (1) eating healthier food, (2) exercising regularly, (3) losing weight and (4) taking medicine to help the pancreas make more insulin or make the insulin work better. It used to be that only older people got type 2 diabetes. Now, more and more youth are getting it, especially if they are overweight." (Adapted from *American Diabetes Association: What is Diabetes?*, retrieved from <https://www.diabetes.org/diabetes>).

### Sample Explanation #2:

"Diabetes means there is too much sugar (glucose) in the blood. Sugar comes from the foods we eat, like bread, cereals, pasta, rice, fruit, starchy vegetables, and dairy items. Sugar is used by the body for energy—to run, skip, play, and swim. Insulin is a hormone that is made in the pancreas and works like a key to a door—insulin opens the door of the cells of our body, allowing the sugar to go from the bloodstream into the cells, where it is then used for energy. If there is not enough insulin or if the insulin can't open the door to the cell, the sugar levels rise in the blood and diabetes occurs. And guess what? Even animals can get diabetes!

### Type 2 Diabetes:

Type 2 diabetes usually occurs in adults; however, recently, more youth are being diagnosed with type 2 diabetes. In type 2 diabetes, the pancreas still makes insulin, but the insulin doesn't work very well—like having the wrong key for the door. While our genes and our family history can play an important role, it is also linked to being overweight and not getting enough exercise."

### Treatment and Prevention:

The good news about type 2 diabetes is that it can be treated and sometimes prevented. Appropriate treatment is important in order to avoid problems with the eyes, brain, heart, kidneys, feet, and nerves. Having a healthy eating plan and doing regular exercise are keys to staying well with diabetes. In type 2 diabetes, taking pills and/or insulin injections may be required. Daily blood sugar checks help diabetes patients to know whether their treatment plan needs adjusting. Sometimes type 2 diabetes can be prevented through staying a healthy weight, staying physically active, and eating a healthy diet." (Adapted from *Diabetes Research Institute: Diabetes & Kids*, retrieved from <http://www.diabetesresearch.org/document.doc?id=274>).



## Activity 1: Systems in My Body

### Purpose of the Activity

- To introduce and reinforce information about the various systems in the human body and their purpose.

### Instructions:

- Before starting any of this session's specific activities, display the T.R.A.I.L. circle diagram. Remind participants that the diagram shows the whole health program they are learning about in this T.R.A.I.L. program. Point to the "physical" quadrant, and tell them that's what they'll be focusing on today. Also remind them that balance between all of the quadrants is an important way to understand what health means.
- Before the activity, print out copies of the human organs diagram for each of the participants.
- Before the activity, make large index cards with the name of each organ system (listed below). Make a separate set of cards with the explanation of each organ system. These two sets of cards will be used in a matching game.



### Materials needed

- Computer with internet access
- Printed copies of the human organs diagram, which can be found on [www.NAClubs.org](http://www.NAClubs.org)
- Large index cards or a piece of paper with the name of each organ system listed on page 25
- Large index cards or a piece of paper with the brief explanation of each organ system listed on page 25

<b>Brain</b>	<i>Helps us think and feel. Receives information from our senses.</i>
<b>Heart</b>	<i>Moves blood around our body.</i>
<b>Lungs</b>	<i>Helps us breathe in and out.</i>
<b>Stomach</b>	<i>Feels "full" when we have eaten enough food.</i>
<b>Intestines</b>	<i>Digests our food. Breaks food down into parts our cells can use.</i>
<b>Pancreas</b>	<i>Releases insulin to help our cells use glucose.</i>
<b>Kidneys and Bladder</b>	<i>Cleans our blood. Makes waste products into urine.</i>
<b>Muscles and Bones</b>	<i>Helps us move, walk, and run.</i>





4. Hand out copies of the human organ systems diagram to each participant. Ask them to circle each body system as you or the guest speaker (health professional) explains it.
5. Start by explaining what “cells” are and that the human body has a number of organ systems. You can say, “All of our body organs are made up of tiny little building blocks called cells. Our cells need energy to work right. The energy they use comes from glucose (“gloo-kohs”), which is a sugar. We are going to talk about some of our main organ systems today.”
6. Remind the participants to circle each body organ system as it is explained. Use the detailed explanations in the table below to briefly describe each organ system:

<b>Brain</b>	<i>Helps us think and feel. Receives information from our senses to help us interact with the world. Our senses include taste, touch, smell, hearing, and seeing.</i>
<b>Heart</b>	<i>Moves blood around our body. “Arteries” are like pipes that go from the heart to all over the body. The heart pumps blood through these pipes. The blood carries energy, in the form of sugar, or glucose, for our cells to use.</i>
<b>Lungs</b>	<i>Helps us breathe in and out. Brings oxygen into our body, which helps other organs function.</i>
<b>Stomach</b>	<i>Food goes from our mouth down a pipe called the “esophagus” into the stomach. The stomach feels “full” when we have eaten enough food. It digests our food and then pushes it into the intestine.</i>
<b>Intestines</b>	<i>Digests our food more. In our intestines, food is broken down into products that can be used by cells. These products include proteins, fats, and sugars, like glucose. The glucose goes into the blood, where it travels all over the body. Then, the intestines make the leftover waste into feces (poop). We then push the feces out of the rectum when we use the bathroom.</i>
<b>Pancreas</b>	<i>Releases insulin to help our cells to use glucose. Insulin is like a key that opens the door to cells so that glucose can come in.</i>
<b>Kidneys and Bladder</b>	<i>The kidneys clean our blood and take out waste products. The waste products are made into urine. Urine is collected in the bladder. When we go to the bathroom, we empty the bladder.</i>
<b>Muscles and Bones</b>	<i>Helps us to move, walk, and run!</i>



7. Explain to participants that they will now be playing a matching game to reinforce what they have learned about the organ systems. Depending on how many participants are in the group, you can play this game differently.
8. If you have eight participants or fewer, hand out a card with an organ system name to each person. Place the cards with explanations around the room in different places. Tell the participants to move around the room to find the card with the correct explanation for their organ system. Encourage them to work as a team and to help one another figure out the right card matches. You and/or the guest speaker can also help them if they have questions.
9. If you have 8 to 16 participants, then hand out one card to each person – some will get organ system names, and others will get explanation cards. Tell them to move around the room and talk to each other to make the right matches. Have them line up in pairs as they find their matching card.
10. If you have more than 16 participants, some of them can work together and share a card – either an organ system name or explanation card. The game can then be played the same way as for 8 to 16 participants.
11. Once the participants have made their matches, ask them to read out what is on their cards. Have them read out the name of the organ and what it does.
12. Ask the participants if they have any questions about the organ systems and explanation cards. This is a great time to have the guest speaker answer any questions. Questions about the pancreas, insulin, glucose, or diabetes can also be a way to transition to the next activity.

## Activity 2: How Does Diabetes Affect the Body?

### Purpose of the Activity

- To expand participants' understanding of diseases.
- To learn what diabetes is, how it affects the body, and how it can be prevented.
- To help participants distinguish between contagious and non-contagious diseases.



### Materials needed

- White board or butcher block paper
- Markers
- Computer with internet access
- Hand lotion
- Glitter



## Instructions

- 1.** Show an age and culturally appropriate educational video that teaches what type 2 diabetes is and how it affects the body. The video link to How Insulin is Made and Works can be found on [www.NAClubs.org](http://www.NAClubs.org). Additional teaching tools about diabetes and body systems can also be found on [www.NAClubs.org](http://www.NAClubs.org).
- 2.** Ask participants what they think diabetes means. Remind everyone of the value of respect in the Talking Circle.
- 3.** Provide an explanation of diabetes. The health representative can help with this. Explain that diabetes is a disease, it is not contagious, what causes it, and how it can be prevented.
- 4.** Diabetes can be explained from a holistic perspective related to balance or from a medical perspective (see Helpful Hints section). Discuss both of these perspectives.
- 5.** Ask participants to help act out how type 2 diabetes affects the human body.
  - a.** Put a long sheet of butcher block paper on the floor. Ask participants to work together to draw the pancreas, blood vessels in the pancreas, cells near the blood vessels, insulin, and glucose.
  - b.** Divide participants into two groups. Give the groups 10 minutes to practice putting on a skit about how diabetes works. Group members should take on roles as blood vessels, cells, insulin, and glucose. Groups can use the butcher block paper in their skits if they want. Blood vessels and cells should arrange themselves in the pancreas. Insulin and glucose should interact with the cells.
- 6.** Suggested group discussion:
  - a.** What does glucose do in our bodies?
  - b.** What does insulin do in our bodies?
  - c.** How are glucose and insulin affected by diabetes?
  - d.** How does diabetes affect our insulin levels?
  - e.** How do you get diabetes? Can you catch it from someone else?
- 7.** Conduct the hand lotion experiment.
  - a.** Write the words "disease," "virus," and "bacteria" on the white board or butcher block paper. Ask if anyone can define them. Help with definitions as needed. *[Examples of responses may include: Disease = sickness; an illness that stops the body from working right. Virus and bacteria = two kinds of germs that can make people sick.]*



- b.** Ask participants to name different kinds of sicknesses. Write their ideas on the white board or butcher block paper. Try to list at least nine or ten examples. Add any that you think participants probably know but might have overlooked. Be sure the list includes both contagious and non-contagious examples. *[Examples of responses may include: colds, flu, chicken pox, measles, asthma, diabetes, HIV/AIDS, cancer, ear infections, strep throat, allergies, appendicitis, swollen tonsils, Lyme disease, pink eye, pneumonia, arthritis, etc.]*
- c.** Write the word “contagious” on the white board or butcher block paper. Ask if anyone can define it. *[Example of a response: a sickness that can be passed from one person to another.]* Look at the list of diseases and see if participants can identify which sicknesses are contagious and which are not. Clarify as needed. Put a big “C” next to the ones identified as contagious. Then, have a group discussion asking questions like:

  - i.** When you’ve gotten something contagious in the past, how did it usually happen? *[Examples of responses may include: being around someone who is sick, being coughed on, etc.]*
  - ii.** What are some ways to prevent getting contagious diseases? *[Examples of responses may include: washing hands, eating right, and getting rest so the body is strong and can fight diseases, etc.]*
- d.** Take a large glob of hand lotion. Mix quite a bit of glitter into it. Tell participants that the glitter represents germs (either bacteria or a virus). Put the glob on your hand and shake hands with one of the participants. Have that person shake someone else’s hand, and so on until either the glitter is gone or everyone has had their hand shaken. Have a few people with glitter on their hands rub their faces as if they were scratching an itch. Make sure participants understand that passing contagious diseases is just as easy as passing the lotion around. Stress how, unlike the glitter and lotion, bacteria and viruses are invisible. So a person has absolutely no idea that they are being exposed to (or passing along) germs.
- e.** Go back to the white board or butcher block paper and point out the non-contagious diseases listed. Review those diseases and talk a little about each, asking participants if they have ever had any of them or if they know people who have had them. Put a large “N” next to the non-contagious diseases listed.



