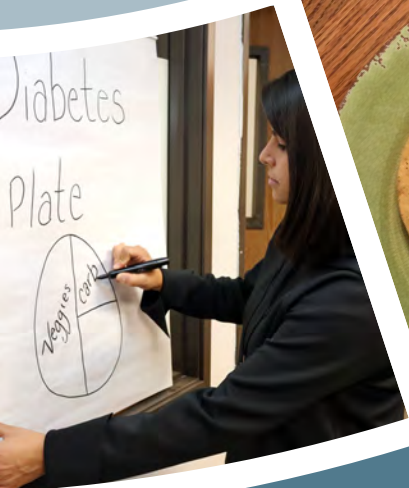


# What Can I Eat?

Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes



## FACILITATOR GUIDE



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# Program Overview

“What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes” (AI/AN WCIE) is a diabetes nutrition education program for Native adults with type 2 diabetes. The goal of this program is to help Native people learn about healthy eating with diabetes. The program includes 5 classes with topics on healthy nutrition and diabetes, physical activity, and ways to make healthy food choices.

In each class, participants will:

- Learn healthy eating skills through facilitator-led lessons
- Participate in group discussions
- Engage in hands-on activities
- Practice physical activity
- Learn a mindful nutrition choice activity

The first 4 classes take place once a week for 4 weeks. The 5th class is a reunion and celebration, which occurs two months after the 4th class. **The purpose of the program is to answer the question many people with diabetes have: “What can I eat?”**

The purpose of this Facilitator Guide is to provide all the information you need to successfully use the AI/AN WCIE program in your community. In this first section, we describe the program and provide guidance about how best to teach the AI/AN WCIE classes. In the chapters that follow, we provide step-by-step instructions for leading each class.

## 1. Program Goals

**The main goals of AI/AN WCIE are to:**

- Teach Native people with type 2 diabetes how to eat in a way that will keep their blood glucose ( blood sugar ) healthy. The program includes information about:
  - What foods are healthy for people with diabetes
  - How to eat a healthy amount of these foods
  - How to tackle the barriers that can make it hard to eat healthfully
- Help participants feel more confident that they can make healthy food choices both at home and away from home.
- Provide participants with a supportive and safe environment where they can learn how people with diabetes can eat in a healthy way.
- Highlight the importance of physical activity for managing health and blood glucose. During each class, participants will learn new activities that they can do at home.



- Support participants by building on strengths of Native communities and addressing the unique challenges Native people may face.

## 2. Program Content & Structure

**AI/AN WCIE has 5 classroom-based classes. Each class has about 90 minutes of scheduled activities. All 5 classes have hands-on learning activities, including:**

- A group share
- A diabetes nutrition education lesson
- A hands-on learning activity
- 10 minutes of physical activity
- A mindfulness activity about making healthy food choices
- Goal setting

**Each class focuses on a different topic. The 5 class topics are:**

- Class 1: Introduction to Carb Foods and the Diabetes Plate Method
- Class 2: Fitting Sweet Foods into a Healthy Diabetes Eating Plan
- Class 3: Planning Healthy Diabetes Meals
- Class 4: Fat, Salt, and Healthy Eating Away from Home
- Class 5: Review, Reunion, and Celebration

### Facilitator Guide

In the Facilitator Guide, there is detailed information about how to lead each class. As the facilitator, it is best if you practice the lessons and activities ahead of time. For each class, the Facilitator Guide includes:

- An overview of the class
- A list of the objectives for the class
- A list of steps to complete in preparation for the class
- A list of materials you will need to bring to class
- A checklist for the day of class
- The scripted lesson
- Appendices (this can include pages that need to be photocopied for class, additional information for leading activities, or resources)

The Facilitator Guide is designed to provide very detailed guidance. This is so that anyone who does not have nutrition or health education training can feel confident teaching the classes. The Facilitator Guide includes step-by-step instructions on what to Say, what to Ask, and what to Do in each class. It also includes special Notes to Facilitator when extra explanation of a topic or activity is needed.

The Facilitator Guide is scripted. This means everything the facilitator says and does is written out word-for-word. There are places in the Facilitator Guide which will prompt you to tailor content to your own community, or to use examples that make sense for your community. Use the script as it is written. However, it is important to personalize the class to your own style, personality, and language especially if you are a member of the community. Please stay within the script as much as possible, but consider tailoring to your style and community.

At the end of each lesson in the Facilitator Guide, there are pages that you will need to photocopy for each class. Some pages that will need to be copied are:

- Question cards for group shares
- Salt and sugar cards for learning activities
- Bingo cards for a review game

**It is important to read through the entire Facilitator Guide for each class in advance, so you know what pages will need to be copied for each class.**

## Note to Facilitator

Look for these symbols throughout the guide:

**Say** 

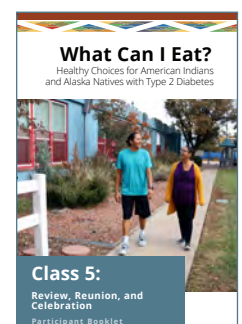
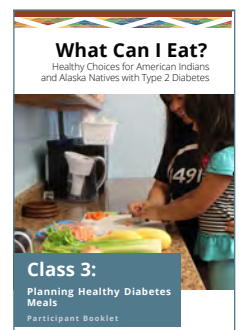
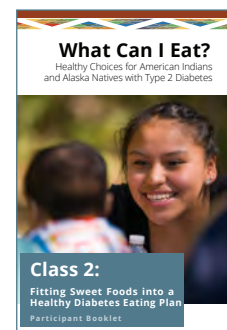
**Do** 

**Ask** 

## Participant Booklets

Each class includes a participant booklet. Each participant will receive a participant booklet at the start of each of the 5 classes. The Participant Booklets include key information from each class. The Participant Booklets also include goal setting pages so each participant has the opportunity to set goals after each class. For each class, Participant Booklets include:

- Introduction
- Objectives from the class
- Key information from the lesson in the class
- Tips on the physical activity practiced in class



- Tips from the Mindful Nutrition Choice activity practiced in class
- Goal planner

Some Participant Booklets also include extra information in the back of the book, such as healthy drink recipes and resources in the community contact page.

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## Role of AI/AN WCIE in Your Community

### 1. What are the expectations of your IHS, tribal, or urban Indian health organization?

First, you and your organization have to decide that you want to host your first series of AI/AN WCIE classes. The next step is to have a conversation about the expectations of your organization for the program. Some questions you may want to ask include:

- Who should participate in AI/AN WCIE classes?
  - Should we require that participants be referred to the class by a health care provider?
  - Will this class be open to the public?
  - Should we invite family members to participate?
- What consent and other forms will participants need to sign?
  - Do family members need to sign these forms too?
- Does the organization have specific questions they want to ask to evaluate the program?
- Are there any opening statements the organization would like the facilitator to make during the 1st class?

### 2. How do I stay within my role as a group facilitator?

It is important to understand the scope of your job. **Your job is not to provide personal health advice.** Participants will likely want you to answer questions about their health. It is never appropriate to answer personal health questions, especially in a group setting. Always remind participants that they should talk to their health care providers to discuss questions about their health.

A tool for staying within your role as a group facilitator is to know the resources available in your community. At the end of Class 5, you will provide participants with a written list of community resources that can help with food and nutrition. Before you lead your 1st class, complete the list on page 167 of this guide so you will be able to point people to these resources any time a question comes up.

Some important questions to get answers to before the class starts are:

- Who is a local registered dietitian or certified diabetes educator participants can talk to about personal health information?
- Are there diabetes support groups in your community?
- Are cooking classes offered in your community?
- Is there someone who knows about traditional foods in your community?
- What grocery stores, farmers markets, or other places that sell food accept EBT (SNAP) or WIC?
- Where can someone go to get help signing up for different food aid programs such as WIC or SNAP?
- Are there food banks or food pantries in your community?
- What fitness facilities are available in your community? Are there any that have affordable rate plans or scholarships?
- Are there nutrition or cooking classes available for children or families in your community?
- Is there some place that offers Elder luncheons or dinners in your community?
- What other unique resources does your community have to help support healthful nutrition?

When you know the resources available, you can refer people to the best place for help with their concerns.

Also, **it is important to be comfortable saying “I don’t know.”** It is not your role to be a nutrition or diabetes expert. You will get lots of questions to which you do not know the answer. If someone asks you a question and you don’t know the answer, tell them that you don’t know and that you will get back to them with an answer. You can also refer participants to someone who would know the answer.

### 3. How does a group facilitator fit into the health care team?

No one is an expert on everything about diabetes or nutrition. It is important that all professionals work as a team to provide the best care for AI/AN people with type 2 diabetes. Part of working in any health care system is making sure that other health care professionals know about the work you are doing. This includes your role and how you are adding to what they are trying to do in the clinical setting. Before you begin your 1st class, set up times to meet with other health care professionals in your area such as dietitians, physical therapists, and diabetes educators. Ask them to refer patients to your class. And, find out the best way for you to refer participants to them who are interested in receiving care.



# Holding AI/AN WCIE Classes

This section includes an overview of how to hold the AI/AN WCIE classes in your community.

## 1. Where will the classes be held?

One of your first steps will be to find a place to hold the classes. Will your class be held at a hospital or clinic, a community room, or the senior center? Think about your audience. What is a location you can use that has what you need and is also a welcoming place for community members?

Here are some other things to think about in deciding where to hold your classes:

- Does the location have enough parking?
- Is the location serviced by a bus line or other public transportation?
- Is the location safe in the evening (if you plan to have evening classes)?
- Does the space have enough chairs?
- Are you able to get into the space after hours or on weekends?
- Do you have the key or are you able to get the key easily?
- Is the temperature of the room comfortable?
- Is there a table to set up materials?
- If you plan to make coffee, is there an outlet and a water source?
- Is there wall space where you can hang flip chart paper?
- Is there enough room for participants to move around comfortably?
- Is there a safe and convenient outdoor space for physical activity?

## Note to Facilitator

### Key Tips for Facilitating AI/AN WCIE Classes:

#### 1) Read the Facilitator Guide for the class

Before the class, read the Facilitator Guide all the way through a few times. This will ensure you are comfortable with the topic and familiar with the questions you will ask participants.

#### 2) Organize materials for the lessons and activities

- Materials for presenting the lessons—will always include—flip chart paper, large markers, and pens.
- Materials for the specific class activities will be detailed in the beginning of each Facilitator Guide chapter.

#### 3) Read and bring Participant Booklets for the class

- Before the class, read the participant booklet for the class you are teaching all the way through.
- Participants will get a booklet for each class that they can take home. You will need a booklet for each participant for each class.

#### 4) Practice self-confidence

Don't worry if you are nervous. That is normal. You will be less nervous as you facilitate more classes. Knowing your lesson plan and activities in advance, and practicing them, will help you feel more confident.

## **2. When will you hold the classes?**

When thinking about when to hold classes, think about the time of day and day of the week that would be best. If you know some of the participants who will be attending, ask them about times and days that work best for them.

You also should consider the time of year. Are there traditional activities and holidays that might make it hard for participants to attend? For example, you may not want to hold a class the week of major holidays or events, during hunting season, or when the fishing is good. It is also a good idea to consider the weather. In some locations, winter travel can be challenging.

## **3. How long is each class?**

Each class has around 90 minutes of scheduled activities. This includes time for hands-on learning activities, physical activity, mindfulness exercises, and time for people to ask questions and share ideas.

## **4. How will you get the word out about the classes?**

Advertise! Will you use the local newspaper, social media, flyers, radio, or personal invitations? All 5? The more approaches you use, the more likely you are to fill your class.

Personal invitations are typically the most effective way to encourage participants to come to class. If you are working with a health care team, see if a provider is willing to ask their patients to attend the class. It is best to give participants 3-4 weeks' notice before starting a class.

## **5. What forms will participants need to sign?**

That depends. Will you take pictures? If so, your organization may require that each participant sign a photo release form. Your organization may also require other consent forms. Will you publish or share your results? Be sure to talk with your organization to check on the need for consent forms before your 1st day of class.

## **6. What materials will you need to facilitate each class?**

All of the classes require materials. In the Facilitator Guide, the chapter for each class will list what you need. It is best to go through the Facilitator Guide for all of the classes ahead of time. This will give you plenty of time to go shopping or order items you aren't able to find locally.

The most important piece of advice is to not wait until the day of the class to look through the materials list. That may not give you enough time to get some of the items you will need. Give yourself 2-3 weeks to gather materials. Once you have all the materials, sort them by class, so they are organized and ready to go.



## Supplies Needed for AI/AN WCIE Classes

The number of these items you will need for each class depends on how big your class size is. It is best to review the supplies list for each class well before the class starts, and once you know how many participants will be in that class. Then you will know how many supplies you need.

