



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.

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.
- Print enough handouts for each participant.
- Computer with internet access to play songs. Songs can be found on 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. 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).
- 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).
- 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.



Optional Activities

Found on www.NAClubs.org.

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