## Talking Circle

- What are some of the different systems in our bodies? What do those organs do? *[Examples of responses may include: the heart pumps blood, the lungs bring air in and out, the stomach and intestines digest food, the pancreas makes insulin to help the body use sugar.]*
- What is diabetes? *[An example of a response may include: a disease where there is too much sugar in the blood.]*
- What does “contagious” mean? *[Example of a response: a disease you can get from someone else.]*
- What are some examples of contagious diseases? *[Examples of responses may include: cold, flu, and HIV.]*
- What are some examples of non-contagious diseases? *[Examples of responses may include: diabetes, cancer.]*



## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Musical Chairs
- Guest Speaker (a local community health partner or someone with diabetes)
- Eagle Books
- Detectives
- Vegetable Word Search

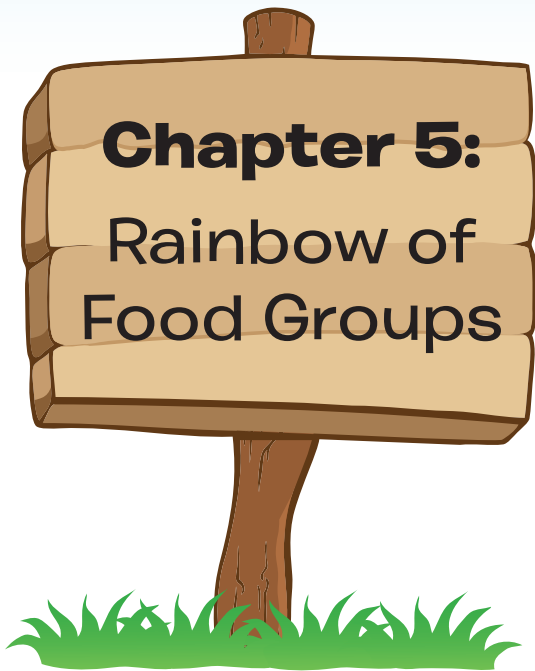


## Behavioral Health

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Connecting Resiliency to the Future Lesson
- Connecting Resiliency to the Future Activity(ies)





## Lesson Objectives

1. To help participants learn about the five different food groups and what it means for a food item to be in that food group.
2. To help participants identify foods that make up each food group and whether or not those foods are healthy and helpful for preventing and controlling type 2 diabetes.

## Review the Last Chapter

- What organ systems do we have in our bodies?
- What do those organ systems do?
- What is type 2 diabetes?
- How can type 2 diabetes be prevented?
- How can type 2 diabetes be treated or controlled?



## Helpful Hints

- A healthy diet is a balanced diet. There are many different types of balance – eating a variety of fresh, unprocessed foods is a helpful overall theme to emphasize. There are five food groups in a healthy diet. To be healthy, we need to balance how much we eat of each food group, as well as balance between the food groups.





## Helpful Hints (continued)



GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN
6-11 servings per day (includes bread, cereals, rice, pasta, and noodles)	3-5 servings per day (includes vegetable juice, raw or cooked vegetables)	2-4 servings per day (includes fruit juice, sliced or whole fruit)	2-3 servings per day (includes milk, yogurt, and cheese)	2-3 servings per day (includes lean meat, fish, poultry, eggs, nuts, and legumes)

● **Grains:** Each serving should equal to one slice of bread, 1/2 cup of rice or 1 ounce of cereal. Whole grains are best, like 100% whole wheat bread. Whole grains also contain fiber, which helps keep your body's systems clean and running smoothly. White bread and other foods made with white flour have less fiber and are less nutritious than whole grains.

● **Vegetables:** A serving might be one cup of raw leafy vegetables, 3/4 cup of vegetable juice, or 1/2 cup of other vegetables, raw or cooked.

● **Fruits:** A serving may consist of 1/2 cup of sliced fruit, 3/4 cup of fruit juice, or a medium size whole fruit, such as an apple, banana, or pear.

● **Dairy:** low-fat milk or yogurt, or natural cheese (1.5 ounces=one serving).

● **Protein:** A serving equals 2-3 ounces of cooked lean meat, poultry, or fish per day. A serving may also consist of 1/2 cup of cooked dry beans, one egg, or 2 tablespoons of peanut butter for each ounce of lean meat.

● **Fats and oils** are not a food group, but they are part of a healthy diet. Fats and oils should be consumed in limited quantities. There are healthy fats and unhealthy fats. Healthy fats include: **(1) Monounsaturated fats** from plant oils like canola oil, peanut oil, and olive oil, as well as avocados, nuts (such as almonds, hazelnuts, and pecans), and seeds (such as pumpkin or sesame); and **(2) Polyunsaturated fats** including Omega-3 and Omega-6 fatty acids, found in fatty fish such as salmon, herring, mackerel, anchovies, and sardines, or in unheated sunflower, corn, soybean, and flaxseed oils, and walnuts. Everyone should limit their quantities of unhealthy fats, which include saturated fats and trans fats. **Saturated fats** are found in full fat cheese and egg yolks, along with many baked goods. **Trans fats** are found in vegetable shortenings, some margarines, crackers, candies, cookies, snack foods, fried foods, baked goods, and other processed foods made with partially hydrogenated vegetable oils. Food labels include the type of fats. Participants will learn how to identify unhealthy fats in the food label reading activity (see Activity 1). (Adapted from *Helpguide: Helping Your Kids Eat Healthier*, retrieved from <https://www.helpguide.org/articles/healthy-eating/healthy-food-for-kids.htm>).



- Each food group does different things to help bodies grow.
  - a. **Proteins** build muscles, organs, and glands.
  - b. **Carbohydrates** (found in grains and sugar) give us energy. Simple carbohydrates (found in white bread, sugar, sugary snacks, potato chips, soda) are bad for us, while complex carbohydrates (whole wheat, quinoa, and sweet potato) are good for us.
  - c. **Fiber** (found in whole grains) helps to keep the body's systems clean and running smoothly.
  - d. **Fats** include good and bad fats. Unsaturated fats are good for us (GO), while saturated fats should be eaten only in limited quantities (SLOW), and trans fats should be avoided altogether (WHOA!). Good fat gives us energy, protects our organs, helps us to stay warm, and keeps skin and hair healthy. Bad fats lead to obesity, heart disease, low energy, and poor self-esteem.
  - e. **Vitamins** – found in fruits and vegetables – help us see at night, build strong bones and skin, help make energy and protein, and build up the immune system to fight infections. There are many different types of vitamins.
  - f. **Minerals** – found in fruits, vegetables, proteins, and whole grains – help us grow, develop, and be healthy. There are many different types of minerals, including zinc, copper, and calcium.
  - g. **Water** moves everything around so your body gets food and oxygen and cleans itself out. Water is much healthier for us than other drinks, like soda and fruit juice. These other drinks contain simple sugar, which is not good for us. Soda and fruit juice should be consumed in limited quantities. Water should be included with most meals, 6-8 glasses total per day.
- Eating a variety of foods is the key to a healthy diet. Encourage participants to try new foods and to eat all the “colors of the rainbow,” especially in fruits and vegetables. Different colored fruits and vegetables provide different health benefits.
  - a. **Red** – reduces cancer risk and supports a healthy heart
  - b. **Orange/Yellow** – supports healthy eyes, reduces the risk of cancer and heart disease, improves immune system function
  - c. **Green** – supports healthy eyes, reduces the risk of cancer and birth defects
  - d. **Blue/Purple** – antioxidants; reduces the risk of cancer, heart disease, and stroke; improves memory
  - e. **White** – lowers cholesterol and blood pressure, reduces the risk of stomach cancer and heart disease. The color “white” here means white fruit and vegetables (e.g., turnips, radishes, etc.). It does not mean white bread, which contains simple carbohydrates and is not as healthy as whole wheat bread or other whole grains. (Adapted from *Women's and Children's Health Network: Fuel for your body*, retrieved from [http://www.cyh.com/healthtopics/library/fuel\\_for\\_your\\_body.pdf](http://www.cyh.com/healthtopics/library/fuel_for_your_body.pdf)).



## Activity 1: Food Group Tag

### Purpose of the Activity

- To help participants gain greater familiarity with the different food groups.

### Instructions

1. Make two sets of index cards. See lists below for food suggestions.
  - a. You may use examples more appropriate for your community, especially if you want to include healthy traditional foods from your tribe, as well as more examples of the unhealthy foods you observe your youth eating.
  - b. You may also consider using any local nutrition model, if available, and adapt it for this activity.
2. On opposite walls, tape five colored column headings, one each for Fruits, Vegetables, Proteins, Grains, and Dairy.
3. Quickly review the five food group headings with participants.
4. Explain that even within certain categories some foods are better than others.
5. Make the following six points and, for each one, see if participants can provide examples.
  - a. Among vegetables, dark green and orange ones are the best.
  - b. Breads with the word “whole” – like “whole-grain” or “multi-grain” – on the packaging are much healthier than plain white bread.
  - c. Skinless chicken and turkey are better than chicken and turkey with the skin.
  - d. Lean meats are much healthier than fatty meats.
  - e. Processed meat has lots of things added to it, so it is not as healthy as lean meat.



### Materials needed

- Five different colors of paper (orange, green, red, blue, brown/tan, yellow), one food group per sheet of paper (fruits, vegetables, proteins, grains, and dairy)
- Two sets of index cards listing different foods, one food item per card (both teams should have the same foods listed on their cards)
- Two boxes, buckets, etc.
- Music with a fast enough tempo for aerobic activity
- A mix of typical foods youth might eat for lunch and snack
- Two tables
- Paper and pencils
- Tape



- 6.** Divide the group into two teams. Give each team a set of index cards, or place the index cards face down on the table.
- 7.** Ask each team to face one of the walls on which you've made the five column headings.
- 8.** Tell youth they aren't allowed to look over their shoulders to see what the other team is doing.
- 9.** Explain the game rules:
  - a.** When you say "go", the first person on each team should run to the table and choose one of the cards.
  - b.** They should read the food name aloud.
  - c.** Then they should decide under which category the food best fits. If it's something they think they should eat only once in a while because it's high in sugar or fat, they should toss the card into the bucket. Otherwise they should tape it under the appropriate column heading.
  - d.** If someone is stuck, they can ask their team members for advice.
- 10.** Once the teams have finished with all the cards, hold a group discussion. Start by taking out the cards the teams threw in their buckets. Talk about those foods and why they should only be eaten once in a while. Look for any other cards naming unhealthy foods that participants mistakenly put under one of the column headers for the five major food groups. Move these cards to the bucket and explain why they are bad for you. Make sure participants understand that eating those foods once in a while is okay, but eating very much of them is unhealthy because it will throw off the balance in their bodies.
- 11.** Then go through each of the five column headings, using one of these two approaches:
  - a.** Competitive approach: Compare the correct and incorrect card placements for each team and give a prize for the team that had the most answers right.
  - b.** Non-competitive approach: When both teams have put a card in the correct column, put a red star on those cards. Where different teams have put the same card in different columns, ask each team to explain its placement and explore whether, together, they can agree where the card should really be.
- 12.** No matter which of the above approaches you use, be sure to reinforce which foods should be the biggest and smallest part of daily nutrition. Remind them of the points you made in Step 5.



- 13.** It's important to keep participants upbeat and positive about changes they might need to make in their eating habits. Before you end the activity, emphasize the following points:
- a.** No one makes the perfect choices every day about what they eat.
  - b.** It's okay if we mess up our diets once in awhile. It's okay to eat candy and fried foods sometimes. We just can't do it very often.
  - c.** It's really important to do what we know is best for our bodies. Don't let other people influence you about what you eat. Just because someone else is eating unhealthy foods, you don't have to. Keep respecting your own body, no matter what someone else might do to theirs. If you don't feel happy about what food choices you are making, talk to your T.R.A.I.L. leader.
  - d.** Remember, people usually copy other people they respect. So, if your friends or family see you eating healthy foods, they might eat more of them too. Especially when they know you're the one who is being really smart.

**Use these food names to make two sets of index cards:**

Grains	Vegetables	Fruits	Dairy	Protein	Just a Little
Unsweetened whole grain Cereal	Spinach	Apples	Low-fat Cheese	Buffalo steak	Potato chips
Whole wheat crackers	Squash	Oranges	Cottage cheese	Wild game	Reese's peanut butter cups
Whole wheat bread	Carrots	Grapes	Low-fat milk	Tuna fish	Cupcakes
Wild rice	Lettuce	Bananas	Yogurt	Salmon	Fried chicken
Whole grain tortillas	Celery	Strawberries		Turkey	Bacon
Whole grain spaghetti	Beans	Raisins		Skinless chicken	Hotdogs
Oatmeal	Potatoes	Plums		Hamburger	Oreos
White rice	Corn	Grapefruit		Venison	Cake
Brown rice	Peppers			Pork chops	M&Ms
	Tomatoes			Nuts	Fry bread
	Mushrooms			Eggs	Skittles
	Cabbage				Hot Cheetos
	Broccoli				Bologna
					Sodas



### Additional Resources:

This is a partial list of the foods originally developed or discovered by Native people (most of these foods were indigenous only to the Americas). (Adapted from *Native Circle: The American Indian contribution to the world's food*, retrieved from <http://www.nativecircle.com/iicFood.html>).