### Supplies Needed for Every Class

- Flip chart paper (large paper on a pad that the whole class can see)
- Markers in assorted colors for the flipchart (these should be big enough that people sitting in the room can easily read the writing)
- Pens (1 per participant)
- Markers in assorted colors for participants to use
- 9" round paper plates (not plastic or Styrofoam). (1 per participant, plus a few extra for Class 1, 2, 3, 4, 5)
- 2 water pitchers
- Group agreements (information for this is provided on pages 15-16).

### Additional Supplies Needed for Specific Classes

- Balloons (1 per participant in Class 1, plus 1 for Class 4 Skit Kit)
- Roll of painter's tape (for Class 1)
- Disposable cups (small tasting cups, for Class 2 and Class 5)
- Ingredients for unsweetened drinks (for Class 2 and Class 5)
- 1 stirring spoon for unsweetened drinks (for Class 2 and Class 5)
- Sugar packets (about 250 for Class 2)
- 1 salt packet (for Class 4)
- Paper menus (a few for Class 4 Skit Kit)
- Large pieces of colored drawing paper (about 12" x 18") (1 per participant for Class 5)
- Large post it notes (6" x 8") (1 per participant for Class 5)
- Hershey kisses (each participant needs 1 for Class 5)
- Jelly beans (each participant needs 1 for Class 5)

### Printed Materials Needed for AI/AN WCIE Classes

At the end of each lesson in the Facilitator Guide, there are pages that will need to be photocopied for each class. You will also need to have the Participant Booklets for each class.



## Preparing to Teach the AI/AN WCIE Class for the First Time: A Checklist

Once you and your organization have agreed that you will teach AI/AN WCIE classes, you should:

- Read the complete Facilitator Guide and the Participant Booklets for each class.
- Visit locations around your community to identify the best locations to hold the classes.
- Advertise for your classes.
- Make a list of materials needed across all class sessions and begin gathering the items for each class.
- Practice reading the Facilitator Guide out loud and using all class materials so you are comfortable with the content.

### 7. Do I need to facilitate the classes in order?

Yes. You will need to start with Class 1 and teach the classes in order. In Class 1, participants begin by learning the basics about eating healthfully with diabetes. Each class will add to what was said or done in the last class.

### 8. What if someone misses a class?

If someone misses a class, you should encourage them to come back for the next class. If you have another series of classes starting soon, you also could invite them to the class they missed.

Although the classes do need to be taught in order, if someone misses a class, they can still learn a lot from the remaining classes and should be invited back.

Sometimes participants worry that they will "feel lost" if they return after missing a class. If someone has that concern, you can assure them that the program has been designed to make it possible for people to come back after missing a class. In each class, the facilitator reviews the most important points from prior classes. Repetition of key points helps everyone remember the most important information from each class. It also helps people who miss a class to "catch up" when they return after an absence. So, please encourage participants to continue attending classes.

### 9. Do you need to evaluate every class?

Yes. We want the classes to be useful and enjoyable for participants. We also want participants to keep coming back so they can learn from each class and from each other. If a participant doesn't feel comfortable or engaged, we want to know so that we can fix the issue. For example, a participant may find a given concept tricky. Maybe they are feeling confused about how to find salt on a food label. If you know that the participant found that information difficult, you can review it again at the beginning of the next class.

The only way to learn how a participant feels about class is to ask. When you ask people to share their opinions, you are also showing them you respect their time, thoughts, and ideas. Feeling respected is an important piece of successful adult learning.

You don't have to ask many evaluation questions. You can ask a few simple questions such as:

- What did you like about the class?
- What do you think could have been done differently?
- Were there some things that were confusing?
- Is there anything else you'd like me to know?

Make sure to read the questions out loud and encourage participants to write down their answers or share them with you verbally. Some people may not feel comfortable writing, but you will still want to know their thoughts.

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## Facilitating a Group Class

As part of this program, you will share important information with participants in a group setting. Participants will have the opportunity to learn from you and from each other. This section provides information about group learning, adult learning, and advice about how to facilitate a group discussion.

**1. What do you need to know about how adults learn to teach these classes?** The AI/AN WCIE classes are designed in a way that supports how most adults learn best. Here are some key points on adult learners:

- **Adults tend to like visual learning.** In visual learning, people learn by seeing the material they are being taught. This might include seeing words (reading), images, pictures, or figures.
- **Adults tend to like interactive, hands-on learning.** In hands-on learning, people engage in activities that allow them to practice what they have learned. Interactive learning means the learner is actively involved in learning such as in activities that directly translate to real-world problem solving. For example, reading salt on food labels in class to understand how to choose lower salt food items at the grocery store.
- **Adults must feel the need for information.** They learn when they feel motivated that the information is relevant to their lives and needs. This means the facilitator needs to listen to the needs and perspectives of the participants.
- **Adults learn best when they can relate new information to things they already know.** For example, Native people may know their ancestors ate traditional foods and were healthier than many Native adults today. In the AI/AN WCIE class, they will learn why those traditional foods helped their ancestors stay healthy.



- Adults also respect when you can say, "I don't know" ,but will find out the answer for them. It is never a good idea to make something up if you don't know the answer. Instead, thank the participant for their question and tell them that you will get back to them in the next class after you find the answer.

### **When facilitating classes, keep these points about how adults learn in mind:**

- Each participant has a unique vision of what it means to be "healthy."
- Each participant is the expert in their own life. Only they can determine what goals and action plans will work for them.
- Each participant can develop the skills to make behavior changes and to reach their personal goals.
- Each participant comes to class with different knowledge from previous education and learning about diabetes and nutrition.
- The facilitator sets the general structure and creates a non-judgmental, supportive space.

## **2. What makes group education a helpful tool for this program?**

In a group setting, participants are able to learn from the wisdom and experiences of each other as well as the group facilitator. A group of participants attending the same class are likely to be dealing with similar issues. For that reason, group classes can be a type of support group. It is easier to adopt a new behavior when the people around you are also adopting that behavior. When people try to make changes alone, they can feel uncomfortable and "different" from the people around them. But when people make changes as a group, those new behaviors feel more "normal." That's because the people in the group with them are doing these things, too. This helps make the behavior change the new "normal" and helps the person feel more comfortable.

## **3. How can you communicate so participants will understand the information you present?**

In the United States, 1 out of every 3 adults has a hard time understanding health information. Some people struggle to read written health information. Others may have a hard time understanding information their health care providers tell them. And many people struggle to understand the numbers used in health care. For example, people may not understand their blood test results.

### **To lead the class in a way that all participants can benefit from, follow these tips:**

- Know that some participants may not feel confident in their ability to read or write. Avoid making people read or write in front of their peers. For example, in doing activities that involve question cards, let 1 participant in each group volunteer to be the person to read the cards.
- Be aware that many people will have a hard time doing math. For example, figuring how much salt is in a whole box of rice is not an easy task for many people. Do not put participants on the spot. If you are doing something that uses math, ask participants to suggest how they figured out the right answers. If no one volunteers, you can go through the solution yourself.



- Repeating information will help participants remember what they need to know to stay healthy. The classes are designed to cover only the most important information and to highlight key points more than once.
- Encourage participants to ask questions. Ask often, “What questions can I answer for you?” This wording makes people feel that having questions is normal and expected. Don’t ask, “Does anyone have any questions?” This wording can make people feel less comfortable about having questions.
- Confirm that participants understand the key points you wanted them to learn. This allows you to repeat the key points once again and to correct any misunderstandings. Do this without making people feel like you are giving them a quiz. Try these approaches:
  - ❓ **Ask:** “Okay, so that was a lot of information I just shared! I want to be sure I said all of that clearly. Can you tell me what you think the key points are that we talked about today?”
  - ❓ **Ask:** “When you get home tonight, what are the key things you will tell your friends or family members about what we learned in class today?”
  - ❓ **Ask:** “What are some things we talked about today that you might want to teach your friends and family members?”

#### 4. How do you ensure participant confidentiality and privacy in a group setting?

As a group facilitator, you will need to ensure that the confidentiality and privacy of participants is respected. People, especially in small communities, may feel nervous about sharing personal information with others. Participants and their families need to feel confident that they can trust the facilitator not to repeat information heard in class to anyone. It is good to review confidentiality with participants at the beginning of class. Let participants know you will not share what you hear in class and that they should not share what they hear either.

## Facilitating Group Discussions

### 1. What kinds of issues will you have to deal with when you’re facilitating group discussions?

When you lead a group class, you may run into difficult situations. Here are some examples of situations that may come up:

- A group member may give unwanted advice to other group members. This could include telling them what they “should” or “need to” do. While we want everyone to share their stories and experiences, we never want a participant to feel judged by others.
- Another common issue is when 1 person dominates a conversation, not allowing others to participate. On the flip side, you may have trouble getting others to open up and share with the group. We want to make sure everyone has an equal voice.

A good way to handle difficult group situations is by having a set of "group agreements" to refer back to. Group agreements are a set of class guidelines developed by the participants. The group agreements should be developed together during the 1st class.

## 2. Group Agreement Instructions

Below are instructions for leading the class in creating their group agreements. The agreements should be developed and agreed-upon by the whole class.



**Do:** On a large piece of flip chart paper, write the title "Group Agreements."



**Ask:** What helps you feel comfortable learning in a group?



**Do:** Give an example. An example you might say would be: "When I'm learning in a group, I like people to be able to share their ideas without being interrupted."



**Do:** Write your example down on the flip chart paper.



**Ask:** Your turn. What would help you learn together as a group?



**Do:** Write down all answers on the flip chart paper.

### Note to Facilitator

#### Other important ideas to share with the group:

- Whatever is said in group should not be shared with anyone outside the group.
- Step up/step back: If you are typically quiet, please try to step up and share what you are thinking. If you are a person who normally shares quite a bit, try to step back and let others have a chance to share.
- Keep an open mind. We all have our own story.
- Use "I" statements, rather than saying "you should."



**Ask:** Are there any agreements that need to be added to this list?"



**Do:**

- Save the group agreements flip chart page and bring it out for each class.
- Review the group agreements at the beginning of each class.

## 3. Guidelines for Leading a Successful Group Share

Each class in the AI/AN WCIE program includes a group share. Group shares provide a chance for participants to share their experiences and listen and learn from others.

Feel free to share these helpful guidelines with your class. They could also be included in your group agreements.

1. Each person should be given the opportunity to talk without interruption. A “sharing piece” can be used to reinforce this message. Only the person holding the sharing piece may talk. The sharing piece can be an object of cultural significance, or the group use an everyday object, like a pencil.
2. Participants who are not speaking should listen with the goal of understanding, showing respect, and not judging.
3. When speaking, participants should use “I” statements instead of statements that include “we” or “my community.” In the group share, participants are only speaking for themselves personally.
4. Participants should sit in a circle or rectangle, facing each other. This emphasizes equality among speakers.
5. If someone does not want to share, they may pass. There is no rule that each person has to say something.

### Note to Facilitator

Group shares are done differently in different regions of the country. If you would like to change the format of the group share to better reflect your community, please do so.

## Background on Diabetes

It is important to remind participants that you are not a health care provider. If participants have questions about diabetes, you should advise them to check with their health care providers. You can help participants contact this person or help them make an appointment. You should not try to answer their clinical questions. However, for your own knowledge, here are some things to know about diabetes.

### What is diabetes?

Diabetes happens when someone’s body is unable to use the sugar produced from the food they eat. People develop high levels of sugar in their blood. This sugar is called “blood sugar” or “blood glucose.” High levels of blood glucose can cause health problems, such as heart disease and blindness.

### What are symptoms of diabetes?

People with diabetes often:

- Need to pee a lot

- Are more thirsty than usual
- Lose weight for no reason
- Have blurred vision

## **How is diabetes diagnosed?**

Several blood tests may be used to diagnose diabetes . The tests look at the amount of glucose in a person's blood. These tests should be done a clinical or medical office.

## **What is the A1C test?**

The HbA1c (or Hemoglobin A1c test is a blood test for diabetes. It shows how much sugar has been in someone's blood over the past 3 months. A doctor may want to check the A1c of someone with diabetes every 3 to 6 months.

## **How is diabetes treated?**

People with diabetes need to keep their blood glucose from getting too high or too low. Most people take medicine that helps to keep their blood sugar at a healthy level. They may take pills and/or give themselves shots of a medicine, such as insulin.

To see how well they are managing their blood glucose, people with diabetes often check their own blood glucose with a 'finger stick' test. The test results can tell them if their blood glucose is high, low, or at a healthy level.

For everyone with diabetes, it is important to eat healthy and be physically active. This is true if someone is taking medicine or not.

