



## 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