Grains	Vegetables	Fruits	Dairy	Protein	Herbs & Spices
Wild rice	Avocado	Pineapple		Jerky	Cacao - Cocoa and chocolate come from this
Grits	Corn - all types, including Sweet, Flint & Popcorn ( <i>low salt and butter</i> )	Guava		Catfish	Vanilla
Mesquite	Beans - Green ( <i>String, Pole, French, Snap, and Wax</i> )	Papaya		Beans - almost all types, including Pinto, Lima, Kidney, Navy, Red, White, Black, Butter, and Great Northern,	Cayenne
Arrowroot ( <i>starchy flour</i> )	Squash - all types including Zucchini, Acorn, Spaghetti, Crook-neck, Summer, Winter and Butternut	Pawpaw		Sunflowers ( <i>the seeds and oil</i> )	Gum
Hominy	Tomato - all types including Red, Yellow and Orange, from cherry to melon size	Blueberry		Cashews	Maple syrup
	Potato - 3,000 varieties were developed by the Incas	Strawberry		Peanuts	Sassafras ( <i>tea and flavoring of root beer</i> )
	Peppers - all types, including Green,	Mulberry		Pecan	Catnip
	Chili and Banana	Cranberry		Black walnut	Wintergreen mint
	Prickly pear cactus	Huckleberry		Acorn	Paprika
	Pumpkin	Chokecherry		Hickory nuts	Allspice
	Sweet potato	Pomegranates		Beechnut ( <i>fine quality oil</i> )	
	Yams	Passion fruit			
	Ramps ( <i>wild leeks</i> )	Persimmon			
	Jerusalem artichoke				
	Manioc or cassava ( <i>tapioca pudding</i> )				
	Chilies				





## Activity 2: GO, SLOW, WHOA!

### Purpose of the Activity

- To help participants gain understanding of which foods are healthy and which are unhealthy.

### Instructions

1. Demonstrate the body movements for GO, SLOW and WHOA. Explain that there are some foods we should eat often (GO), foods we should eat sometimes (SLOW), and foods we should avoid as much as possible (WHOA).
  - a. **GO:** stand up and wave arms in the air.
  - b. **SLOW:** squat down with hands on hips.
  - c. **WHOA:** sit on the ground and put hands out in a stop position.
2. Divide participants into two groups.
3. Participants should stand on one side of the gym and the facilitator on the other side.
4. Each group is given a bucket of cards with names of foods on them. One participant at a time, they pick a card, run to the facilitator, and do the correct movement for the food named on the card.
  - a. If they are right, they get a point, run back to their group and tag the next person in line, who will pick up another card.
  - b. If they are wrong, they need to run back to their group and ask them for help in identifying the appropriate response to that food.
5. The first team to get through their entire bucket of cards wins!
6. Then, as a quick recap, go through each food and have the entire group shout out and do the appropriate movement if the food is a GO, SLOW, or WHOA! Discuss with the participants why each particular food is GO, SLOW, or WHOA. (Adapted from *Get Healthy Clark County: Nutrition Activity #1*, retrieved from <http://www.GetHealthyClarkCounty.org>).



### Materials needed

- Two buckets
- Two sets of index cards listing different foods, one food item per card (both teams should have the same foods listed on their cards) See a list of food items below.
- White board or paper for keeping score





Food Group	GO Foods	SLOW Foods	WHOA Foods
<b>Fruits</b>	All fresh and frozen fruits Canned fruits packed in 100% juice	100% fruit juice Fruits canned in light syrup Dried fruits	Fruits canned in heavy syrup
<b>Vegetables</b>	Almost all fresh, frozen, and canned vegetables without added fat (such as butter) or sauces	All vegetables in added fat and sauces	Any vegetable fried in oil, such as French fries or hash browns
<b>Proteins</b>	Beef and pork that has been trimmed of its fat Extra-lean ground beef Chicken and turkey without skin Tuna canned in water Fish and shellfish that's been baked, broiled, steamed, or grilled Beans, split peas, and lentils Tofu Egg whites and substitutes	Lean ground beef Chicken and turkey with the skin Tuna canned in oil Ham Low-fat hot dogs Canadian bacon Peanut butter Nuts Whole eggs cooked without added fat	Beef and pork that hasn't been trimmed of its fat Fried hamburgers Fried chicken Bacon Fried fish and shellfish Chicken nuggets Hot dogs Lunch meats Pepperoni Sausage Ribs Whole eggs cooked with added fat
<b>Grains</b>	Whole-grain breads, pitas, and tortillas Whole-grain pasta, brown rice Hot and cold unsweetened whole-grain breakfast cereals	White bread and pasta that's not whole grain Taco shells Whole wheat french toast, waffles, and pancakes Biscuits Granola	Doughnuts, muffins, croissants, and sweet rolls Sweetened breakfast cereals Crackers that have hydrogenated oils (trans fats) French toast, waffles, and pancakes with syrup
<b>Dairy</b>	Skim and 1% milk Fat-free and low-fat yogurt Part-skim, reduced-fat, and fat-free cheese Low-fat and fat-free cottage cheese	2% Milk Processed cheese spreads	Whole milk Full-fat cheese Cream cheese Yogurt made from whole milk



Food Group	GO Foods	SLOW Foods	WHOA Foods
Other	Ketchup Mustard Fat-free creamy salad dressing Fat-free mayonnaise Fat-free sour cream Vinegar Water	Ice milk bars Frozen fruit-juice bars Low-fat frozen yogurt Low-fat ice cream Fig bars Ginger snaps Baked chips Low-fat microwave popcorn Pretzels Vegetable oil* Olive oil* Oil-based salad dressing* Low-fat creamy salad dressing Low-fat mayonnaise Low-fat sour cream Soft margarine Sports drinks	Cookies, cakes, and pies Cheesecake Ice cream Chocolate candy Chips Buttered microwave popcorn Butter Stick margarine Lard Salt pork Gravy Regular creamy salad dressing Mayonnaise Tartar sauce Sour cream Cheese sauce Cream sauce Cream cheese dips Regular soda Sweetened iced teas and lemonade Fruit drinks with less than 100% fruit juice

\*Vegetable and olive oils contain no saturated or trans fats and can be consumed daily, but in limited portions to meet daily calorie needs.

(Adapted from *Kids Health: Go, Slow, and Whoa! A Kid's Guide to Eating Right*, retrieved from [http://kidshealth.org/kid/stay\\_healthy/food/go\\_slow\\_whoa.html](http://kidshealth.org/kid/stay_healthy/food/go_slow_whoa.html)).



## Talking Circle

- Emphasize that the goal of healthy eating is to have a balanced diet. This means eating a variety of foods that include fruits, vegetables, whole grains, lean protein, low fat dairy, and a small amount of fats.
- A balanced diet is part of a balanced life more broadly. Maintaining balance among the different parts of ourselves – mind, body, and spirit – is a common value in Native communities. This kind of balance is also helpful in preventing or controlling type 2 diabetes.
- Eating foods that are all colors of the rainbow is another way to look at a balanced diet.
- Our communities have used the four directions and colors to remind ourselves of the important value of balance. The four direction colors defined below represent different values that are all important for ensuring a balanced life.
- Ask participants what the different direction colors mean to them. Below are some notes to help guide the discussion on the four direction colors and their meanings.
  - **Red/East** is where the sun rises. The eastern spirit of sun or fire brings warmth and light. It is the place of beginnings. Its light brings wisdom. It is the power of knowledge. (Associated words include newness, beginnings, new awareness, dawn).
  - **Yellow/South** is the sun at its highest point. It is the direction from where warm winds blow. South is the spirit of earth, the power of life. It represents peace and renewal. (Associated words include healing, growing, vigor, youth).
  - **Black/West** is the spirit of water. It is the direction from which darkness comes. It is the power of change, the place of dreams, introspection, and the unknown. The west signifies purity and strength. (Associated words include inner vision, reflection, soul-searching, endings).
  - **White/North** is the spirit of wind. The cold wind blows from the north. It is the power of wisdom. (Associated words include wisdom of ancestors and guidance).



## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- What Am I?
- Colors of the Rainbow
- What Makes A Runner Run
- Where is the Starch?
- Vegetable Garden
- Healthy Lunches
- Guest Speaker to teach kids about traditional foods
- Self-Care Corner Activities







## Lesson Objectives

1. To introduce and teach participants about MyPlate (vs. MyPyramid).
2. To reinforce the importance of balancing what's on your plate and teach participants which foods they should eat more and less of daily.
3. To introduce the community education project that will be carried out in Chapter 11.

## Review the Last Chapter

- What does it mean to you to live a balanced life?
- What does it mean to eat a balanced diet? What are the five food groups?
- What are some foods that we should eat often (GO), some foods we should eat just some of the time (SLOW), and foods we should generally eat very little of or avoid (WHOA)?



## Helpful Hints

- A balanced diet includes eating a variety of foods from the five food groups (vegetables, fruits, protein, grain, and dairy).
- One way to understand a balanced diet is a balanced plate. Approximately a fourth of the plate should be filled with grains, a fourth with protein, another fourth with fruit, and the final fourth with vegetables. In other words, half of the plate should be filled with just fruit and vegetables.
- Dairy (milk products) should be eaten at the rate of 2-3 servings per day. (One serving is a cup of low-fat or fat free milk, one cup of soy milk, a slice of cheese, or 2/3 cup of yogurt).



## Helpful Hints (continued)

- Fats (butter, oil) should be eaten in limited quantities. Healthy fats (monounsaturated and unsaturated fat) are found in olive oil, avocado, and nuts. Unhealthy fats (saturated) are found in butter, margarine, Crisco, and trans fats, which are found in some processed baked goods.
- Sugary foods (soda, juice, cookies, cake, candy, etc.) should be eaten in very limited quantities.
- The MyPlate activities below can be implemented with the Indian Health Service's My Native Plate (link is below).
- Additional information about My Native Plate can be found on [www.NAClubs.org](http://www.NAClubs.org).

## Activity 1: My Native Plate - Alive with 5 Food Groups

(Adapted from *U.S. Department of Agriculture: Serving up MyPlate: A Yummy Curriculum*, retrieved from <http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>).

### Purpose of the Activity

- To introduce participants to My Native Plate, as well as the original MyPlate.
- To teach and demonstrate the importance of eating food from the five food groups.

### Instructions

1. Ask participants to think about the word "health" and what it means to them, then about the word "choice." What do they think it means to make a healthy choice? What do they think a healthy food choice would be? Accept all answers and take notes on all responses.
2. Introduce kids to My Native Plate and remind them of the five food groups (fruits, vegetables, grain, protein, and dairy) by displaying the My Native Plate poster. Invite youth to share what they observe about the My Native Plate picture. Can they identify and give



### Materials needed

- Indian Health Service My Native Plate, available on [www.NAClubs.org](http://www.NAClubs.org).
- Print enough handouts for each participant.
- Computer with internet access to play songs. Songs can be found on [www.NAClubs.org](http://www.NAClubs.org).
- White board or butcher block paper
- Markers



examples of foods they think belong in each of the five food groups? Do they notice any differences in the food groups shown in the My Native Plate picture? The portion sizes of each are slightly different because we need different amounts from each food group. For example, we need more vegetables than fruit. Remind youth that our plates should be half fruits and vegetables.

