



## 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 