Eating healthy diet and being physically active are 2 key ways people with diabetes can manage their diabetes. People should be aware of how much and what kind of carbohydrates (carbs) they eat. Carbs raise blood glucose.

Being physically active also helps manage blood glucose. People should aim for 30 minutes of activity 5 days per week. This activity should be anything that gets someone breathing faster and their heart beating faster. Walking, dancing, and gardening are examples of physical activities that many people enjoy.



# What Can I Eat?

Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes



## Class 1:

Introduction to Carb Foods  
and the Diabetes Plate

# Class 1:

## Introduction to Carb Foods and the Diabetes Plate

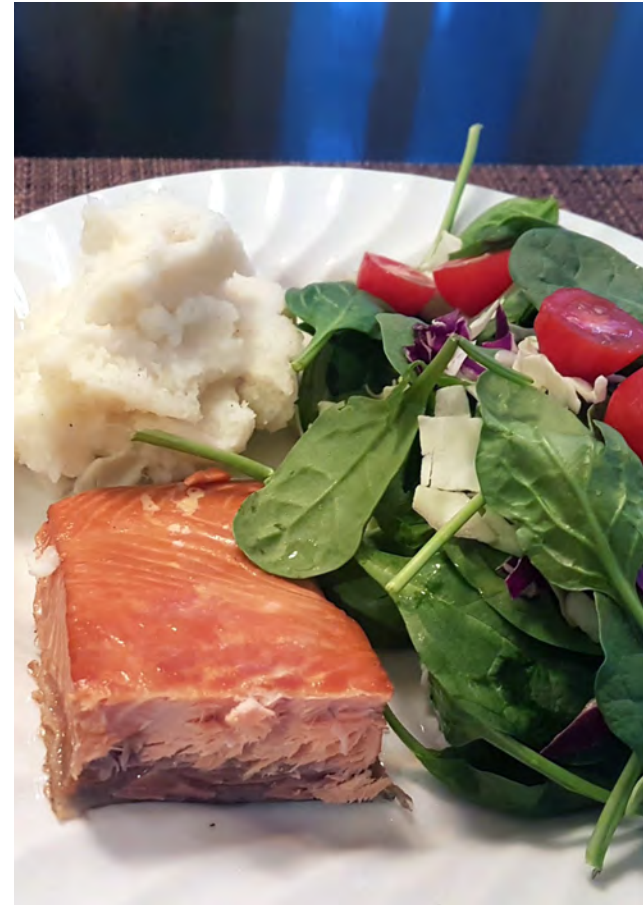
### Objectives

After attending Class 1, the participant will be able to:

1. List 5 carbohydrate foods they eat on a regular basis
2. Use the Diabetes Plate to plan meals
3. Take part in 1 new physical activity
4. Take part in 1 new Mindful Nutrition Choice activity
5. Pick a healthy goal for the next class

### Outline:

1. Greeting and Introduction (15 minutes)
2. Guided Group Share (15 minutes)
3. Identifying Carbohydrates: Lesson and Activity (15 minutes)
4. The Diabetes Plate: Lesson and Activity (15 minutes)
5. Physical Activity (10 minutes)
6. Mindful Nutrition Choice Activity (5 minutes)
7. Summary and Goal Setting (15 minutes)



## Before Class

1. Before class, put together the participant folders, one for each participant. In the folder, include the participant booklet for Class 1.
2. Write out your traditional and local foods on cards. See page 27 of this Facilitator Guide for details.
3. On a page of the large flip chart paper, write "Foods High in Carbs" on the top of the page, big enough for everyone in class to read it.
4. Call, text, or email all participants to remind them of the class.
  - a. Give them the location and a phone number to call, if they get lost or are running late.
  - b. Remind them to wear comfortable clothes and shoes (sneakers are preferred).
  - c. Remind them to bring an adult family member, if they would like.

- d. Remind them that the class is 90 minutes long.
- e. Ask them to bring a water bottle.
- f. Ask each participant to bring in a recent grocery store receipt from their last grocery shopping trip.

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## Bring to Class

- 1. Sign-in sheet
- 2. Participant folders (1 for each participant including participant booklet for Class 1)
- 3. Pens (1 for each participant)
- 4. Paper plates (9" diameter - 1 for each participant)
- 5. Cardstock paper strips that you filled out with pre-printed foods and traditional or local foods (see instructions for What are Carb Foods activity on page 27)
- 6. Large box of markers
- 7. Flip chart paper and large flip chart marker
- 8. Balloons (1 for each participant)
- 9. Painters' tape
- 10. Participant gift - measuring cups (1 set for each participant)
- 11. Certificate of class completion (to show the class)
- 12. Question cards for group share


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## Day of Class


1. Arrive at least 20 minutes early to get the room set up and greet early arrivers.
2. Set up the chairs in the room in a circle or rectangle so participants face each other.
3. Blow up balloons (1 for each participant) and store them in a large garbage bag for when you're ready to use them.
4. Make sure the front door of the building is unlocked so people can get in.
5. Tell the people working at the front desk about the class, so they can guide people arriving for class.
6. Post signs outside the building or at the front desk with directions to the class.


# 1. Greeting and Introduction

## (15 minutes)

 **Do:** Pass around the sign-in sheet and ask everyone to print their name on the list. Pass out pre-loaded participant folders.

 **Say:** Hello and welcome! I am so happy you are choosing to spend time today learning about choices you can make that can help you lead a healthier life. My name is \_\_\_\_\_.

 **Do:** Share your tribal affiliation and introduce yourself in your Native language, if applicable.

 **Say:** Today is the 1st of 5 classes in our series, called “What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes.” This program is designed especially for American Indian and Alaska Native adults with diabetes.

- The goal of these classes is to help you learn about healthy eating with diabetes. We will also learn new physical activities and ways to make healthy food choices so you can balance your nutrition and your blood glucose.
- As I said, there will be 5 class sessions. We will meet each week for 4 weeks. Our 5th and final class will be a “reunion” and will take place about 3 months from today.
- I will call, text, or email you the day before each class to remind you of our schedule.
- Each class will be about 90 minutes long.
- We hope to see you at each class! If you have to miss a class, you can still come to the next class. The classes are designed so that you won’t feel lost or behind if you miss a class.
- Remember that your adult family members are welcome to come with you to class. We would especially like you to invite people who you see on a regular basis and who cook with you, prepare food for you, support you, exercise with you, or are just a big part of your life.
- Each time we gather, we will have some time to talk about healthy eating. We will do a fun physical activity. We will practice ways to make healthy food choices. And, we will each choose a goal to work on during the week.
- There are a few things I’d like to tell you about the class before we begin.
  - There is no charge to take part in this program.
  - We want you to enjoy yourself and keep coming back! So, we will invite you to take part in all class activities, but we will never make you participate.

### Note to Facilitator

As a group facilitator, you will need to ensure that the confidentiality and privacy of participants is respected. People, especially in small communities, may feel nervous about sharing personal information with others. Participants and their families need to feel confident that they can trust the facilitator not to repeat information heard in class to anyone. It is good to review confidentiality with participants at the beginning of class. Let participants know you will not share what you hear in class and that they should not share what they hear either.



- During class, please turn off your cell phones. This is a good way to show respect to others in the class and to ensure you can get the most out of class.
- During these classes, we need to be careful about confidentiality and privacy.
- Since we will be sharing about ourselves with one another, it is important we respect the safe space of this group.
- Please do not share personal things about each other with people outside of this class.
- After the 5th and final class, you will graduate and receive a certificate.

**?** **Ask:** Does anyone have questions about privacy and confidentiality within our group?

**⚙️** **Do:** Answer any questions about privacy/confidentiality then hold up certificate.

**🗨️** **Say:** Here is what we will do in class today:

- First, we will get to know each other with a group share activity.
- Next, we will learn how to identify carbohydrate foods. We will mostly call them “carbs” instead of “carbohydrates.”
- Next, we will learn the basics of the Diabetes Plate and how we can use this tool to help us eat a healthy amount of carbs.
- Finally, we will learn a new physical activity and a technique for making good food choices. All of these things can help you keep your blood glucose in a good place.

**?** **Ask:** That was a lot of information! Before we get started, what questions can I answer for you about the class?

**⚙️** **Do:** Answer any questions people have. If you are not sure, say that you will check and have an answer for them at the next class. Encourage them to ask questions any time.

**🗨️** **Say:** Great. Let’s move ahead. Learning to make changes in eating and physical activity is like learning any new skill. It takes time, effort, the right frame of mind and, ideally, a little help from our friends. So let’s get started with a group activity.





## 2. Guided Group Share (15 minutes)



**Do:** If the room is not already arranged as a circle or rectangle, arrange participants in a circle or rectangle, move chairs and ask members of the class to help you do this.

### Ice Breaker: Stand Up/Sit Down Game (~2-3 minutes)




**Say:**


- As a way to get to know each other, we are going to play a game. The rules are easy. I am going to call out a question.
- If your answer is “yes,” stand up. If your answer is “no,” sit down.
- If you prefer to stay seated, just lift your arms for “yes,” and keep them down for “no.”
- There are no right or wrong answers. This is just for fun to get our brains working.
- Ok, let’s get started.
  - Have you ever been up early enough to see the sun rise? “Yes,” stand up. “No,” stay seated.
  - Have you ever seen the moon rise? “Yes,” stand. “No,” stay seated or sit down.
  - Have you ever thought about joining the circus?
  - Do you have socks on right now?
  - Are you wearing a watch?
  - Have you had any water to drink today?
  - Do you have a pet?
  - Are you wearing any jewelry right now?
  - Do you have a library card?
  - Do you remember the name of your favorite teacher from school?
  - Do you live within walking distance of our class?
  - Have you ever gone roller skating?
  - Do you speak more than 1 language?
  - Do you like to sing?

### Note to Facilitator


As a facilitator, feel free to add other questions about activities that are specific to your community’s culture. For example, are there questions you can add about hunting or gathering culturally important foods? Or are there questions you could add about dances that your community participates in? Depending on how long it takes to get through these questions, you can also ask the group to come up with some of their own questions. You do not need to ask all of the questions on this list.


 **Say:** OK, everyone who isn't already sitting, may sit down.

## Activity: Get to Know Each Other

 **Say:**

- Now that we have some fresh oxygen pumping to our brains, let's try a different activity. This is a good time to get to know some of the people in the class with you.
- This time, I would like you to turn to the person beside you and take turns asking each other the questions printed on these cards. You should each ask each other 3 questions.

 **Do:** Hand out the question cards. Just 1 member of the pair needs a card. Place the card on the table or in a neutral place, so the pair gets to read the card (instead of handing the card directly to someone).


 **Say:**


- If we have an extra person, let's have 1 group of 3.
- We have about 5 minutes for this activity.


### Note to Facilitator

The questions on the cards say:


- Can you tell me about your favorite food?
- When your family gets together for special occasions, what is the food like?
- Can you tell me about your least favorite food when you were a child?
- If you had to eat the same meal for dinner every single night, what would it be?
- Does your family eat traditional food? What sort of traditional foods do you eat? If so, what is that like for your family?

 **Do:** Allow about 5 minutes for discussion.

 **Say:** Great! I hope everyone enjoyed getting to know each other a bit. Next, as a whole group, let's take a few minutes to talk.

 **Ask:**


- Does anyone want to share something special they learned about their partner?
- Does anyone want to share what they hope to get out of this class after our weeks together?

 **Do:** As you go around the room, write down what each person is hoping to get out of the class on a large flip chart.

**Note to Facilitator** This gives you the chance to tell people whether their specific concerns will get addressed in the class. For example, if someone is hoping to learn about how to eat healthfully at potlucks, you can let him or her know in what class that topic will be discussed. If someone wants to learn something that will not be covered, you can let them know that topic will not be covered in this class and that you can help find the right person to talk to


for that specific issue after class. This approach assures that participants' needs will be met. It also helps you to set appropriate classroom expectations.

**Note to Facilitator** Save this piece of flip chart paper and bring it to the last day of class so you can make sure everyone who came for a specific reason got their questions answered. If a participant still needs more information, refer him or her to the local diabetes educator or registered dietitian.

 **Say:** Every class will include a group share, much like this. This will allow you all to learn from each other as well as from me. Next week, we'll talk about what went well and what did not work as well.


## 3. Identifying Carbohydrates: Lesson and Activity

(15 minutes)


 **Say:**

- Today, we are going to learn about carbohydrate foods. First, we are going to learn what carbohydrate foods are. Then we're going to look at different foods and figure out which ones have carbohydrates.
- There are different words people use for carbohydrates. Sometimes people just say "carbs." These words mean the same thing. We will use "carbs," because it's easier.
- Traditionally, people in our Native communities ate a variety of carb foods. These foods were important to provide energy. Our Native ancestors were very active and needed healthy carb foods for their daily activities.
- Different Native communities ate different carb foods. It depended on what they could grow on their land and in their climate.
- Some examples include corn, beans, and squash. Often, these are referred to as the "three sisters." Other examples include berries, wild rice, and roots.