- 3.** Explain that the My Native Plate picture serves as a reminder that a person should eat foods from the five food groups each day. By eating a variety of foods from each food group, we give our bodies what they need to be and stay healthy. Ask what other behavior can help us stay healthy? *[Examples of responses may include: getting exercise, being physically active at least 60 minutes a day.]*
- 4.** Play the song “Alive With 5 Food Groups” for the participants. The song introduces the five food groups and gives examples of foods in each. After youth have had a chance to listen to it once, divide them into groups (ideally of five youth). Tell them they will work together to create a dance routine to the song. Their challenge is to represent five foods that come from each food group on My Native Plate (for example, they can act as a chicken for protein, or take the shape of a plant or fruit as a group), and develop movements that express how healthy choices can make them feel. Use the My Native Plate poster as a reference. Ask participants to use their five senses when thinking about how it feels to be healthy. Encourage them to use all parts of their bodies — legs, arms, fingers, toes, elbows, knees, heads, even facial expressions! Play the song two more times to let them create and practice their routines.
- 5.** Have each group perform its dance routine with the song “Alive With 5 Food Groups.” Ask audience members to watch carefully and then guess what foods and healthy feelings were represented in the dance.
- 6.** Finally, ask each participant to share something new they learned so far about My Native Plate, the song, and the five food groups. Go around the room asking each person to mention something new. List their responses on the white board or butcher block paper. When everyone has shared something, see if the group can think of anything else they learned.





## Activity 2: Balance Your Plate

### Purpose of the Activity

- To reinforce all nutrition learning thus far.
- To clarify what constitutes a balanced and healthy meal.

### Instructions

1. Use the string to make a large circle on the floor. Include as much of your activity space in the circle as possible.
2. Divide the circle in half with another piece of string.
3. Divide one of those halves into half again, but make the lower half section slightly bigger than the other.
4. Divide the other half in half again, but make the upper half section slightly bigger than the other. *[Note: The string outline should resemble the My Native Plate design.]*
5. Put the **Fruit** sign in the upper left quadrant.
6. Put the **Vegetable** sign in the lower left quadrant.
7. Put the **Protein** sign in the upper right quadrant.
8. Put the **Grain** sign in the lower right quadrant.
9. Put the **Dairy** sign outside the circle, next to the Grain quadrant.
10. Put the **Oil/Fats** sign anywhere on the outside of the circle.
11. Explain to the participants that every day, at every meal, we should eat a balanced food plate, if we want to stay healthy and free of type 2 diabetes. That means half of our plates should be fruits and vegetables, a fourth protein, and a fourth grains. Remind the youth that without balance our bodies don't have the proper nutrients to do their jobs right.



### Materials needed

- Long pieces of string
- Five large food group signs (one each for "fruits," "vegetables," "protein," "grains," and "dairy") and one for "oils/fats"
- Index cards listing different foods, one food item per card (select from the list below as well as food items listed in Chapter 5)
- One paper plate
- One pencil



- 12.** Give each participant a food card. Intentionally hand out cards in a proportion that will make the circle unbalanced. Ask participants to stand in the part of the circle they think their food card represents. If someone isn't sure what part of the circle they should be in, ask the group to help them decide.

Protein	Fruits	Vegetables	Grains	Dairy
Skinless chicken	Raisins	Vegetable soup	Whole grain bread and toast	Low-fat cheese
Peanut butter	Pears canned in 100% juice	Carrots	Popcorn (low salt and butter)	Cottage cheese
Boiled egg	Applesauce	Spinach	Beans	Low-fat milk
Ham	Bananas	Tomato	Potato	Yogurt
Tuna (in water)	Oranges	Corn	Unsweetened whole grain cereal	Dairy alternative- soy, almond, and rice milk
Fish	Strawberries	Squash	Rice	
	Watermelon		Oatmeal	

*[Note: Or use the list of indigenous foods found on page 37.]*

- 13.** When everyone is in place, ask the group to look around. Do they think they have a balanced food plate, one made up of roughly equal parts fruits, vegetables, protein, and grains? *[Note: they won't if you gave them unbalanced card assignments.]*
- 14.** Stick the paper plate on the end of a pencil. Tip the plate to one side to illustrate the same kind of imbalance the group now has. Ask participants how they could fix the imbalance. *[Note: They will need to ask for new food cards to do this, so have the cards ready to pass out, or invite other participants holding additional food cards to step into the circle and balance out the plate.]*
- 15.** Help the youth figure out (a) who needs to get a replacement food card, (b) what a good alternative food card would be, and (c) where, once they do have a new card, those youth should stand in the circle to make a balanced food plate.
- 16.** Remind participants of what's involved in teamwork. Then let them work through the problem themselves. When they've gotten a balanced plate, rebalance the paper plate on the pencil to show them they've been successful.



- 17.** Have a group discussion. Suggested discussion questions:
- What did this activity teach you?
  - Is balance important? Why?
  - What can happen if we regularly eat an unbalanced food plate?
  - When we are at a community dinner or at a restaurant, how can we be sure to eat a balanced food plate?

## Introduction to the Community Education Project

While facilitating Chapter 6, you will introduce the participants to the idea that they will do a community education project as part of completing Chapter 11. The community education project should be an educational activity that better our community by sharing information and/or hosting activities related to health, wellness, and type 2 diabetes prevention. If possible, the community education project should take place at a location other than the Club. At this point in the curriculum, you should begin planning and organizing for your site's project.

## Activity 3: Helping Our Community Stay Healthy

### Purpose of the Activity

- To give participants an opportunity to help the community by sharing their new knowledge and understanding of healthy lifestyles and diabetes prevention.



### Materials needed

- White board or butcher block paper
- Markers

### Instructions

- Write the word "brainstorming" on the white board or butcher block paper. Ask if anyone knows what it means. *[An example of a response may include: thinking up lots and lots of ideas about something.]*
- Tell participants that you want them to do some brainstorming as a whole group. The brainstorm topic is "How can we help make our whole community as healthy as possible?"
- Explain that the outcome of the brainstorming session is for participants to identify a plan of action for sharing their new health knowledge in a way that will make the community a healthier place.



- 4.** Start the brainstorming by asking questions like:
  - a.** What would make our community a healthier place?
  - b.** For example, are there enough places in the community for people to get lots of exercise? Are there places in the community for people to walk?
  - c.** Can community members easily buy different kinds of healthy food around here, especially fruits and vegetables?
  - d.** Is there some way we could help teach more community members about healthy foods and about diabetes prevention?
  - e.** What can we personally do, as a special club, to help other community members lead long and healthy lives?
- 5.** Once participants have talked about community needs for a while, tell them it's time to look at all their brainstorming ideas and decide on a specific plan of action. What do they think would be fun to do and also helpful for the community? Some suggestions are listed below, and a list of community service websites can be found [www.NAClubs.org](http://www.NAClubs.org). If the participants are especially excited about question (b) above, "Are there places in the community for people to walk," consider proposing a walkability assessment as their community education project.
- 6.** Try to get a sense of what the participants might be most interested in doing. Then help them identify a realistic plan of action they think will be fun and helpful for the community. Share that many people don't have the opportunity to participate in a program like T.R.A.I.L., so whatever they choose to do will probably really benefit the community.
- 7.** Once the participants seem to have settled on a plan of action, talk it through as a whole group – what it will entail and what specific roles and responsibilities the youth want to take on to make it happen. *[Note: having this discussion is key, or you, the facilitator, will wind up doing a lot of the work yourself. If the youth are not really enthusiastic about their own roles, they probably won't stay actively involved until the end. So be sure the choice of plan is their own, and they realize what it will involve.]*
- 8.** Help the participants implement the action plan.



## Ideas

### For a Community Education Project

*[Note: steer away from poster hanging, trash pick-up, etc., as the community education project should provide an opportunity to be active and share new knowledge about healthy lifestyles and diabetes prevention.]*

- Implement a Walking School Bus (see more resources on [www.NAClubs.org](http://www.NAClubs.org)).
- Conduct a Walkability Assessment. It does not have to be for the entire community; it could just be a neighborhood, school, etc. For follow-up, write a letter to the Club board of directors and/or tribal council. Based on the results of the walkability assessment, share what the community needs to improve the health and well being of its residents (see more resources on [www.NAClubs.org](http://www.NAClubs.org)).
- If necessary, write letters to local stores asking them to offer more healthy food selections and more fresh fruits and vegetables.
- Plant a community garden with healthy foods and present the nutritional benefits of these foods to members of the community.
- Make healthy snack packages for Elders and have T.R.A.I.L. participants share what they have learned about the importance of eating healthy.
- Organize a health-focused event for Club members' families (e.g., physically active games, races, etc.).
- Volunteer at your local food bank/pantry, farmers' market, farm, or food stand, and share the importance of eating healthy and having a balanced diet with patrons.
- Write and perform a play or a skit about diabetes and healthy living. Invite Club members and their families, or present the skit at the local school.
- Host an activity night at the Club for kids, caretakers (parents/guardians), and community members. Make it a family swim night, SPARK night, or some other kind of physical activity. During the event, kids could share all the things they've learned and show guests their favorite T.R.A.I.L. activities.
- Help sponsor (with the Club, the local health clinic, or some other group) a community run or walk, or a health fair. Set up a booth to hand out information about type 2 diabetes prevention.
- Jointly plan a specific health event for other young kids in collaboration with your local Head Start or child care center.
- Invite your local tribal newspaper or radio station to a health-focused event at the Club. Kids can share all the things they've learned and show guests their favorite T.R.A.I.L. activities.




## Talking Circle

- What is a balanced plate and a balanced diet?
- What are some things about living a balanced life that are important to our native community?
- What are some traditional foods eaten by our ancestors that helped give them a balanced diet and balanced life without diabetes?
- What are some foods we eat today that are not traditional or that our ancestors did not eat?
- Can we find a balanced life and a balanced diet that combines both foods from today and foods that our ancestors ate?
- If there is time, have a discussion about milk as one example of a food that is both traditional and non-traditional. An explanation of the special place milk has in our diets is on [www.NAClubs.org](http://www.NAClubs.org).



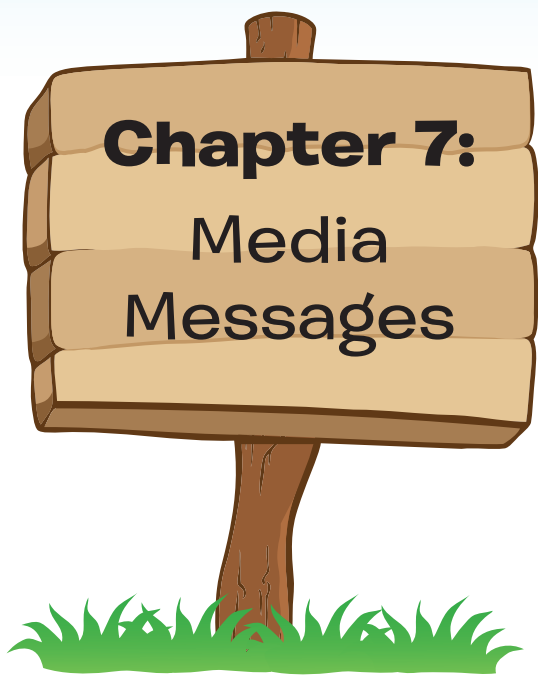
## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Who Am I?
- Healthy Lunch Schedule
- Calcium Connections Experiment
- How Much Is Enough?
- Self-Care Corner Activities 







## Lesson Objectives

1. To help participants understand how advertising can influence their buying habits, particularly food purchases.
2. To provide participants with tools to make healthy food decisions, despite advertising that encourages them to buy unhealthy food.
3. To understand how advertising influences our healthy eating decisions.

## Review the Last Chapter

- What are the five food groups?
- How much of your plate should be filled with each food group?
- What happens when your body doesn't get the right amount of servings of each food group each day?
- What are some ways you can share with your family and friends what you are learning about healthy eating?
- How are we helping our community to be healthier?



