



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 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 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.
- **Healthy Recipes Reminder:** Direct links for healthy recipe ideas can be found on the T.R.A.I.L. Resource Center at www.NAClubs.org.

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.NA Clubs.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.

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



Behavioral Health

Found on www.NAClubs.org.

- Self Awareness Lesson
- Self Awareness Activity(ies)