 **Ask:** Can anyone think of any traditional carb foods for our community?

 **Say:**

- When we think of our healthy, strong, Native ancestors, we can envision them planting, growing, gathering, preparing, and eating these healthy carb foods.
- Some carb foods that were not eaten by our ancestors are now a part of Native culture today. Examples of foods that have become important to Native people are fry bread or Agutuk.

 **Ask:** Can anyone think of any carb foods that were not eaten by our ancestors but are a part of Native culture today?

**Note to Facilitator** Before the class, on a piece of flip chart paper, write the title: "Foods High in Carbs."

**Ask:**

- How many of you have heard the word “carbohydrate” before?
- How about the word “carbs?”
- What foods come to mind when you hear the word “carbs?”
- What comes to mind when you hear about carbs and diabetes?



**Do:** As people list the different carb foods they know, write them down on the flip chart paper.



**Say:** Great job! You already listed a lot of carb foods. In general, carb foods are:

- Grains (like rice, cereal, bread, crackers, and pasta)
- Fruit (like apples, bananas, and grapes)
- Some veggies (like potatoes, squash, corn, and peas)
- Dairy (like milk and yogurt)
- Some proteins (like beans and legumes)

Carb foods are also our sweets (like desserts and soda) and lots of snack foods (like chips, popcorn, and pretzels).

## Activity: What are Carb Foods?

### Note to Facilitator

Use the Food Cards provided.

**In advance:** Using blank card stock, make 10-15 large strips, about 3 inches by 8.5 inches. You want them large so that you can write large enough for every person to easily see. On each card, write one food that people like to eat in your area. Make sure to include several culturally significant foods for your community.

Depending on where you live, examples of foods you could write on the cards include: mutton, salmon, corn, peas, moose, fiddlehead ferns, chokecherries, huckleberries, catfish, trout, squirrel, rabbit, elk, antelope, berries, bison, jerkey, roots, Spam, rice, Ramen noodles, yogurt, squash, deer, French fries, tuna fish, peanut butter, cheese, seaweed, ice cream, raisins, orange juice, Tang, soda, fry bread, or eggs.

**Suggestion:** If you are able, review your traditional food/local food cards with your local registered dietitian. They may have additional ideas and can help identify carb foods that you might not think of.

**Do:**

- Move the flip chart paper listing carb foods to a wall where there is a lot of space to add additional flip chart pages. In another area of the room, add another piece of flip chart paper and write in large letters, Low Carb or No Carb Foods.

- Hand out 5 or more food cards to each person, along with one piece of painter's tape for each card. Ask participants to tape each food to either the High-Carb Foods or the Low-Carb Foods flip chart paper.



**Say:**

- Remember, this is a group project. If you are unsure if a food has carbs or not, ask the rest of the group for help.
- Using the tape I'm giving you, tape each of your food cards to either the "High-Carb Foods" paper or the Low-Carb foods paper.



**Do:** When all participants have had an opportunity to tape their foods where they want them, review each list with the class.



**Ask:**

- What questions do you have about why some foods got taped in the high-carb food list?
- What questions do you have about why some foods got taped in the low or no-carb food list?
- Was anyone surprised by where a food got taped?
- Are any of these foods what you would consider "traditional" foods?
- Does anyone have any comments or anything they want to say about this activity?



**Do:** Keep the food lists on the wall for the remainder of class. If participants ask questions later you can easily refer to the list of carbohydrate foods.



**Say:**

- Carb foods are very important for our bodies. They produce sugar and give us energy. Many carb foods also have healthy things, like vitamins. Without healthy carbs, a person will have low energy and will not be healthy.
- But, eating too many carbs can make blood glucose too high. That is bad for people with diabetes. So, it's important not to eat too many carb foods.
- There are 2 main types of carb foods: starches and sweets.
- A starch is food that has carbs but also has other important nutrients. It is important that we include starches in our diet. Starches are some of the foods we talked about earlier, like fruit, and some veggies, such as peas, corn, squash, and grains. Grains include bread, rice, and pasta.
- Sweets are foods that have carbs but don't have many other nutrients. It is important that we limit sweet foods, only eating them once in a while.
- Even though they are very different, starches and sweets can both have a lot of carbs. Today, we will be talking mostly about starches. We will learn more about sweets in future classes.



**Ask:**

- Has anyone ever had an experience where you ate something and your blood glucose was pretty high afterward? How did you feel when your blood glucose was too high?





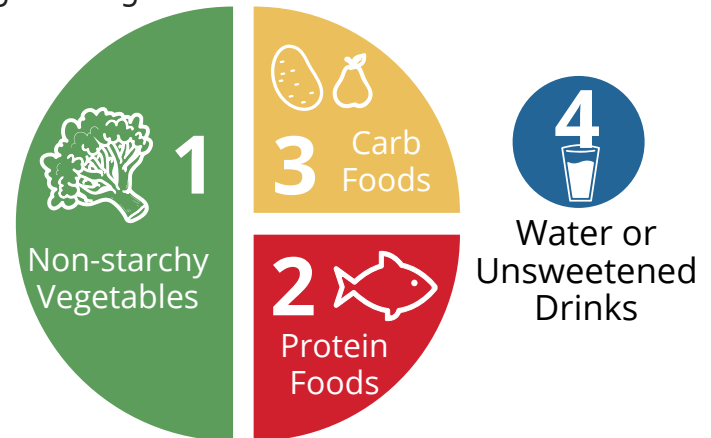
# 4. The Diabetes Plate: Lesson and Activity

## (15 minutes)

**Say:** There are tools we can use to help us eat a healthy amount of carb foods at each meal. Today, we'll talk about the Diabetes Plate Method. Using the Diabetes Plate Method can help us eat the right amount of carbs, so our blood glucose won't go too high.

**Ask:**

- Has anyone heard of the Diabetes Plate Method?
- What have you heard?
- Has anyone ever tried using the Diabetes Plate?
- Does anyone currently use the Diabetes Plate?
- What can you tell us about the Diabetes Plate?



**Say:** We are going to spend a little time learning about the Diabetes Plate Method now.

**Do:** Pass out a white paper plate for each participant and pass around the box of markers. Demonstrate how to draw the lines on a plate of your own as you go through the following steps.

**Say:**

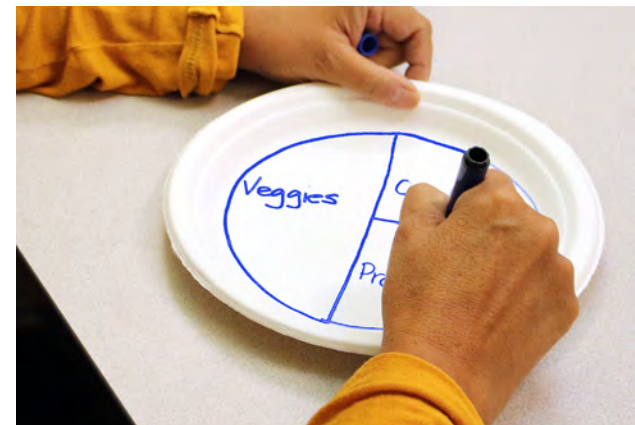
- Let's start by drawing together.
- First, on the plate you were just given, go ahead and draw a line down the middle of the plate.
- Perfect. Now, on 1 side of the plate, draw a line to split that section into 2 parts. The 2 parts should be the same size.
- Now you have 3 sections on your plate.

**Do:** Hold up your plate so that participants can see your plate. Make sure all participants' plates look like yours.


**Say:**


- To eat in a healthy way, it's important to think about which carbs you eat and how much of these foods you eat.
- Using the Diabetes Plate Method, one of the smaller sections of your plate is for carb foods.

**Do:** Demonstrate by adding a quick drawing of noodles or something easy to 1 of the small sections of your plate. Hold the plate up for participants to see.




 **Say:** Let's take a moment to all draw 1 of our own favorite carb foods in this section of our own plates.


 **Do:** Give time (maybe 2 minutes) for participants to draw.

 **Ask:** Does anyone want to share what they drew?

 **Say:** Another of the small sections of our plate is for proteins.

 **Ask:** What are some examples of protein foods?


**Possible Answers:** fish, chicken, pork, beef, cheese, and nuts. If participants mention beans or legumes, remind them that these are foods that have protein, but they are also considered carb foods. Because they are carbs we need to put them in the carb section of our plate.


 **Do:** Do a quick drawing of a protein food, keeping it simple. Hold up the plate to show how you drew a protein food in the other smaller section of the plate.


### Note to Facilitator


We recommend drawing a fish, as it's easy to draw.




 **Say:** Let's take about 2 minutes to draw a protein food we might like on the 2nd small section of our own plate.

 **Do:** Give participants 2 minutes to draw a protein food.

 **Ask:** Does anyone want to share the protein food they drew?

 **Say:** We will talk more about protein foods in another session. For now, you did a great job of listing what some of these foods might be. The biggest section of our plate is for vegetables that do not have a lot of carbs.

 **Ask:** Can you think of any veggies that we already talked about that should not go in this section?

**Possible Answers:** potatoes, peas, corn, squash.

 **Say:**

- Great memory. We only want to include vegetables that are not also high in carbs in this section of the plate. So this section should not include potatoes, peas, corn, and squash. Remember those were in the carb food section of the plate we talked about earlier.
- The vegetables that go in this section are not carb foods. They are also called "non-starchy vegetables."

**?** **Ask:** What are some vegetables that could go in this portion of the plate?

**Possible Answers:** spinach, broccoli, lettuce, green beans.

**⚙️ Do:** Walk over to the flip chart paper where the carb foods are listed. Review vegetables that are high in carbohydrates. Then point out some vegetables that are low in carbs.

**💬 Say:** Great answers. And frozen vegetables are a great way to save money and still fill this section of the plate. You can also choose canned vegetables. Try to remember to pick the cans that are lower in salt. We will talk more about salt in another class.

**?** **Ask:** What questions do you have about the Diabetes Plate?

## Activity: Using the Diabetes Plate to Make a Meal

**💬 Say:** Now, let's apply the Diabetes Plate to our own lives. Think of a meal you like to eat at home.

**?** **Ask:** How can you use the Diabetes Plate to eat that meal?

**⚙️ Do:** Demonstrate this skill.

**💬 Say:** For example, one of my favorite meals is spaghetti. If I eat a vegetable with it, it is usually canned corn. Usually, when I eat spaghetti, I fill my whole plate with noodles. That isn't great for my blood glucose.

**?** **Ask:** How can I make my favorite meal better using the Diabetes Plate?

**⚙️ Do:** After taking input from the class, draw a Diabetes Plate version of your meal on your plate. Make half of your plate a non-starchy vegetable (ideally, a suggestion given from the class). Your noodles should fit in one of the smaller sections of the plate. Mention that your meat sauce would fit in one of the smaller sections as well, but since it's spaghetti, it will be on top of your noodles. We will talk in a minute about foods that are "mixed" and not separated into these different sections on the plate.


**💬 Say:** Now, it's your turn. Use the markers on the tables and show a meal you already enjoy using the Diabetes Plate to make that meal healthier.

**⚙️ Do:** Allow participants 2-5 minutes to draw their meals. When everyone is done drawing their meals, invite participants to share what they drew. Ask them to highlight any changes they made to their meal using the Diabetes Plate.


**💬 Say:** You all have a participant booklet for the class. If you turn to page 9, you can see a graphic called "My Native Plate." There are different examples of what the plate could look like. Not every meal is perfectly divided by carbs, proteins, and



vegetables. For example, in a burrito or a pizza, these things are all mixed together. You can still use the Diabetes Plate to make sure you are eating the right amounts of each food.

 **Ask:** Can anyone think of a meal that would not fit perfectly into these different sections on the plate?

**Possible Answers:** pizza, burrito, sub sandwich

 **Say:**

- That's right, lots of these foods come together as one item, so it's hard to separate into the different sections of the plate. However, we can still use the idea of the Diabetes Plate. For example, let's talk about a sandwich:

 **Ask:**

What's the carb?


**Answers:** bun/bread

What's the protein?


**Answers:** meat/cheese


What's the veggie?