## Helpful Hints

- The Public Broadcasting System's "Don't Buy It: Get Media Smart!" campaign, which includes more detailed information about advertising tricks, is a resource for this topic. Visit [www.NAClubs.org](http://www.NAClubs.org) for links and more information.
- Consider how junk food is often advertised using 360 advertising methods such as creating online games aimed at youth (i.e. Cheetos and Oreos) and how the fast food industry advertises for children and teens. For examples, visit [www.NAClubs.org](http://www.NAClubs.org).
- Another resource is The Media-Smart Youth: Eat, Think, and Be Active! Visit [www.NAClubs.org](http://www.NAClubs.org) for the project's Web site.

## Activity 1: Ads Everywhere!

### Purpose of the Activity

- To help participants start noticing how easy it is to be influenced by advertisements, especially if they're clever or funny.

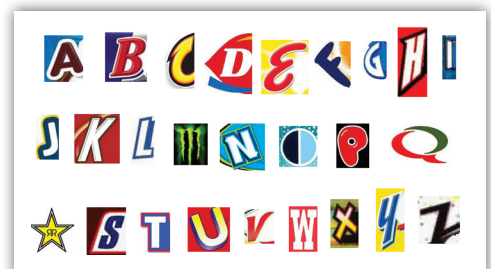
### Instructions

- Write the word media on the board. Ask if anyone knows what it means. *[Examples of responses may include: Web sites, newspapers, TV, radio, magazines, smart phones, and tablets – all the things that make up our communication network.]*
- Ask participants which form of media they use most often.
- Ask if they've ever noticed how much advertising there is in the media. Write the word advertisement on the board. Explain that sometimes we make that word shorter and just say "ad".
- Ask participants to tell you what they think ads are. *[Examples of responses may include: something that tells people about a product and tries to get them to buy it.]* Then tell them that you are going to give them a quiz. Start the quiz by showing the participants 12-15 pictures of trees and plants that grow around their community. See if they can name any of them. Write their answers on the board and note the number of correct answers they give you. *[Note: if there is time and the weather is good, the youth could walk around outside as a group, stopping to look at particular trees and plants. The facilitator could keep track of correct answers on a clipboard.]*
- Show participants the Logo Alphabet Poster with brand logos on it. Ask which of the logos they recognize, and what product/company each logo represents. Again, write their answers on the board and note the number of correct answers they give you.



### Materials needed

- 12 to 15 pictures of different trees and plants in the community (these can be snapshots people have taken in which trees or plants are in the background, but must be clear enough to be identifiable)
- Logo Alphabet Poster, which can be found on [www.NAClubs.org](http://www.NAClubs.org)
- White board or butcher block paper
- Markers





6. Ask the participants if they know a commercial for some of the brands represented by the logos. Divide them into groups of three or four, and give them five minutes to practice. After practicing, have them sing the brand jingle or act out a commercial for the logo's product.
7. Compare how many logos they guessed correctly to how many trees and plants they identified. *[Note: they will probably have correctly identified many more logos than trees and plants.]*
8. Generate an interactive group discussion. Start by asking the question:
  - a. Why do you think you knew more logos than trees and plants? Talk about how they see the trees and plants every day, but trees and plants aren't flashy and clever at getting our attention. Media advertisements, on the other hand, are made to get our attention.
  - b. The purpose of ads is to get us to spend money. This is why ads use lots of clever tricks to make us think we can't live without that product. The truth isn't always as important as the sale.

## Activity 2: Awesome Ads

### Purpose of the Activity

- To reinforce participants' awareness that successful advertising often depends on tricks and doesn't always tell the truth.



### Materials needed

- Various props for creating radio or television ads

### Instructions

1. Divide the group into teams of three or four youth.
2. Ask each team to brainstorm and create a TV or radio ad. The advertisement should be about a healthy product, not an unhealthy one. It can be a real product or one they make up. The purpose of the ad is to make the product sound so cool, or so necessary, that everyone will want to buy it.
3. Remind participants that the objective of ads is to sell the product, not necessarily to tell the truth. To be successful, the ad needs to sound convincing – the truth about the product is less important than getting people to buy it.

4. Ask for volunteers to present their team's ad. Talk about it as a group to evaluate how persuasive the ad was.
5. After all the presentations are made, tell participants that from now on they should consider themselves "Ad Detectives." Whenever they see an ad, they should look at all the clues they can find to figure out what part of the ad is true, and what part is probably just a trick to get them to buy the product.
6. Invite them to detect the level of truth in advertising messages they see all week. During the next session, they'll be asked to report on what they saw and how they felt about it.



## Talking Circle

- What is the purpose of ads?
- Do ads always tell the truth?
- What experience have you had with being tricked by an ad? What did you think you were getting by buying the product? What did you get instead?
- What kind of ads have you seen for unhealthy food? For healthy foods? For getting more physical activity?

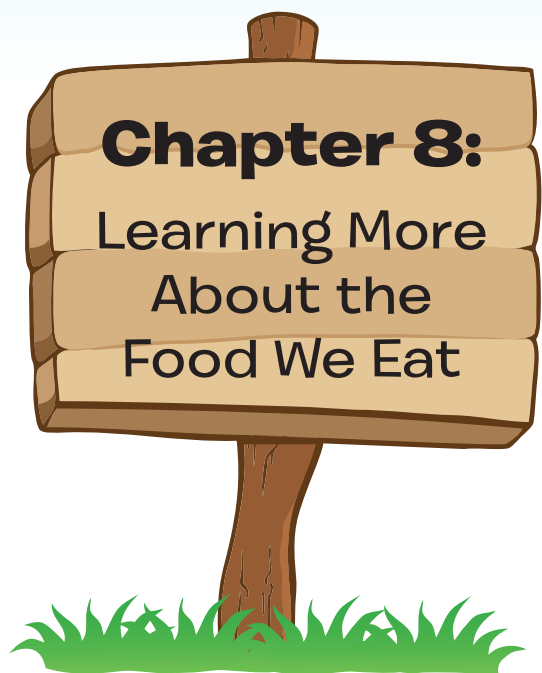


## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Social Media
- Media Mania
- Self-Care Corner Activities





## Lesson Objectives

1. To illustrate how to select healthy food based on information found on nutrition labels.
2. To apply participants' knowledge of healthy food to choosing healthy items at the store.

## Review the Last Chapter

- What is an ad?
- When you watch television, what types of food do you see advertised? What do the ads make you hungry for?
- As an Ad Detective since our last lesson, what new ads did you see?
- Describe one ad you saw. What clues did you use to evaluate the ad? What part of the ad was probably true? What part of the ad was probably intended to trick you into buying the product?



## Helpful Hints

- Additional information about current nutrition label standards from the U.S. Department of Health and Human Services and the American Heart Association can be found on [www.NAClubs.org](http://www.NAClubs.org).
- Information on teaching youth about whole foods can be found on [www.NAClubs.org](http://www.NAClubs.org).
- It might be helpful to have a community health professional co-present the Label Detectives activity.

## Activity 1: Label Detectives

### Purpose of the Activity

- To teach participants how to read the nutrition information that is found on food labels.
- To help youth make better assessments of the nutritional value in the types of food and beverages they choose.

### Instructions

1. Explain that it's easy to tell whether you're eating healthy or unhealthy food. The companies that sell food actually have to tell you about its nutrition. They do this on the food package itself. That's the law. So any food that comes in a package will have a label that tells you about the nutrition the food contains. That's great news if you are committed to keeping your body healthy and free from type 2 diabetes.
2. Have each participant team up with a partner. Pass out the food package samples – one per partner team.
3. Together, look at the nutritional information listed on the package. *[Note: The level of detail you cover will depend on the age range of your group.]* As you go over the different sections of the label, at a minimum you should point out and discuss the following:
  - a. **Serving size** = the amount you can eat to get the nutrient quantities (calories, vitamins, etc.) listed on the package. *[Note: Be sure to emphasize this part of the label along with the next item, the number of servings per container. Youth need to understand that all the label's nutritional references are for one serving size, not for the whole package.]*
  - b. **Servings per container** = how many servings the whole package contains.
  - c. **Calories** = the measurement of fuel, or energy, stored in each serving.
  - d. **Percent daily value** (sometimes listed as % DV) = how much each serving has of that total nutrient you need each day.



### Materials needed

- Samples of canned or packaged foods with labels describing their nutritional content. Try to offer a mix of foods from the different My Native Plate categories that are healthy and less healthy. For example, choose foods that are high in fat, sugar, and calories as well as foods that are low in fat, sugar, and calories.
- Nutrition label worksheets (two different examples), which can be found on [www.NAClubs.org](http://www.NAClubs.org)





- e. **Fat** (may be broken down by different types of fat) = a nutrient that we should eat very little of each day. *[Note: Depending on the participants' learning levels, you might want to explain that 'g' stands for grams, which is one way fat is measured.]*
  - f. **Carbohydrates and sugar** = carbohydrates provide our body with energy. Our bodies break down (or converts) most carbohydrates into the sugar glucose, which is absorbed into the bloodstream. Too much sugar can be harmful to our bodies.
  - g. **Protein** = a very important nutrient that gives us energy and helps the body repair itself.
  - h. **Vitamins** = another important nutrient category that helps with our body's growth and ability to prevent sickness..
  - i. **Calcium** = a nutrient that is essential for helping bones and teeth grow and remain strong.
4. Pass out the nutrition label worksheets to each partner team.
  5. Give half of the teams one of the worksheets; give the second worksheet to the other teams.
  6. Have each team fill in their nutrition label worksheet.
  7. Ask two volunteers, one for each worksheet, to tell the group their worksheet answers. As they do, list the answers on the board in two side-by-side columns. Then compare the two snack options from the nutrition label worksheets to decide which is healthier.
  8. Suggested group discussion topics:
    - a. Which snack would be healthier to eat?
    - b. Which snack has fewer calories? Less sugar? Less fat?
    - c. Which snack would be better for preventing type 2 diabetes? Why?
  9. Using the nutrition label reading skills they just learned, have each team read the nutrition label of the sample items you gave them and decide if the snack is healthy.
  10. Ask a volunteer from each team to introduce their product and tell the group why the product is a healthy food choice or not.



## Activity 2: Processed Foods

### Purpose of the Activity

- To help participants recognize the difference between real, natural, whole and processed foods.
- To learn about the nutritional implications of choosing natural vs. processed foods.
- To encourage participants to look for foods with as few ingredients as possible, including things they can pronounce.

### Instructions

1. Write the words processed food on the white board or butcher block paper. Ask the participants what the words mean. Write down their responses. *[Examples of responses may include: foods that aren't found in nature, foods that are packaged, etc.]*
2. Explain that processed food usually refers to foods that are packaged in boxes, cans, or bags. These foods need to be processed, or changed, in order for people to be able to eat them. They are foods not found in nature.
3. Ask participants for examples of processed foods. *[Examples of responses may include: cans of soup, peanut butter, macaroni and cheese, hot dogs, chips, sodas, etc.]*
4. Explain that in addition to going through many complicated processing steps, processed foods often contain additives, artificial flavors, and other chemical ingredients. You can determine whether a food is processed by looking at the ingredient list. The longer the ingredient list, the more processed a food is likely to be. Processed foods are usually found in the center aisles of the grocery store and are more likely to contain ingredients that you are not able to recognize or ingredients that you wouldn't have in your kitchen. As a general rule, processed foods are not as healthy for you as whole or natural foods, that is, foods that only have one ingredient and are found in nature. (Adapted from *Jacob, A., Processed Food Definition*, retrieved from <http://healthyeating.sfgate.com/processed-food-definition-2074.html>).
5. Divide participants into five groups; give each group one product made from corn: a can of corn, a bag of cornmeal, a box of Cornflakes cereal, a bag of corn chips, or a jar of corn syrup. Ask them to look at the ear of corn (placed near the front of the room) and guess how many different steps the ear of corn went through to make the product they have. Make sure that at least one person in each group is able to read the labels of their product.



### Materials needed

- White board or butcher block paper
- Markers
- An ear of corn (or a picture of one) without any packaging
- A can of corn
- A bag of cornmeal
- A box of Cornflakes cereal
- A bag of corn chips
- A jar of corn syrup



6. Ask each group to read the ingredients and the nutritional label on their product. How many ingredients are there? Can they pronounce all of the ingredients? Can these ingredients be found at home? Is there anything in the ingredients list or on the nutritional label that makes them worried?
7. Have each group share what they learned about their product.
8. As a large group, decide which products are closer to natural food (the ear of corn) and which are more processed. Ask why they think one product is more or less processed than another and what clues they used to decide.
9. Ask the participants why they think people eat processed foods when we know they aren't healthy for us. *[Examples of responses may include: it is easier than cooking something ourselves, it is available everywhere, it costs less, ads are colorful and attractive, etc.]* Reiterate that even if processed foods are everywhere around us, whole, natural foods are healthier, and we should choose natural foods when we have a choice. They have more nutrients and fewer artificial ingredients.
10. Additional suggested group discussion topics:
  - a. Why don't fresh fruits and vegetables have nutrition labels?
  - b. What colors do natural foods come in? What colors are artificial, or colors we don't see in natural foods?
  - c. As an Ad Detective, why do you think some foods have artificial colors in them? Why are they made that way?




## Talking Circle

- What kinds of foods have nutritional labels on them?
- What do nutritional labels tell you?
- How can you tell which foods are healthier for you?
- What is processed food?
- Are foods with more ingredients usually better or worse than foods with fewer ingredients?

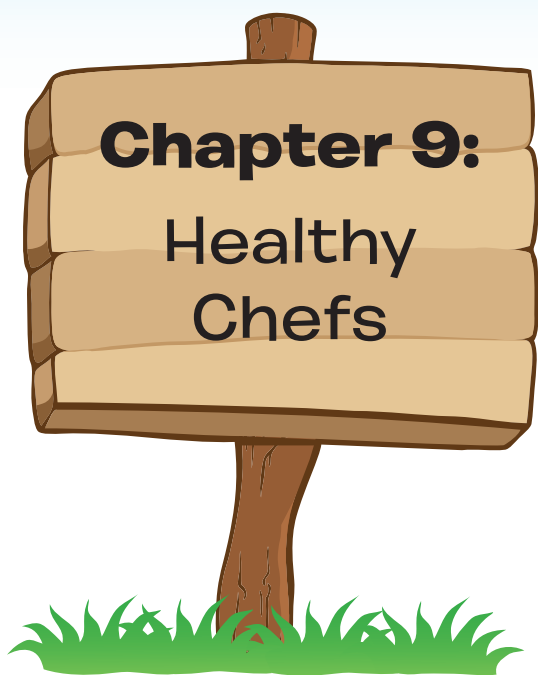


## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Additional activities will be posted on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org).
- Self-Care Corner Activities 





## Lesson Objectives

1. To reinforce how to identify and choose healthy ingredients.
2. To use participants' knowledge of healthy food to prepare a healthy snack from start to finish.

## Review the Last Chapter

- What do nutrition labels tell you?
- Since our last lesson, did you read any nutrition labels? If yes, what food was it and what did you learn from the label?
- What is an example of a processed food and an example of a whole food?
- How can you tell the difference between a processed food and a whole food?
- Are foods with more ingredients usually better or worse than foods with fewer ingredients?



## Helpful Hints

- For Activity 1, Healthy Chefs, arrange for transportation to visit a food store. You can also extend this activity over two weeks. Participants can select their recipes the first week, and you can buy various ingredients for the recipes before the next week (deliberately including some ingredients that aren't the healthiest choices). In the second week, participants could be asked to select the healthiest products from the ingredients you purchased to make their recipes.
- Be sure to have volunteers to help chaperone the trip to the store. Also, depending on the number of participants you have, you may want to contact the store ahead of time to let them know you will be bringing a large number of participants with you.



## Helpful Hints (continued)

- If you cannot visit a food store with the participants, purchase items on your own and set up a fake store at the Club. Have participants pick out the healthiest options to make the recipe and buy them using fake money. Make sure to buy more than one option for a few of the ingredients. Give them the opportunity to compare two different brands of the same product and learn that, even if the two products are the same food, their nutritional content and ingredients may differ.
- A “How to Choose Healthy Items at a Convenience Store” list is available at [www.NAClubs.org](http://www.NAClubs.org).

## Activity 1: Healthy Chefs

### Purpose of the Activity

- To give participants first-hand experience choosing and buying healthy foods.

### Instructions

1. Tell participants that – just like when they were Ad Detectives during the Awesome Ads activity – they’re going to be detectives again. This time they’re going to be Nutrition Label Detectives.
2. Their assignment is to work in teams to detect some of the world’s yummiest healthy snacks. The detective work includes each team finding a good snack recipe, going to the store to detect the healthiest ingredients for that snack, buying those ingredients, and then making the snacks back at the Club. *[Note: Try to encourage youth to choose recipes that require few cooking utensils, especially knives, and appliances.]*
3. Divide the group into small teams. Explain the budget amount for the healthy snack and assign a recorder for each group. Give that person a pen/pencil, paper, and a calculator. *[Note: Try to ensure that teams have mixed ages so that older participants can help guide once at the store.]*



### Materials needed

- Money
- Paper
- Pens/pencils
- Calculators
- Computer with internet access (optional)



- 4.** If you have volunteers, assign them to work with a specific team.
- 5.** Have each team select a snack recipe to make. Youth can search the Internet to find healthy recipes. Useful sites for healthy snacks can be found on [www.NAClubs.org](http://www.NAClubs.org).  
*[Note: Ask participants to consider using recipes that utilize traditional, local foods as ingredients. If your community has a cookbook, or if some community members have created a cookbook, share the cookbook with participants. You could invite the person who created the cookbook to be a volunteer or guest speaker for this activity.]*
- 6.** Be sure teams have a chance to discuss the nutritional value of the different snack options. Also, be sure the ingredients they need fit into their budget and can be found at a local store. If the only store near you is a convenience store, your options might be more limited and you might need to make creative adjustments to the recipes.
- 7.** Once teams have chosen their recipes, ask them to make a grocery list of what they need. The recorder should write down the grocery list using the pen/pencil and paper provided to them.
- 8.** Take a field trip to the store.
- 9.** Give each team their allotted spending money. Have the recorder on each team be in charge of the money and budget. That person should have the grocery list and the calculator to make sure the team stays within budget. *[Note: If your state taxes food, make sure to tell the recorder that they will need to save some money for tax.]*
- 10.** As each team finds the food items it needs, be sure they pay attention to the nutrition labels. Remind them they are supposed to be Label Detectives. If there are several brand choices for an item, they should try to detect – based on the products nutrition label – which brand would be the healthiest. Team chaperones should keep reminding youth to do this, or if you are alone you will need to work with each team while they are shopping.
- 11.** Once each team has found what it needs (but before they get in line to check out), ask them if they think they did a good job detecting the most healthy food choices.
- 12.** Let them change an item if they think they could have made a healthier choice. Ask if they detected any advertising influences in the grocery buying process.
- 13.** Have each team pay for its groceries, returning any left-over money to their chaperone.
- 14.** Once you've returned to the Club, have youth identify to which food group (on the My Native Plate) each item they bought belongs.

15. Ask them if they think they can now become professional Label Detectives and open their own detective agency for healthy food choices.
16. Have each team make their snack and enjoy! If you have chaperones, assign each one to a team to make sure youth are being safe. Limit the use of knives to adults only.




## Talking Circle

- Review the steps it took to make a healthy snack from planning to preparation.
- What did they learn about making a healthy recipe?
- Reinforce that the same foods from different brands can have different nutritional properties, such as different amounts of protein. What are some examples they saw? How did they choose which food was the healthiest?
- Did they notice any advertising influences of food items?
- What is the difference between an Ad Detective and a Label Detective and how can the two work together?

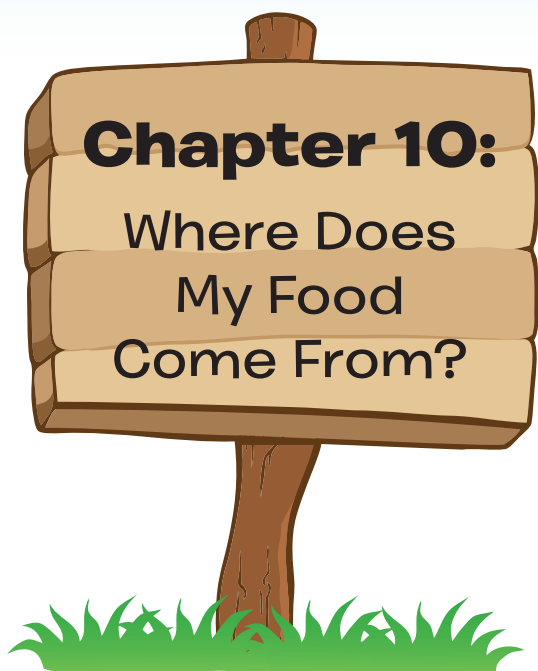


## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Additional activities will be posted on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org).
- Self-Care Corner Activities 





## Lesson Objectives

1. To learn that our food comes from plants or animals and that it usually has to be changed in some way before we can eat it.
2. To identify where different foods we eat come from and the distance they travel (food miles).
3. To understand the benefits of eating food grown locally, both for our health and the environment.
4. To review the difference between processed and unprocessed foods and the health benefits of eating unprocessed food.

## Review the Last Chapter

- What type of information can we find on food labels? How do we know if a food is healthy? *[Examples of responses may include: low in calories; low in fat, especially bad fats (saturated, trans fats); high in protein.]*
- What are some examples of healthy snacks?
- What does processed food mean? How can you tell if a food is processed or not?



## Helpful Hints

- All of our food comes from somewhere – plants or animals. Emphasize this.
- Plant and animal products have to be cooked or changed somehow (like pieces of fruit are picked from a tree) before we can eat them.
- Foods that are changed a lot are called processed foods. Most junk foods (like cookies, candy, potato chips) are processed foods. In general, foods that are less processed are better for our health. (Examples of unprocessed foods include: apples, berries, vegetables, baked potatoes, fresh meats.)



## Helpful Hints

- Foods that are grown close to home, or what we call local foods, are better for the environment and for us. They require less gasoline to move to where they will be sold because they don't have to be moved long distances. Food that is transported over long distances also is more likely to contain chemicals or preservatives so it can survive the journey.
- Food grown locally (near us) also can relate to traditional culture and lifestyles because people in a local area have traditional ways of using local foods. Ways we can help support local foods in our community include: shop at local farmers' markets, eat traditional foods, and encourage our friends to do the same.
- If you cannot locate a green and red tomato for Activity 2, other green and red food items could be substituted (such as apples).

## Activity 1: Plant or Animal

(Adapted from *Food a Fact of Life: Key Fact 1: All food comes from plants or animals*, retrieved from <https://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=14&sectionId=63&contentId=144>).

### Purpose of the Activity

- To reinforce the key facts stated in the helpful hints, especially that all of our food comes from plants or animals.
- To help participants understand that foods are processed (changed from the raw form) before we eat them.