**Answers:** lettuce, tomato, cucumber

 **Say:**

- Great, so, if the bread seems like the biggest part of the sandwich, maybe it's a good idea only to eat part of the bun. Maybe you can ask for extra veggies as filling to the sandwich. Extra lettuce, tomato, peppers, and cucumber are a great way to make sure that big section of our Diabetes Plate is full of non-starchy vegetables.
- Fantastic job, everyone. I really enjoyed learning about your favorite meals. It was great to hear how you might be able to change them using the Diabetes Plate.
- So, remember, the most important thing about the Diabetes Plate is that your carb choice should only fill 1 of the smaller sections on the plate.

 **Do:** Point to 1 of the smaller sections on the plate.

 **Say:**

- If you can plan each of your meals to follow this Diabetes Plate, you will be well on your way to a healthful diabetes eating plan.
- To start, you might want to focus on using the Diabetes Plate for 1 meal each day. Choose whichever meal might be the easiest to start with. Usually, that is a meal you eat at home (instead of on the go).
- After about 2 weeks of using the Diabetes Plate successfully for that meal per day, try adding another meal.
- Your long-term goal could be to use the Diabetes Plate for each meal you eat.

# 5. Physical Activity

## (10 minutes)

### Note to Facilitator

**In advance**, you should have about 12-15 balloons blown up. This can take a while, so it is helpful to find someone to help you do this, if possible. If you have no one to help you, allow yourself some time to blow up this many balloons. HINT: you can store them in large garbage bag.



#### Say:

- We are going to take a quick break right now.
- It's important that we learn to take activity breaks to get our blood moving and work our muscles a bit.
- Moving around throughout the day is good for our health.
- OK, let's have everyone stand up and make sure the space around you is clear.
- If you prefer, you can stay seated for this activity too. Everyone can participate sitting or standing.



**Ask:** Activity is important for all people. Why do we care about being active when we have diabetes?



#### Say:

- Earlier, I mentioned that carbs create blood glucose (blood sugar) in our bodies. We use that glucose for energy.
- Physical activity helps our bodies use the glucose that comes from the foods we eat.
- Moving your body decreases your blood glucose in a natural and healthy way.
- During each class, we will take a break to get our bodies moving a little bit. You can use the same exercises at home.
- As you get more active, you should start slow. Even 5 minutes of activity a day is a good start.
- The daily goal for people with diabetes is 30 minutes of physical activity every day.



**Ask:** What comes to mind when you hear "activity"?



#### Say:

- If you wonder what counts for physical activity, it's different for everyone. The best guideline is that anything that makes you breathe harder or gets your heart rate up higher is physical activity.
- Part of becoming a more active person means learning to listen to your body.



**Ask:** If you don't feel comfortable with an exercise, or if anything hurts, what should you do?



**Do:** Let people answer this question.

**Answer:** Stop doing that exercise.

**Say:**

- If your body would feel more comfortable doing another movement, do that instead. The goal with any activity is just to move. You are in charge of what the best movement for you is.
- A good tool for knowing what amount of exercise for you is the talk/sing method. You should always be able to talk when you are exercising. If you can't talk, you are working too hard and should slow down. However, if you can sing, that is a good sign you could pick up your pace.

**Note to Facilitator**

If a participant is asking you specific questions about how to be more active when they are limited by an injury or by pain, you can refer them to a physical therapist or doctor. A physical therapist can help with those types of issues.

**Balloon Activity****Do:**

- Invite participants to stand in a circle. If you have people in your group who are unable to stand, you can do this activity sitting around a table.
- Play fun music, if you are able. In a small group, a phone with a small speaker will work well. Consider playing music that is culturally important or popular in your community with the age group that is present.



**Say:** I have a very important job for you today. I really need your help keeping all these balloons in the air. Who's ready to help me?



**Do:** With the music playing, start to toss balloons into the center of the circle. Start slowly, adding 1 balloon at a time.

This should be a fun, playful activity. People will typically be laughing and having fun. They will also be sweating and working hard. When people are starting to get tired, stop the game. The time may vary depending on the fitness of the group.

**Ask:**

- How do you feel?
- Is anyone's heart beating faster than usual? Is anyone breathing harder than usual?
- Did anyone have fun?
- Raise your hand if you smiled or laughed during this activity?
- Who remembered they were doing physical activity?



- Can you think of ways in which you could use this activity in your own life?
- Can you think of other people in your life who could do this activity with you?



**Say:**

- You just did some serious physical activity. It's important to remember that exercise is just another name for activity. Activity just means moving to the point where your heart beats faster or your breathing is faster. When you think about trying to fit more activity in your life, there are no rules. You don't have to run or do yoga. You can, but you don't have to. Being active just means moving more and getting your heart beating a little faster. It can even be fun, like the activity we just did.
- The recommended amount of physical activity is 30 minutes a day for a person with diabetes. You don't have to do that all at once. Consider getting up and moving at least 1 time every hour through the day.
- For example, you could take a 5 minute walk around your house or down the driveway once an hour. After the day is over, you'll have completed 30 minutes of physical activity.



**Ask:** What are other activities you can think of to be active in your life?



**Do:** Allow participants to answer and share.



**Say:** Each week, we will add a little activity into each lesson. Don't worry, it will be something you can do. The goal is that you should always have at least a little fun!

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## 6. Mindful Nutrition Choice Activity

(5 minutes)



**Say:**

- We make hundreds of choices about food every day. What to eat, when to eat, how much to eat, where to eat. Lots of times, we make these decisions while we're also doing 10 other things.
- Have you ever tried to decide what to have for dinner while you're finishing up at work and figuring out how to get home in time to meet your kids and pick up medicine for your mother at the pharmacy – all before 5:30? Life is complicated.
- Not surprisingly, we make our healthiest decisions about what to eat when we are not doing 10 other things at once. We make healthier decisions when we are able to focus and make food choices with a calm, less stressed, mind.
- Finding a calm and quiet place every time you make a food decision isn't possible. However, there is a way to calm your mind so you can make a more thoughtful decision.
- Did you know that when you focus on your breathing, it can help clear your head and calm your emotions? If you practice this technique before you make food decisions, you have a much better chance of eating healthy meals.



**Say:** Let's try:

- Everyone close your eyes. If you choose not to close your eyes, you can gaze at the ground about an arm's length in front of you, but try not to move your gaze around too much.
- Find a comfortable position, with your back straight and your feet flat on the floor.
- Rest your hands on your legs.
- Relax your shoulders.
- Breathe in (softly), 1...2...3...4...5, and exhale (softly), 1...2...3...4...5.



**Do:** Count for 5 breaths like this. Once the whole group has taken 5 breaths together, say: "And now let's do 5 on our own – I'll stop counting."



**Say:**

- If you focus on your breathing, taking 5 deep, slow breaths right before you make a food decision, you will have a better chance of making a healthy choice. If you are pressed for time, you could even take 2 or 3 breaths.



**Ask:** Where are some places that you think you make food decisions? Where could this approach work for you?

**Possible Answers:**

- When I get to the supermarket, before I go in.
- When I pull up to the fast food drive through and am waiting in line.
- When I am standing in front of the vending machine at work.
- When I am at the casino buffet, choosing what to eat.
- When I am grabbing an afternoon snack at home.
- Before I go to a potluck or community event.

# 7. Summary and Goal Setting

## (15 minutes)

### Summary



#### Say:

- Great job today. How is everyone feeling?
- Today, we talked about different things people with diabetes can do to be healthy. When you go home tonight, what are you going to tell your family or friends about what you can do to stay healthy?



#### Do:

- Let people share their ideas.
- Confirm the key points that people share.
- Make sure to correct anything that's a little off and to highlight any other behavioral recommendations that do not come up.

### Note to Facilitator

#### The key recommendations from Class 1 are:

1. Eat fewer carb foods.
2. Use the Diabetes Plate to help reduce carbs.
3. Get 30 minutes of physical activity daily by doing 5-10 minutes at a time. Physical activity is anything that gets your heart up or your breathing rate up.
4. Practice breathing to calm your mind before making a food choice.

### Goal Setting



#### Say:

- In addition to everything we learned today, another great way to stay on track is by setting goals. Since we get to see each other again in (mention length of time, 1 week, etc.), we're going to use the participant booklet to set goals for the upcoming week.
- Turn in your booklet to page 19.
- Let's work through this together.



**Do:** Read instructions from the participant booklet out loud and provide time for participants to write their goal.



**Say:** We will work on this goal until our next session together. Turn to your neighbor and take 1 minute to tell each other what goal you want to focus on.



**Do:** Allow time to share.



**Say:** Between now and next week, please:

1. Work on your goal.
2. Share something you learned today with a friend or family member. For example, you could show your family how to use the Diabetes Plate.
3. Bring something to class next week to share during our group share. This could include:
  - a. A food item that represents a time you or your family made a healthy food choice. You can also bring in a photo of a food item.
  - b. An example of something that you drank or a drink that you saw in the store. You can bring in the whole bottle, can, or label, or you can bring a picture on your phone.
  - c. A picture of a meal that you made where you used the Diabetes Plate.
  - d. Anything else that you'd like to share with the group about your week related to diabetes and your nutrition.



**Do:** Pass out participant gifts: measuring cups.



**Say:**

- Thank you for coming!
- See you next week at \_\_\_\_\_ (date and time). Please write this on the last page of your participant booklet.





# What Can I Eat?

Healthy Choices for American Indians and  
Alaska Natives with Type 2 Diabetes



## Class 2:

Fitting Sweet Foods into a  
Healthy Diabetes Eating Plan

# Class 2:

## Fitting Sweet Foods into a Healthy Diabetes Meal Plan

### Objectives

After attending Class 2, the participant will be able to:

1. List 5 sweet/sugary foods that they eat or drink on a regular basis
2. Describe how much sugar is in common drinks and sweets
3. Learn to identify healthy, unsweetened drinks
4. Learn and practice 1 new physical activity
5. Learn and practice 1 new Mindful Nutrition Choice activity
6. Pick a healthy goal for the next class

### Outline

1. Greeting and Introduction (10 minutes)
2. Guided Group Share (15 minutes)
3. Sweet and Sugary Foods: Lesson and Activity (20 minutes)
4. Sugary Drinks and Tasting Unsweetened Drinks: Activity (15 minutes)
5. Physical Activity (10 minutes)
6. Mindful Nutrition Choice Activity (5 minutes)
7. Summary and Goal Setting (15 minutes)



## Before Class

1. Before class, put together the Participant Folders, 1 for each participant. In the folder, include the participant booklet for Class 2.
2. On a page of the flip chart paper, write, "Sweet Foods." Write big enough for everyone in class to read it.
3. One day before class, call, text, or email all participants to remind them of the class.
  - a. Give them the location and a phone number to call, if they get lost or are running late.
  - b. Remind them to wear comfortable clothes and shoes (sneakers are preferred).
  - c. Remind them to bring an adult family member, if they would like.
  - d. Remind them that the class is 90 minutes long.
  - e. Ask them to bring a water bottle.
  - f. Remind them to bring their "homework" assignment for the Group Share.



- g. Remind them to bring back the participant booklet from Class 1.
- h. Ask them to collect labels of different beverages. It is best if they can bring the whole empty bottle or carton. Examples include soda, juice, energy drinks, chocolate milk, or fruit drinks.
4. Review the exercise band exercises found on pages 23-27 of the Class 2 participant booklet (and Appendix 1 of this guide). You will be teaching these exercises for the physical activity portion of class.
5. **Unsweetened drink tasting activity:** Have a flavored water made in advance, as some waters will need to steep for some time to be flavored. There are recipes on pages 19-22 of the Class 2 participant booklet (and Appendix 2 of this guide) or use a local traditional recipe you know. The type of water you make will likely vary depending on where you live and what foods you have access to. Flavored tea bags can steep overnight in water to make flavored tea. Local berries and other plants can be used to flavor water. If you have a store with fresh fruit or cucumber, these items can also be added to water to add flavor. You can also add frozen fruit like frozen strawberries, peaches, etc. You can use seltzer water instead of regular water to add a fizz, if this is something that can be purchased where you live. Try to have more than one choice, if possible. Have the recipe available for participants to take home with them.

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## Bring to Class

- 1. Sign-in sheet
- 2. Participant folders (1 for each participant including participant booklet for Class 2)
- 3. Pens (1 for each participant)
- 4. Markers (1 for each participant)
- 5. Paper plates (1 for every 2 participants, as they will be working in pairs)
- 6. Flip chart paper and flip chart marker
- 7. Sweet and sugary drink cards
- 8. Containers, labels, or pictures of drinks that are popular in your community
- 9. Sugar packets (about 200). Count out 40 packets and put them in individual plastic zip lock bags. You should have 5 bags of 40 packets each.
- 10. Participant gift-water bottle and exercise band (1 of each for every participant)
- 11. Unsweetened drinks (enough for everyone in class to taste)
- 12. Disposable cups (small) for tasting (2 for everyone in class)

# Day of Class

1. Arrive at least 20 minutes early to set up the room and greet early arrivers.
2. Set up the chairs in the room in a circle or rectangle so that participants will be facing each other.
3. Make sure the front door of the building is unlocked so people can get in.
4. Tell the people working at the front desk about the class, so they can guide people arriving for class.
5. Post signs outside the building or at the front desk with directions to the class.
6. At the top of a piece of flip chart paper, write: "Sweet and Sugary Foods." Write in big print so everyone can see.
7. Choose sweet and sugary drink cards that are common or traditional in your community for the Sweet Drinks activity.