### Materials needed

- Large piece of paper or white board
- Tape
- Cards with pictures of foods that come from plants or animals



## Instructions

- 1.** Explain that eating food that is grown or caught locally is good for the environment and our health. Teach the participants about these three key facts regarding where food comes from. (Adapted from *Food a Fact of Life: Food and Farming Teachers' Guide*, retrieved from <https://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=14&sectionId=63&contentId=143>).
- a.** All food comes from plants or animals. Some examples of food that comes from animals include: milk comes from cows; hamburgers are beef, which is meat that comes from cows; eggs come from chickens, and more (feel free to add others). Some examples of food that comes from plants include: apples grow on trees; corn and wheat are used to make tortillas and bread, and more (again, feel free to add others).
- b.** Food has to be farmed, caught, or grown at home. Some people hunt or catch their food while others grow plants for food.
- c.** Food has to be changed in some way so we can eat it. For example, apples and other fruit have to be picked, washed, and cut. Beef, which is meat from a cow, has to be shaped and cooked (such as into a hamburger).
- 2.** Make cards with pictures of food before the lesson. These can be found on [www.NAClubs.org](http://www.NAClubs.org) or you can make your own cards with pictures of foods that youth in your community typically eat. Make at least twenty cards, 10 with foods that come from animals and 10 with foods that come from plants. Examples are: **(1)** food from animals – milk, eggs, chicken, hamburgers, bison meat, ham, turkey, fish, etc.; **(2)** food from plants – bread, tortillas, corn chips, apples, oranges, cucumber, tomatoes, etc.
- 3.** Draw a line down the middle of the white board or paper. Write animal on one side and plant on the other side.
- 4.** Put the cards on a table and ask the participants to volunteer to pick up one card each.
- 5.** Ask the participants to take turns taping the cards to the appropriate half of the white board or paper. Encourage them to help each other and ask one another if they don't know whether a food comes from a plant or an animal.
- 6.** After all of the cards are displayed, explain to the participants that foods are changed in some way before we eat them. Discuss how a few of the foods on the cards were changed. For example, milk was taken from a cow and then pasteurized or cleaned to get rid of germs. Meat is shaped, cut, and cooked. Fruits and vegetables are picked, cleaned, and cut. Wheat and corn are ground up into flour, which is then used in bread and tortillas.

## Activity 2: The Traveling Tomato

(Adapted from *Falls Brook Centre: Food Miles: Growing Local Food Connections*, retrieved from <http://ediblegardenproject.com/wp-content/uploads/2015/11/Food-Miles-LP-Falls-Brook-Centre.pdf>).

### Purpose of the Activity

- To teach participants about food miles.
- To help participants learn about the benefits of eating local foods, both for the environment and their health.



### Materials needed

- Computer with internet access
- Paper
- Tape
- Marker
- A green tomato
- A red tomato

### Instructions

1. Before the lesson, write the following words on three separate sheets of paper: Farmer from (Canada or Mexico), Farmer from (the community where your Club is located), and Local Consumer from (the community and state where your Club is located). Write 100 Food Miles on 10-15 sheets of paper.
2. Show the participants a brief online video on food miles. A link to this video can be found on [www.NAClubs.org](http://www.NAClubs.org).
3. Ask the participants for a volunteer to play a Farmer located in a country far away, like Canada (if your community is in the North, East, or Midwest) or Mexico (if your community is in the South or the West) and for a Farmer located in a community near your Club. Then ask the participants for a volunteer to play a Consumer of food who is local to your area. Give the volunteers their respective signs and a piece of tape. Ask them to tape the sign on their chest.
4. Ask the volunteers to stand on opposite sides of the room and all the other participants to line up in between them. Randomly hand out the 100 Food Miles signs to the remaining participants.
5. Give the Farmer a green tomato. Ask him or her to pass it to the person next to them, and then tell the participants to keep passing it around until everyone has held it and it reaches the Local Consumer.



6. Explain to the participants that each time the tomato is passed to a new person it represents 100 miles of travel. Many foods we find in our supermarkets travel a long distance to reach us. Explain that food miles are the miles a food travels to reach us. As an added lesson, have the participants calculate how many food miles are between the Farmer and Local Consumer, and write this number down.
7. Then tell the Local Farmer and Consumer to stand next to each other in front of the room. Explain that this second exercise will represent a Local Farmer and a Local Consumer in the same town or community.
8. Hand the Local Farmer a red tomato.
9. Tell him or her to pass it to the Local Consumer. Explain that when we buy from local farms, our food miles are much fewer. The food is not passed between many people and it does not travel many miles. As an added lesson, have the participants calculate how many food miles are between the Local Farmer and Local Consumer. Write this number down and compare it to the food miles between the Farmer and Local Consumer.
10. Explain that the fewer the food miles, the better for the environment and our health. The red tomato represents fresh, ripe food. Local food is usually more ripe and ready to eat when it is harvested. Food that travels many miles from far away is usually harvested when it is not yet ripe. After it travels many miles, it has fewer nutrients and isn't as healthy as local food. Foods that travel long distances also require more gas and energy to transport them, which is why local foods are better for the environment.

## Activity 3: Know My Food!

(Adapted from *Falls Brook Centre: Food Miles: Growing Local Food Connections*, retrieved from <http://ediblegardenproject.com/wp-content/uploads/2015/11/Food-Miles-LP-Falls-Brook-Centre.pdf>).

### Purpose of the Activity

- To learn about foods that were traditionally grown and eaten locally.
- To review the health benefits of eating less processed food.



### Materials needed

- Index cards with pictures of processed foods and their original sources (see examples below), 1 set per 2-4 participants
- Local food samples
- A guest speaker from the local community who has knowledge of traditional foods (e.g., a farmer, community gardener, or Elder)

## Instructions

1. Before the activity, make index cards listing processed foods and their original sources. One option is to copy p. 21 from the resource, *"Food Miles: Growing Local Food Connections,"* and cut out each picture and put it on an index card. This option can be found on [www.NAClubs.org](http://www.NAClubs.org). Another option is to create your own pictures. Make one card for each of these processed food and original source pairs:

Processed Food	Original Source
French fries	Potatoes
Steak	Cow
Bread	Wheat
Eggs	Chicken
Jam	Strawberry
Ramen noodles	Wheat
Hot Cheetos	Corn
SPAM	Pig
Orange juice	Oranges
Donut	Wheat
Oatmeal	Grains
Fry Bread	Wheat
Hot dog	Pork
Soda	Water and sugar
Reese's	Peanuts
Ice cream	Cow
Crackers	Wheat
Tater Tots	Potatoes
Canned tuna	Fish
Milkshake	Cow

2. Before the activity, invite a guest speaker from the local community to give a brief demonstration on using local, traditional foods. This speaker could be a local farmer, community gardener, or Elder who knows traditional recipes.
3. If possible, ask the guest speaker to help find some samples of local foods for the participants to taste during the lesson.





- 4.** Start the activity by reminding the participants that the food we eat all comes from a plant or an animal. Foods have to be changed in some way so that we can eat them (e.g. picking and cutting fruit, cooking vegetables).
- 5.** Hand out one index card to each of the participants. Ask them to work together to make pairs of original source foods and their processed food products. Ask them to lay out the pairs together on the floor.
- 6.** Another way to do this activity is as a game of memory. Divide the participants into groups of 2-4 players and give each group a set of index cards. On a table, lay the index cards in a grid face down. Participants take turns flipping over pairs of cards. During each turn, a player will turn over one index card, and then a second index card. If the two index cards are a match, that player earns one point and removes the matching index cards from the game. If the index cards do not match, the player turns the index cards back over. If the index cards do match, the player gets one more turn before it is the next player's turn. The goal is to match more index cards than the other players. Players earn one point for each pair of matched index cards. The player with the highest score after all of the index cards have been matched wins the game. Remind participants that during the game of memory, when index cards are turned over, they should try and remember where they are for when it is their turn to match the index cards.
- 7.** Remind participants what processed food is. This is food that has been changed a lot from its original source. For example, potato chips and French fries are potatoes that have been cut, fried, and cooked in oil and salt, which adds unhealthy fats to the original food. Eating a baked potato is healthier for us than eating potato chips or French fries. Similarly, eating fresh fruit like strawberries is healthier than jam, which has added sugar. In general, the less processed a food is, and the closer it is to the original food source, the more healthy it is for us.
- 8.** Introduce the guest speaker. Ask him or her to give a brief presentation about local foods that are traditionally grown in your area.
- 9.** Invite the participants and guest speaker to share samples of traditional, local foods.





## Talking Circle


Invite the guest speaker to stay for the Talking Circle and to help facilitate the closing discussion. Lead an open discussion with the participants using these guiding questions:

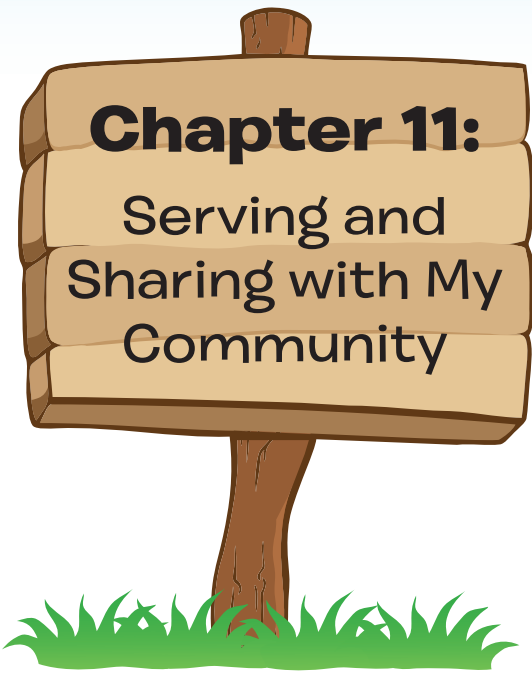
- What are examples of unprocessed food we can eat?
- What are the benefits of eating locally grown food?
- What are ways we can help support local food providers in our community?



## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Take a field trip to a local farm, farmers' market, or farm stand.
- Read the story of Miguel's Tomatoes to the participants as part of a Talking Circle.
- Discuss the lessons in the story about food miles, food processing, and local foods.
- Play interactive games on the computer.
- Food: A Fact of Life - Food and Farming
- Tiki the Penguin's Guide to Food
- Farm to Table Nutrition Learning Activities
- Self-Care Corner Activities 



## Lesson Objectives

1. To motivate participants to contribute to the health of others by sharing their new knowledge in order to strengthen the well-being of their entire community.
2. To motivate participants to care for themselves by making the commitment to continue to practice the healthy behaviors they learned during the T.R.A.I.L. program.
3. To implement a community education project.
4. To share what program participants have learned about healthy living, nutrition, staying active, and making smart food choices.

## Review the Last Chapter

- What are examples of foods that come from animals? *[Examples of responses may include: milk from a cow, eggs from a chicken, pork or ham from a pig.]*
- What are examples of foods that come from plants? *[Examples of responses may include: tortillas from corn, bread from wheat, apples from an apple tree.]*
- What is a food mile? How are food miles related to our health? *[Examples of responses may include: Food miles are the distance a food travels to reach us. The fewer the food miles, the more local the food is. Foods that are more local are usually fresher and have more nutrients than foods that travel long distances.]*
- What are examples of foods that are local or traditional in our area?

## Helpful Hints



- Encourage participants to work together as a team throughout today's activities.
- Remind them that working well as a group is essential to carrying out the community education project together.
- Remind the participants that teamwork, sharing, and respect are important values to many Native people. Sharing knowledge with each other about healthy living can help us all prevent type 2 diabetes and live happy balanced lives.
- Talk with participants about how working together as families, friends, and a community is important for preventing type 2 diabetes, in the community as a whole and in individual people.



## Activity 1: What Is the Big Deal About Sharing?

### Purpose of the Activity

- To reinforce the understanding that sharing and giving to others is a very old and important tradition in our community.
- To reinforce the understanding that sharing and giving to others is an excellent way to keep one's own health strong and in balance.



### Materials needed

- Circle diagram
- White board or butcher block paper
- Markers

### Instructions

1. Display the circle diagram. Then ask participants what some of their favorite T.R.A.I.L. activities have been so far.
2. Help them identify how those different activities (and what they learned from those activities) will help them keep the *physical, emotional, mental, and spiritual* parts of their lives strong and in balance.
3. Write the word "sharing" on the white board or butcher block paper. Remind participants that a very old and important tradition among Native people has been giving back to the community. By sharing their new health knowledge with community members, participants will be giving back and honoring that tradition of their ancestors in an important way. Sharing will both help the community and help each of them keep their own personal health strong and in balance.
4. Explain how the simple act of sharing can do all this. By sharing their new health knowledge with other community members:
  - a. Participants will be conveying important information about keeping our bodies healthy and free of disease (*physical*).
  - b. They'll be showing other people that they care about them (*emotional*).
  - c. They'll be thinking hard about the best way to share what they know (*mental*).
  - d. And they'll be showing respect for both their community and their culture (*spiritual*). In other words, in taking responsibility to help others, they will also be taking responsibility for their own well-being.