## 1. Greeting and Introduction (10 minutes)



**Do:** Pass around sign-in sheet and ask everyone to print their name on the list. Pass out pre-loaded participant folders.



**Say:**

- Hello and welcome! I am so happy that you came back to class this week so we can continue learning about choices you can make that can improve your health.
- As a reminder, my name is \_\_\_\_\_.
- Today is the 2nd of 5 classes in our series, called "What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes."
- The goal of these classes is to help Native people learn about healthy eating with diabetes. We will also learn new physical activities and ways to make healthy food choices.
- As I said, there will be 5 classes. We will meet each week for 4 weeks. Our 5th and final class will be a "reunion" and will take place about 3 months from our 1st class, which was last week.
- I will call, text, or email you the day before each class to remind you of our schedule.
- Each class will be about 90 minutes long.






**Say:**

- Last class we talked about 2 types of carbs, starches and sweets.

- Last class we focused on starchy carbs. In today's class, our main goal is to talk about the carbs found in sweet foods and how they can affect our diabetes.
- Sugar is a carb. Today we are going to be sugar detectives and see how much sugar is in the foods we eat and drink.
- Eating sweet foods can make our blood glucose go up more than the starchy carb foods we talked about last week. As people with diabetes, it is very important that we limit the amount of sweet foods we eat.
- When we do eat sweet foods, it is important we eat them in a way that is healthy for our diabetes. Today, we'll learn how to include sweet foods in a healthful diabetes eating plan.

## 2. Guided Group Share (15 minutes)

-  **Do:** If the room is not already arranged as a circle or rectangle, arrange everyone so they will be able to see each other. Move chairs and ask members of the class to help you do this.
-  **Say:** Let's get into groups of 3. Just turn to your neighbors and that will be your group. Take turns asking each other the questions on the question cards I am going to give you. We'll take about 5 minutes to do this.
-  **Do:** Hand out cards. Just 1 member of each group needs a card. Place the card on the table or in a neutral place, so the group gets to pick who reads the card (instead of handing the card directly to someone).





**Say:**

- Each person in the group should answer all of the questions on the question card.
- Remember to start by introducing yourself to your small group.
- There are 3 questions you will ask each other.

**Note to Facilitator**

The questions on the cards say:

1. What kinds of carb foods do you and your family like to eat?
2. What is your favorite thing to drink?
3. How did using the Diabetes Plate go for you last week? Can you share an example of something that went well or something that was hard about it?



**Do:** Allow time for participants to complete (about 5 minutes).



**Say:** Great! I hope everyone enjoyed catching up with one another. Next, as a whole group, let's take a few minutes to talk.



**Ask:**

- Does anyone want to share what some favorite carb foods or drinks were?
- Does anyone want to share how the Diabetes Plate worked (or didn't work) last week?
- Remember at the end of class last week, we had a "homework" assignment? Does anyone have an example of how they used the Diabetes Plate since our last class?



**Do:** Let participants answer and share. If participants have pictures to pass around, let them do so. If the picture is on their phone, let them choose to pass their phone around so people can see the picture. Note, not everyone will be comfortable passing their phone around. They can also get up and walk around, showing the picture on their phone to other participants.



**Say:** If you brought food labels, packages of food, or pictures of packages of food, we will look at those together later in class. So, hang onto them.

## 3. Sweet and Sugary Foods: Lesson and Activity (20 minutes)



**Do:** Flip to the page of the flip chart paper where you wrote, "Sweet Foods."




**Say:** Today, we will learn more about the group of carb foods known as "sweets." When I say, "sweet foods," what comes to mind?



**Do:** List the foods people say on the flip chart paper

**Possible Answers:** cake, cookies, soda, candy, pie, chocolate, kid's cereal

 **Ask:** As people with diabetes, what are some things you already know about sweet foods?


**Possible Answers:**


- Not to eat sweet foods.
- Sweet foods make blood glucose go up.
- Sweet foods and sugar-sweetened drinks are not good for me.
- I can't eat sweet foods.
- Sweet foods are only for special occasions.


 **Say:**

- Thanks for sharing. It's true that sweet foods can raise our blood glucose more than the other carb foods that we talked about last week.
- However, it's important to remember that sweet foods can also be part of our healthy Diabetes Plate. We just have to plan for them.
- If possible, it is best to choose naturally sweet foods. The sweet foods our ancestors ate were things like maple syrup and fruit.
- Also, even more important than which sweet food you choose is how much of that food you eat.


 **Ask:** Remember the Diabetes Plate from last week?


 **Do:** Draw the Diabetes Plate on a new sheet of flip chart paper large enough for everyone to see.

 **Ask:** Does anyone remember which part of the plate was supposed to be for carb foods?

 **Do:** Wait for an answer from the group.

**Answer:** 1 of the smallest portions of the plate

 **Say:** That's right. So, if you are going to eat a sweet food, it would fit into this small section of the plate. That means that-at that meal-you wouldn't have any other carb food. Let's try an example.

 **Ask:** Will someone share an example of a time you might want to eat a sweet food?

**Possible Answers:** birthday party, graduation party, anniversary party, potluck, Christmas, first berry pick, first hunt, First Laugh ceremony.

 **Do:**

- Write the title of the event, like "Granddaughter's Birthday Party," on the flip chart paper, above where you drew the Diabetes Plate.



**?** **Ask:** Okay, what are all the foods that might be at the (name of event, in this example, granddaughter's birthday party)?

**Possible Answers:** hamburgers, potato salad, pasta salad, spaghetti, green beans, cake, etc.

**⚙️ Do:** Write these foods on the flip chart paper as they're called

**🗨️ Say:** Let's break this down. Which of these foods are carb

foods? **Do:** Circle the carb foods as the participants call them

out.

**Possible Answers:** bun, pasta salad, potato salad, spaghetti, cake

**🗨️ Say:** So for that meal, you might decide that cake is the most important thing for you to eat. In that case, the cake would fill that small section of the plate.

**⚙️ Do:** Point to the carb section of the plate.

**?** **Ask:** So, if you have already filled the carb section of the plate, what would you do with foods like the bun, spaghetti, and potato salad? (Note: say the food examples listed by the participants.)

**⚙️ Do:** Let participants answer.

**🗨️ Say:** To fit it into your eating plan, you would skip the other things in the carb group for that meal. Maybe you'd eat the burger without a bun or choose the green beans instead of potato salad. But you would not eat the potato salad, pasta, or hamburger bun. These are all carb foods and you already filled that section, for this meal, with cake.

**?** **Ask:** What questions do you have about how we can still use the Diabetes Plate when we are at special events?

**🗨️ Say:** We'll spend more time on this later in another class, but first, let's talk about something we haven't talked about yet. Let's talk about beverages.

**?** **Ask:** What beverages do you think are healthy to drink?

**Possible Answers:** water, juice, coffee with no sugar, milk, tea with no sugar, etc.

**?** **Ask:** Great. And what beverages do you know have sugar in them?

**Possible Answers:** soda, pop, juice, sports drinks, energy drinks, etc.

**🗨️ Say:** Excellent. So, if I am at my granddaughter's birthday party (or whatever event your participants chose) and I eat a slice of cake, what would be a good choice of drink for me?





**Do:** Let participants answer.

**Possible Answers:** water, coffee with no sugar



**Say:**

- Great! Those are some really good ideas. We need to remember that sweet foods are going to happen. We are all going to be in a situation where we want to eat or drink something sweet.
- It is not good to call that your “cheat meal” or your “cheat day” and just eat whatever you want.
- It is better to plan for the sweet food and make it work within your Diabetes Plate.
- If you plan for sweet foods, you can include them in your eating plan and not miss out when everyone else is eating something like birthday cake.
- You can eat sweet foods, but do so in a healthy way by using the Diabetes Plate.
- The guideline for drinks is different. Sweet drinks do not fit into the Diabetes Plate. This is why you should choose drinks that have 0 sugar or choose water.
- In this class, we will refer to healthy drinks as unsweetened. This means they are not sweetened with sugar or any artificial sweetener.
- Great job! Next, let’s do an activity to see how much sugar is in some foods and drinks that we typically eat and drink.

## Activity: How Much Sugar is in Different Sweet Drinks?

### Note to Facilitator

For this activity, you will need to choose a variety of sweet and sugary drink cards included in the project materials. The drink cards should have a picture of a food on the front, with the amount of sugar in the drink on the back and the number of sugar packets that would equal that amount of sugar. Try to choose drink cards that picture foods people in your community eat. If there are drinks that you would like that are not included in the materials, talk to your area’s registered dietitian about how to make additional cards. You will also need around 200 packets of sugar, depending on the size of your group.



**Do:** Ask people to form small groups of 2-3 (depending on class size). If you have a small group, ask the participants to work in pairs of 2. You should have about 5 groups total.



**Say:** Let’s try an activity that looks at some sweet drinks that are common. I am going to hand out cards with pictures of a sweet drink on them. This is for a game. It is important for the game that you not flip the drink card over yet. We are going to work with our partner or small group to see if we can guess how much sugar is in each sweet drink.



**Do:** Hand out 2-3 cards to each group .

### Note to Facilitator

You should choose drinks that are commonly consumed in your community with the picture portion of the card facing up. For example, if you know that Tang is something people drink a lot, make sure to include this card. Each group should get at least 1 card.



**Do:** Give each group a bag of around 40 sugar packets and 1 paper plate for each drink card.



**Say:** We already learned that sweet drinks do not fit into the Diabetes Plate. This is because sweet drinks have a lot of sugar in them. But how much sugar do sweet drinks actually have in them? This is what we are going to try to guess with our partners.



**Ask:** Before we play the game, does anyone know how much sugar we are supposed to have each day?

**Answer:** The American Heart Association suggests that we do not eat more than 6-9 teaspoons of added sugar a day. That is the same as eating 6-9 packets of sugar each day.



**Do:** Hold up 6-9 sugar packets to show how much sugar this is.



**Say:** A sugar packet is equal to a teaspoon of sugar.



**Do:** Write this down on flip chart paper so you can refer back to it:

**Maximum amount of sugar a day = 6-9 teaspoons or 6-9 sugar packets.**



**Say:** In your small group, I'd like you to try to guess how many packets of sugar are in 1 serving for each of the drink cards you have. Remember, don't peek at the back of the cards! That is where the answer is. I will let you know when it is time to turn the cards over to see the answer. In your group, decide on 1 person who will write your guesses on a piece of paper.



**Do:** Allow groups enough time to discuss drink cards and make their guesses.




**Say:** Now that everyone has had a chance to guess, I want you to flip your cards over and see how many sugar packets are in a typical serving of each drink. I've given each group a bag of sugar packets. Remember each sugar packet is equal to 1 teaspoon of sugar.


You have 1 paper plate for each card. Place the number of sugar packets that are in your drink on its paper plate.





**Do:** Demonstrate this with a drink card that you've chosen for yourself (for example, McDonalds vanilla latte).




 **Say:** For example, this medium McDonalds vanilla latte has 12 packets of sugar in it, so I'm going to place 12 packets of sugar on the paper plate next to my McDonalds vanilla latte card.


 **Do:** Allow participants enough time to complete this activity.

 **Say:** Let's go around the room and let each group share what they found. You can share how much sugar was in your drinks.

 **Ask:** Were you surprised by any of the sweet drinks? Did you know how much sugar was in your drinks?


 **Do:**

- Go around the room and let each group present to the class what they learned about their drinks.
- After each small group presents, allow the larger group to comment on the drinks just presented.

 **Ask:**


- Do any of the groups want to share with the class something that surprised them in this activity?


- Does anyone have any comments on the drinks that were just discussed?


 **Do:** Allow time for discussion as needed.



## 4. Sugary Drinks and Tasting Unsweetened Drinks: Activity (15 minutes)


 **Say:** If anyone brought a beverage container or label to share, now is the time to take it out. We are going to explore sugar in drinks a little bit more now.

 **Do:** Pass around beverage containers/bottles that you've collected. This could also be pictures that you have printed off of the internet, or beverage containers or labels that participants brought to class. Each group should get ~2 containers, labels, or pictures.

 **Say:**

- Many of these sweet drinks have more sugar than we realize. And these drinks can have a really big impact on our blood glucose and our weight.
- Unlike sweet foods, which we can fit into our Diabetes Plate by putting them in the carb food section, these sweet drinks are hard to fit into a healthy meal plan. Most nutrition experts say we should avoid these sweet drinks. The good news is that there are lots of great unsweetened drinks.
- When choosing a drink, make sure you read the label. You should choose drinks that have 0 grams of sugar.
- On page 8 of your participant guide is an example of a label where the calories, sugar, and total carbohydrates are all 0. That is the goal for everything you drink.

Nutrition Facts	
2 servings per container	
<b>Serving size</b>	8 oz
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>0</b>
<small>% Daily Value*</small>	
<b>Total Fat</b> 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Sodium</b> 0mg	0%
<b>Total Carbohydrate</b> 0g	0%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
<b>Protein</b> 0g	0%

 **Ask:** Does anyone's drink have anything on the label, any pictures, words, or slogans that might make the drink appear healthier than it is?

### Possible Answers:

- "100% vitamin C" (you can note that adding vitamin C to a bunch of sugar doesn't make the drink healthy)
- "All natural"
- Pictures of fruit (though there may be little or no fruit juice in the bottle)
- Brand names like Dole (Dole is a name you associate with fruit, making the drink seem healthier)
- Added herbs (often do not have any proven health benefit)
- Added colors (often trick people into thinking a drink has fruit in it)



**Say:** So, the take-home message here is that people with diabetes should only drink things that have no sugar. We cannot fit sugary drinks into a healthy Diabetes Plate But we can fit sweet foods in if we remember to cut out any other carb foods at that meal.



**Ask:**

- Any thoughts on why sugary drinks are not recommended for people with diabetes to fit into their eating plan?
- Anything else people would like to share about this activity?

### Note to Facilitator

If a participant asks about alcohol and diabetes, you should tell the participant:

- It is best for them to talk to their doctor about whether or not alcohol is safe to drink.
- There are some people who should avoid alcohol because of medications they may be taking.
- Alcohol can raise blood glucose in the short term (1-3 hours), but over time, it can decrease blood glucose
- Blood glucose can decrease up to 24 hours after drinking alcohol.
- To be safe, the best safety guidelines are:
  - Tell people who are with you that you have diabetes
  - Have identification on you (a bracelet or card in your wallet that says you have diabetes)
  - Have a source of sugar (like glucose tablets) with you

## Activity: Unsweetened Drinks Tasting



**Ask:** What if you want a drink that has flavor, but will not increase your blood glucose? Does anyone have any ideas of drinks that taste good, but don't make your blood glucose too high?

**Possible Answers:** diet soda, water, seltzer, black coffee, Crystal Lite



**Ask:** What about any traditional drinks in your community that do not raise your blood glucose?

**Possible Answers:** nettles tea, hibiscus tea, basil water, strawberry water, etc.



**Do:** Invite participants to share ideas about unsweetened drinks they like.

### Note to Facilitator

If someone asks whether diet beverages or artificial sweeteners such as aspartame, saccharine, Equal, Sweet 'N Low, or Splenda are good for them, you should:

- Acknowledge that there is a lot of conflicting information about this.
- If the participant has access to a registered dietitian, have them ask the registered dietitian.



- Remind participants that plain water is always the best choice.
- Say: Right now, research shows that drinking things with no sugar is best. This would include water, seltzer, or water with fresh fruit in it.
- If you are at a party or out and the only option is regular soda versus diet, choose the diet soda.
- Drink diet beverages only every once in a while. Try to drink mostly water.



**Do:**

- Get out the unsweetened drinks that you made before class.
- Ask participants to help serve the drinks. Allow all participants to taste both drinks, if they want to.
- After the class has tried the drinks, invite them to take any leftovers home in their water bottles.

## 5. Physical Activity (10 minutes)



**Say:** Last week, we did a physical activity where we kept the balloons in the air. Remember: physical activity can help you decrease blood glucose in a natural way.

Today, we are going to try another physical activity this time using exercise bands.



**Do:** Hand out exercise bands to everyone in the class. Use the exercise band exercises found in Appendix 1 to demonstrate each exercise. Have the class repeat each exercise. Do each move 8 times.



**Say:** I am going to demonstrate each of the exercise band exercises, and we'll take time after I demonstrate to do them as a group.



**Do:** Allow time for all participants to complete the exercises.



**Ask:**

- How did it feel to use the exercise bands?
- Were some of the moves more difficult than others? Why do you think they were harder?

**Possible Answers:** Perhaps they are muscles that are used less frequently. Using the exercise bands over time will strengthen the muscles.



**Say:**

- These bands can be used when the weather is bad, in the privacy of your own home, or while watching TV.
- Today, we did 1 set of 8. At home, you can try to work up to 1 or 2 sets of 10.
- Please take these exercise bands home with you. Next week, we can check in to see how it went using them at home.
- Just like we talked about last week, the goal is to try to do some sort of physical activity for 30 minutes every day. We can break that up into 5 minute blocks, if that is easier.



## 6. Mindful Nutrition Choice Activity (5 minutes)



**Say:**

- Remember last week when we practiced deep breathing to help us feel calm before we make food choices? Today, we're going to practice a similar technique that can help us make healthy food choices. This one uses visualization. Visualizing something means that you try to picture it in your mind.
- Research shows that if you can visualize yourself doing something successfully, there is a better chance you will actually be able to do it. Take our (granddaughter's birthday) for example. If you can visualize making healthy choices before you go to the party, there is a better chance that you'll actually make those healthy choices. Let's try it together.
- Everyone close your eyes. If you choose not to close your eyes, just gaze softly at the ground in front of you, about an arm's length away.
- Find a comfortable seat with your back straight and your feet flat on the floor.
- Rest your hands on your legs.
- Relax your shoulders.
- Together, let's breathe in for a count of 5 and breathe out for a count of 5.



**Say:** Breathe in (softly), 1...2...3...4...5, and exhale (softly), 1...2...3...4...5. Do this one more time on your own, counting to yourself.





**Say:** Now, keeping your eyes closed or gazing softly at the ground, think about the next time you are going to eat. It might be (dinner when you get home after this class, breakfast tomorrow morning, etc.).

### Note to Facilitator

Adjust this based on the time of the day. If the class is in the morning, say "lunch." If the class is in the afternoon, say "dinner." If the class is in the evening, say "breakfast."



**Do:** Pause.



**Say:** Picture the place you will be when you eat that meal. What does it look like? What does it smell like? Who will you be with?



**Do:** Pause.



**Say:** Picture the Diabetes Plate sitting on the table in front of you. Think of what you might be eating for the meal. Think about what the carb food is and how it will fit into the carb section on the plate.



**Do:** Pause.



**Say:** Picture an unsweetened drink you will have with the meal. For example, maybe you'll have a cool glass of water with lemon or a steaming cup of coffee.



**Ask:** What does the food taste like?



**Do:** Pause.



**Ask:** What does it smell like?



**Do:** Pause.



**Ask:** What does your drink taste like as you take your first sip?



**Do:** Pause.



**Say:**

- Now, picture yourself when you are done eating. How do you feel? You chose a healthy meal. You chose a healthy drink. You may feel strong, healthy, and balanced. You made a healthy choice for you, and you deserve that healthy feeling.
- Smile at yourself for making a healthy choice. Let's take 1 more deep breath together.
- Inhale.





**Do:** Pause.



**Say:** Exhale.



**Do:** Pause.



**Say:** And, now, open your eyes.



**Ask:** When are some times that you think this technique could work for you?

### Possible Answers:

- Before breakfast/lunch/dinner.
- When I pull up to the fast food drive through and am waiting in line.
- When I am standing in front of the vending machine at work.
- When I am at the casino buffet choosing what to eat.
- When I am grabbing an afternoon snack at home.
- Before I go to a potluck.



**Say:** This is just another technique, in addition to the 10-breaths technique, to help you make healthy food choices in our fast-paced world. Try this technique outside of class to see if it works for you.

## 7. Summary and Goal Setting (15 minutes)

### Summary



**Say:**

- Great job today! How is everyone feeling?
- Today, we practiced several tools that can help us improve our diabetes health. We learned how to identify sweet foods and beverages and how to make smart choices. We learned another physical activity that you can try at home. And, we learned how to visualize healthy choices before we make food decisions.
- Thank you so much for participating today.



**Ask:** When you get home, what are you going to tell your family or friends that we did in class today?



**Do:**

- Let everyone share their ideas.

- Confirm key points that were covered today. Focus on the main behavioral recommendations people should remember when they go home. Make sure to correct anything that's a little off and highlight any other behavioral recommendations they did not mention. Also, ask folks if there are any key recommendations from last week and remind them of any recommendations that are not mentioned.

## Note to Facilitator

### The key recommendations from Class 2 are:

1. Eat fewer sweet foods.
2. When you do eat sweet foods, use the Diabetes Plate to plan them into your meal. Sweet foods should fit into the carb section of the Diabetes Plate.
3. Sweet drinks never fit into the Diabetes Plate. Drink only unsweetened beverages, such as tea, seltzer, or water with fruit in it.
4. Drink mostly water.
5. Get 30 minutes of physical activity daily by doing 5-10 minutes at a time. Physical activity is anything that gets your heart rate up or your breathing rate up.
6. Practice visualizing making healthy decisions before making a food choice.

## Goal Setting



### Say:

- Turn your participant booklet to the page that says "Goal Planner" (page 15).
- Let's work together to set goals for the week.



**Do:** Borrow a participant booklet from 1 of the participants. Read the instructions out loud. Provide time for participants to write their goal(s).



**Ask:** What goal are you going to choose?



**Say:** Turn to your neighbor and take 1 minute telling each other what goal you chose.



**Do:** Allow time to share.



**Say:** Next week, we will talk more about the Diabetes Plate. We will talk about healthy protein foods and meal planning using the Diabetes Plate. Between now and then, please:

1. Work on your goal.
2. Do 1 thing that helps share what you learned in class today with someone outside of class.

---

For example, you could share something you learned about sweet foods with a friend. Or, you could make a healthy unsweetened drink for your family.

3. Bring something to class next week to share during our Group Share. This could include:
- A food package or label of a food you ate
  - A picture of a food package (using your phone) that you saw at the supermarket or had at home
  - A picture of a meal you made using the Diabetes Plate
  - A recipe or picture of an unsweetened drink you tried
  - A picture or story of how you used the exercise band for strength training
  - Anything else that you'd like to share with the group about your week related to diabetes and your nutrition.



**Do:** Pass out participant gifts: water bottles and exercise bands.

### Note to Facilitator

Participants may already have exercise bands and water bottles from the previous activities.



**Say:**

- Thank you for coming!
- See you next week at \_\_\_\_\_ (date and time).



**Do:** Have the participants write down the time/date of their next class on page 18 of the participant booklet.



# Appendix 1: Exercise Band Exercises

## Bicep Curl (Upper Arm Curl)

- Sitting down, step on the right handle of the exercise band so the band is secure.
- Use your right hand to hold the handle on the other side of the exercise band.
- With your right elbow on the inside of your right knee, curl the band up.
- Do not move your elbow.
- Do this 10 times and then switch sides.



## Deltoid Lift (Shoulder Lift)

- Standing or sitting, hold 1 handle of the exercise band over your belly button.
- Use the other handle to lift from your shoulder.
- Your elbow should be bent at a 90-degree angle.
- Do this 10 times and then switch sides.



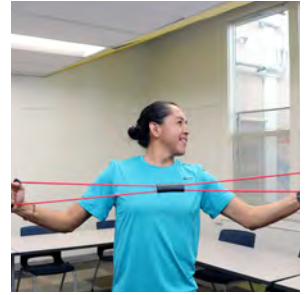
## Tricep Raise (Upper Arm Extension)

- It is easiest to do this exercise standing up.
- Holding 1 handle of the exercise band behind your neck, grab the other resistance band handle and pull up.
- Your elbow should be held close to your head.
- Do this 10 times using your right arm and then switch sides.



## Lat Pulldown (Shoulder and Chest)

- Standing up, hold both arms straight above your head.
- Grip each handle, 1 in each hand.
- Pulling the exercise band handles away from each other, pull the band down in front of your face.
- Your elbows should be bent.
- The band should be so close to your face that you have to turn your face to the side to not nip your nose with the band.
- Do this exercise 10 times.



## Chair Row (Top of Back)

- Using a 4-legged chair, place 1 handle of the exercise band around the chair leg farthest from you.
- Hold the other handle in your hand.
- Hold on to the back of the chair for support.
- Stagger your feet, with 1 foot pressed against the chair leg for support and the other leg further back.
- Bend over, sticking your butt out and keeping your back straight.
- Your back should not be curved.
- With your elbow at a 90-degree angle, pull the exercise band.
- Do this 10 times.
- Switch sides by moving to the other side of the chair and putting the handle around the furthest chair leg.