## Activity 2: Team Challenges

### Purpose of the Activity

- To practice working as a group and sharing with one another.
- To practice teamwork to prepare for the community service project.

### Instructions

1. Lead team-challenge activities to reinforce the concept of sharing and working together as a group. The first two activities are taken from the Arthur page on the PBS Parents Web site. The third activity is adapted from the Southern District Leadership Team's Team-Building Activities manual. Links to all activities can be found on [www.NAClubs.org](http://www.NAClubs.org).
  - a. **Elbow-to-Elbow:** Divide the participants into pairs. Have them work with a partner. Call out one of three phrases: *elbow-to-elbow*, *knee-to-knee*, or *heel-to-heel*. Partners must touch these body parts together. (Adapted from *PBS Parents, Arthur Activities: Creative Thinking & Problem Solving, Team Challenges*, retrieved from <https://www.pbs.org/parents/crafts-and-experiments/simple-teamwork-games>).
  - b. **Crossover:** Place the cardboard pieces end-to-end on the floor. Have one person stand at each end. Both players must cross to the other end without stepping off of the bridge. Provide ground rules so the participants know they have to work around each other. (Adapted from *PBS Parents, Arthur Activities: Creative Thinking & Problem Solving, Team Challenges*, retrieved from <https://www.pbs.org/parents/crafts-and-experiments/simple-teamwork-games>).
  - c. **Teamwork:** Divide the participants into two teams. Have the teams line up next to each other on one side of the room. The facilitator will serve as the judge and stand on the other side of the room. The judge should write the word teamwork on the board. The goal is for the teams to spell out the word teamwork using their bodies. When the judge says "go," three participants at a time from each team will run across the room and form the first letter (T) with their bodies on the floor. Once the letter is accepted by the judge, the three must run back to their team, and next three participants run to form the next letter (E). The winner is the team that finishes the word first and sits down. (Adapted from *Wisconsin 4-H Youth Development: Southern District Leadership Team's Team Building Activities Fall 2002*, retrieved from <https://currikicdn.s3-us-west-2.amazonaws.com/resourcedocs/55c330677d141.pdf>).



### Materials needed

- Cardboard (two pieces at least 5 feet long and 6 inches wide)
- White board or butcher block paper
- Markers



- 2.** Suggested group discussion topics:
  - a. What did you learn from these activities?
  - b. When did you have to cooperate or work together?
  - c. What did you do when it was tough to work together, for example, when two people who were supposed to be working together had different ideas about how to accomplish the goal?
  - d. How did you communicate with the people you were working with to make decisions?
  - e. Who became a leader in the group? What did they do that made them a leader?

## Activity 3: Community Education Project

### Purpose of the Activity

- To give participants an opportunity to help the community by sharing their new knowledge and understanding of healthy lifestyles and diabetes prevention.



### Materials needed

- Circle diagram
- White board or butcher block paper
- Markers

### Instructions

- 1.** Carry out the pre-planned community education project for which you developed an action plan in Chapter 6.
- 2.** Review the brainstorm notes from that session and the community education project that was agreed upon by the group. If necessary, consider dividing the participants into smaller groups to carry out parts of the project.
- 3.** After the project is complete, ask participants how it made them feel to participate in it.



## Talking Circle


Lead an open discussion among the participants about the community education project they conducted. Ask for responses to questions such as:

- Why is sharing important?
- How did you feel when doing the community education project ?
- Did anyone in the community talk with you about the project and why you were doing it? What did you tell them? How did they respond?
- How do you think this community education project will help to prevent type 2 diabetes?
- How can our community work together to help each other live in a balanced way? How can we all work together to prevent type 2 diabetes in the future?



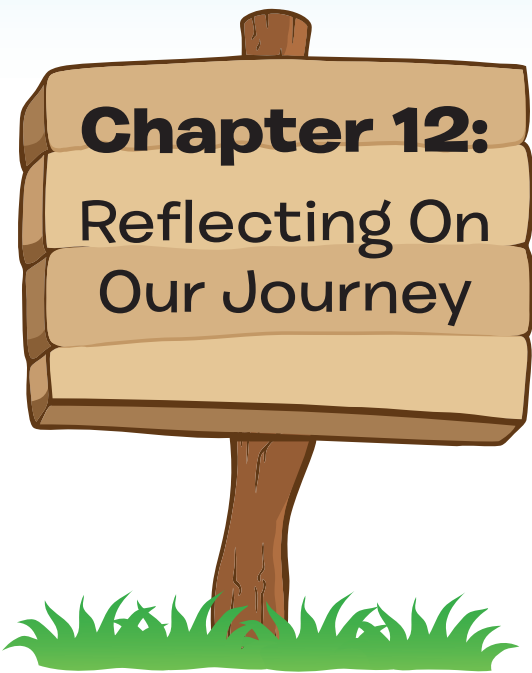
## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*

- Additional activities will be posted on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org).
- Self-Care Corner Activities 







## Lesson Objectives

1. To help participants reflect on their individual and group journey during the T.R.A.I.L. program, using a structured, guided approach.
2. To identify and share what participants have learned and accomplished over the course of the T.R.A.I.L. program.
3. To brainstorm how participants can take what they have learned and use it to help create positive change in their own lives and in the life of their community.
4. To complete the post-tests that will be used to measure what youth learned from participating in the T.R.A.I.L. program.

## Review the Last Chapter

- Why is it important to share with our community?
- What are lessons about healthy living we can share with our community?
- How will the community education project we did help to prevent type 2 diabetes?

## Helpful Hints



- Reflection is helpful for participants to fully absorb all the new knowledge and ideas they learned during the program.
- Today provides an opportunity for participants to look back on the program and look forward toward the future. Help them to develop their own ideas about how they will keep up the healthy habits they learned in the curriculum, even when it's hard to do. Help them realize that even if they make an unhealthy choice, they still have the chance to make other healthy choices in the future. They can encourage one another to help each other make healthy choices.



## Helpful Hints (continued)

- *Reflection Activity Ideas for Community Service & Service Learning Projects* provides information about how to guide participants through reflection activities after a community service project. The activities described may be used to guide the Talking Circle at the end of this lesson. A link to this resource can be found on [www.NAClubs.org](http://www.NAClubs.org).
- You may want to videotape youth participating in and talking about what they have learned from the Activity 1. This video clip could then be shared in the community, perhaps as a public service announcement (PSA) at community events.

## Activity 1: Our T.R.A.I.L, My T.R.A.I.L.

### Purpose of the Activity

- To help participants reflect on their experiences in the T.R.A.I.L. program.
- To help the participants think about how they will carry forward what they learned into their own lives and into their community.

### Instructions

1. Prior to the activity, lay out the program's journey, or trail, along the bottom of a long wall or on the floor where no one is likely to walk. Using construction paper or butcher paper, tape together pieces of paper to make a long, winding trail representing the program experience. Along the trail, write the name of each chapter they completed. Display a few visual representations of various activities, lessons, milestones, physical challenges, obstacles, etc. the group experienced as they worked through the activities in that chapter. These visual representations can be created through photos, cutouts from magazines, simple drawings, etc., or a combination of all.



### Materials needed

- A large space with at least 1 wall
- Many large sheets of paper (flip chart paper, butcher paper, or construction paper)
- A variety of colored writing utensils (markers, crayons, colored pencils, etc.)
- Tape



- 2.** First, sitting in a circle, ask the participants to reflect on the T.R.A.I.L. program. Suggested discussion topics include:
  - a.** What did you learn?
  - b.** How are you going to use what you learned?
  - c.** What are two or three words you can use to describe your experience?
  - d.** What did you accomplish?
  - e.** What did the group accomplish?
- 3.** After the group reflection, have the participants stand in a line facing the paper trail.
- 4.** Explain what the paper trail represents. Living a healthy, positive, balanced life is a journey, but they will not be alone. Supporting them on their journey are many teams, including family, friends, fellow Club members, T.R.A.I.L. staff, etc. These teams will be standing alongside them or sometimes walking beside them on their trail. Tell the participants they will face obstacles on their trail, but hopefully they have learned, and will continue to learn, tools and resources to get around those obstacles. They know who their teams are, and can rely on them, but also should have confidence in themselves.
- 5.** Next, hand out markers, crayons, colored pencils – any type of writing tool.
- 6.** Invite the participants to draw pictures or write words on the paper trail that represent what they accomplished, what they learned, and/or how the T.R.A.I.L. program affected them personally – they can add these like graffiti. Repeat some of the thoughts that were mentioned while reflecting in the group circle, then let them be creative and reflect away!
- 7.** When all of the participants have finished, collect and put away the writing tools; then have them stand in a line again facing the paper trail. *[Note: You can take a photo of the youth with their paper trail if you choose.]*
- 8.** Ask them to describe what they see on the trail. Go back to the initial questions asked in the group circle and see if they have more and/or different reflections.
- 9.** After the participants complete the group trail, everyone will receive paper (construction or flip chart paper) to make their own trail. Their own trail continues after the groups' trail, and they should draw pictures or write words that answer the questions:
  - a.** What is next on my own trail?
  - b.** How am I going to continue honoring my past, present, and future?
- 10.** Encourage each participant to share their own trail with their family and friends, or even a Club staff member.



## Activity 2: T.R.A.I.L. Post-Test

### Purpose of the Activity

- To gather data for assessment and evaluation of knowledge the participants learned during the T.R.A.I.L. program so it can be better tailored to their specific needs.
- To gather data at the completion of the program for comparison with data collected at the start of the program (pre-test) that will be used to evaluate the effects of program participation.



### Materials needed

- A computer or computer lab with internet access (preferred), or hard copies of the T.R.A.I.L. post-test

### Instructions

1. Remind participants that they took a pre-test at the beginning of the T.R.A.I.L. program. Explain that it's not a test they will be graded on; it's only a test to see what they learned about diabetes, physical activity, and healthy food. The test will help show how much they learned over the 12 chapters. If any participants have trouble reading the test questions, be ready to help them.
2. Administer the post-test to all T.R.A.I.L. participants who are 7-11 years old and identify as American Indian / Alaska Native, and have taken the T.R.A.I.L. Pre-test. Applicable participants who turned 7 during implementation or turned 12 during implementation are also acceptable.
3. If participants complete tests on the computer, submit each test result to the reporting site. If using paper tests, log onto the T.R.A.I.L. online reporting site and input the test answers after they are completed. Make sure all questions are completed before you submit the results.



## Talking Circle

### Instructions

1. Start the discussion by telling the youth how much you respect them for finishing the T.R.A.I.L. program. They have honored their ancestors and their community by learning so much about healthy eating, the importance of exercise, and type 2 diabetes prevention in general. Thank them on behalf of yourself and on behalf of the community. Have everyone give themselves a round of applause.
2. Then ask each person to answer these three questions when the special object is passed to them:
  - a. What was the most fun thing you did in T.R.A.I.L.?
  - b. What do you think was the most important thing you learned in T.R.A.I.L.?
  - c. In what specific way are you going to take positive steps for your own health now?

After everyone has shared, pass out congratulations awards for participation in T.R.A.I.L. Tell the participants that you really hope they keep up their better eating habits and their increased exercise. Remind them that, to be true to all four parts of being a whole, healthy person, it's important that they continue practicing their healthy habits.



### Materials needed

- Special object to signify whose turn it is to talk (a rock, stick, feather, totem, or some other object that youth can hold in their hand)
- An award/certificate for each participant who completed the T.R.A.I.L. program



## Optional Activities

*Found on [www.NAClubs.org](http://www.NAClubs.org).*



- Additional activities will be posted on the T.R.A.I.L. Resource Center at [www.NAClubs.org](http://www.NAClubs.org).
- Self-Care Corner Activities