## Quad Kick Out (Front of Upper Leg)

- Sitting in a chair, place 1 end of the resistance band around the right, front chair leg.
- Place the other end of the stretch band around your right ankle.
- Slowly lift your leg straight out by bending your knee.
- Do this 10 times and then switch to the left leg of the chair and your left leg.



- Do this 10 times on your right leg and then 10 times on your left leg.

## Outer Thigh Lift

- Standing sideways in front of a chair, place 1 hand on the back of the chair for support.
- 1 end of the resistance band should be on the chair leg closest to you.
- The other end of the resistance band should be on the leg farthest from you.
- With only a slight bend in your knee, lift your outer leg away from your body.
- Do this 10 times on your right leg and then 10 times on your left leg.



## Hamstring Kick Back (Back of Upper Leg)

- Standing up, face the back of a chair.
- 1 end of the exercise band should be around the right chair leg.
- The other end of the exercise band should be around your right ankle.
- With your butt out and back straight, slowly lift your right leg behind you.
- Do this 10 times and then switch to the left chair leg and your left leg.



## Belly Crunch

- This is best done with a partner.
- If you are doing the exercise, you will be sitting in a chair.
- Both of your hands should be holding 1 end of the exercise band just above your head.
- Your partner should stand behind you and hold the other end of the exercise band tight.
- You should pull the band forward, close to your knees, by tensing your stomach muscles.
- Do this 10 times and then switch so your partner has a turn.



## Inner Thigh Cross Over

- Standing sideways in front of a chair, place 1 hand on the back of the chair for support.
- 1 end of the resistance band should be on the chair leg closest to you.
- The other end of the resistance band should be on the ankle closest to the chair.
- With a bent knee, slowly sweep the leg with the resistance band on it in front of your body.
- This is not a big motion.



## Appendix 2: Healthy Native Drink Recipes

### Soda Tea

Ingredients:

- 4 tea bags (any flavor you like)
- 4 cups of water
- 2 cups ice cubes
- 3 cups carbonated water or sparkling water (optional) ½ to 1 cup berries or other fruit (optional)



1. Boil water.
2. Remove from stove and add tea bags and allow to steep for about 5 minutes.
3. Remove tea bags and place tea in a glass jar.
4. Add berries or fruit, if desired.
5. Place glass jar in the refrigerator.
6. Chill tea for 2-4 hours or longer.
7. When ready serve cold over ice or with a little seltzer water for an added fizz, if desired.

### Berry Spritzer

Ingredients:

- 1 cup of blueberries (or another berry)
- 4 cups of carbonated water or regular water

1. Mash the berries.
2. Add carbonated or regular water to mashed berries and place in jar or other container.
3. Place jar in fridge and allow to sit for 2-4 hours.
4. Pour over ice and enjoy.





## Mint Drink

Ingredients:

Large handful of mint leaves  
4 cups of water

1. Boil water.
2. Crush mint leaves and place in pot of boiling water.
3. Stir leaves into boiling water.
4. Remove from heat.
5. Enjoy this tea hot or place in the refrigerator until cold.



## Sagebrush Tea

Ingredients:

Large handful of sagebrush  
6 cups of water  
teaspoon of honey (optional)

1. Rinse the sagebrush.
2. Boil water.
3. Add sagebrush to boiling water.
4. The longer it boils the stronger the taste.
5. Enjoy this drink hot with a teaspoon of honey (optional).



## Labrador Tea (Tundra tea)

Ingredients:

Labrador plant leaves

4 cups of water

1. Boil water.
2. Place 1 teaspoon of Labrador plant leaves in the bottom of a mug or teacup.
3. Pour water over the top of the leaves.
4. Allow the leaves to steep for 5 minutes.
5. This drink can be enjoyed hot or cold.



## Juniper Tea

Ingredients:

20 sprigs of juniper

4 cups of water

1. Wash sprigs and place in water.
2. Bring to a boil.
3. Reduce heat and simmer for 20 minutes.
4. Strain and serve.





# What Can I Eat?

Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes



## Class 3:

Planning Healthy Diabetes Meals



# Class 3:

## Planning Healthy Diabetes Meals

### Objectives

After attending Class 3, the participant will be able to:

1. List healthful protein choices
2. Describe the importance of planning meals
3. Make a weekly menu using the Diabetes Plate as a guide
4. Make a grocery shopping list using the weekly menu and Diabetes Plate
5. Take part in 1 new physical activity
6. Take part in 1 new Mindful Nutrition Choice activity
7. Pick a healthy goal for the next class

### Outline:

1. Greeting and Introduction (10 minutes)
2. Guided Group Share (10 minutes)
3. Understanding Healthy Protein Foods: Lesson (10 minutes)
4. Physical Activity (10 minutes)
5. Planning Healthy Diabetes Meals: Lesson and Activity (15 minutes)
6. Facilitator-Selected Lesson (see Appendix 1 for options) (15 minutes)
7. Mindful Nutrition Choice Activity (5 minutes)
8. Summary and Goal Setting (15 minutes)



## Before class

1. Put together the participant folders, 1 folder for each participant. In the folder, include the participant booklet for Class 3.
2. On 1 page of large flip chart paper, write "Weekly Calendar" on the top of the page. Write big enough for everyone in the class to be able to read it. Make a calendar on that page. See Appendix 2 for a model.
3. On 9 inch diameter paper plates, draw the Diabetes Plate and label the carb, protein, and veggies sections. You will draw on one plate for each participant.

4. Choose which optional lesson you want to do. See Appendix 1 for the options. You should choose the optional lesson that makes the most sense for your community and for this specific group of participants.
5. Plan for the physical activity (10 minutes of walking). See the instructions for the physical activity on page 73 of this Facilitator Guide.
  - a. Plan your walking route to make sure it only takes 10 minutes.
  - b. Pick some upbeat music to play for participants who don't join the walk outside.
6. One day before class, call, text, or email all participants to remind them of the class.
  - a. Give them the location and a phone number to call, if they get lost or are running late.
  - b. Remind them to wear comfortable clothes and shoes (sneakers are preferred).
  - c. Remind them to bring an adult family member, if they would like.
  - d. Remind them that the class is 90-minutes long.
  - e. Ask them to bring a water bottle.
  - f. Remind them to bring their homework from Class 2. This could include:
    - 1) A package or label of a food they ate.
    - 2) A picture (using their phone) of a food package they saw at the supermarket or had at home. They might also bring the whole package.
    - 3) A picture of a meal they made using the Diabetes Plate Method.
    - 4) A recipe or picture of an unsweetened drink they tried.
    - 5) A picture or story of how they used the exercise band to exercise.
    - 6) Anything else that they would like to share with the group about their week related to diabetes and nutrition.
    - 7) Remind them to bring back the Participant Book from Class 1.

---


## Bring to Class


- |   |  |
|---|--|
| <input type="checkbox"/> 1. Sign-in sheet   | <input type="checkbox"/> 6. Flip chart paper and large flip chart marker   |
| <input type="checkbox"/> 2. Participant folders (1 for each participant including participant booklet for Class 3)  | <input type="checkbox"/> 7. Participant gift: fruit and vegetable strainer (1 for each participant)                            |
| <input type="checkbox"/> 3. Pens (1 for each participant)   | <input type="checkbox"/> 8. Additional resources needed based on which optional lesson you choose (see Appendix 1 for details) |
| <input type="checkbox"/> 4. Paper plates (9" diameter) without anything drawn on them (1 for each participant)  |  |
| <input type="checkbox"/> 5. 1 drawn-on paper plate (9" diameter) that you have already drawn the carb, protein, and veggies sections on for demonstration |  |

# Day of Class


1. Arrive at least 20 minutes early to get the room set up and greet early arrivers.
2. Set up the chairs in the room in a circle or rectangle so that participants will be facing each other.
3. Make sure the front door of the building is unlocked so people can get in.
4. Tell the people working at the front desk about the class, so they can guide people arriving for class.
5. Post signs outside the building or at the front desk with directions to the class.

## 1. Greeting and Introduction (10 minutes)

 **Do:** Pass around the sign-in sheet and ask everyone to print their name on the list. Pass out pre-loaded participant folders.




 **Say:**

- Hello and welcome! I am so happy that you came back to class this week so we can continue learning about choices you can make that can improve your health.
- As a reminder, my name is \_\_\_\_\_.
- Today is the 3rd of 5 classes in our series, called "What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes."
- The goal of these classes is to help Native people learn about healthy eating with diabetes. We will also learn new physical activities and ways to make healthy food choices.
- As I said, there will be 5 classes. We have already completed 2 classes. Our next class will be next week.
- I will call, text, or email you the day before each class to remind you of our schedule.
- Each class will be about 90-minutes long.

 **Say:**

- Here is what we will do in class today.
- We will review what we learned from Classes 1 and 2, and talk about how things have been going in our lives during our group share activity.
- We will also talk about healthy protein choices using the Diabetes Plate Method.
- We will cover planning healthy meals and making a menu and shopping list. We will also talk about tips for making healthy choices and saving money when shopping.
- We will learn a new physical activity and another way to make healthy food choices.


- Finally, we will set a new goal for this upcoming week.
- All these things can help you control your blood glucose.


-  **Ask:** Okay. That was a lot of information! Before we get started, what questions can I answer for you about the class?
-  **Do:** Answer any questions people have. If you are not sure, say that you will check and have an answer for them at the next class. Encourage participants to ask questions any time.
-  **Say:** Great. Let's move ahead. Learning to make changes in eating and physical activity is like learning any new skill. Learning from and gaining support from other people can help everyone improve their health habits. So, we'll start today by talking with each other.






## 2. Guided Group Share (10 minutes)

 **Do:** If the room is not already arranged as a circle or rectangle, arrange everyone so they will be able to see each other. Move chairs and ask members of the class to help you do this.


 **Say:**


- This week, let's get into groups of 3.
- Please find partners who you did not talk to much in Classes 1 or 2.
- You may have to switch seats to do this. But don't worry, you can move back to your original seat when we are done with the group share.
- With your partners, take turns asking each other the questions on this week's question cards.
- One person can read the question card and you can all answer the questions.


 **Do:** Hand out cards. Just 1 member of each group needs a card. Place the card on the table or in a neutral place. This is so the group gets to pick who reads the card (instead of handing the card directly to someone).

**Note to Facilitator** This week's question cards ask the following:


1. What do you remember most about last week's class on sugary foods?
2. What did you think about the unsweetened drinks we tried last week?
3. As a group, list 3 words that describe how you feel about what you've learned in the classes so far.

 **Do:** Allow about 5 minutes for discussion.

 **Say:** Great! I hope everyone enjoyed catching up with one another. Now let's all take a few minutes to talk as a group.

 **Ask:**

- Who would like to share what they remember most about last week's class?
- Who has a story about a unsweetened drink they tried?
- Does anyone want to share how your group is feeling about what we've learned in class so far? What words did you choose?

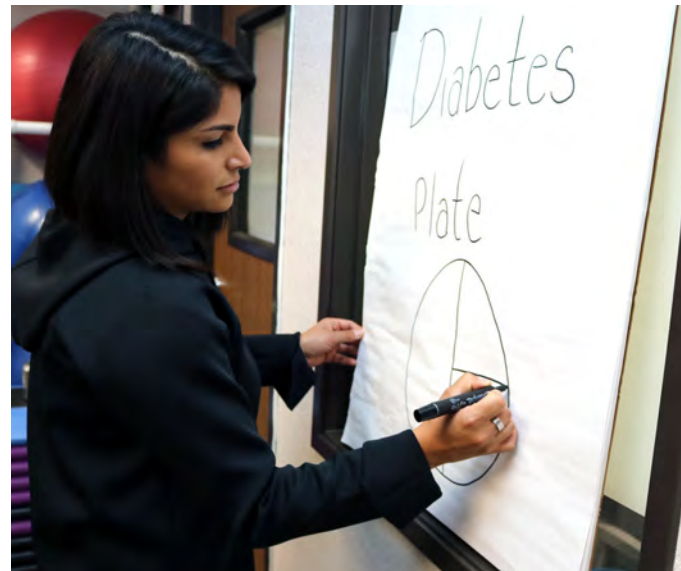
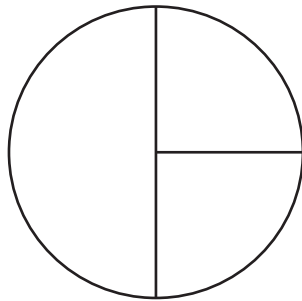
 **Do:** Allow time for participants to share.



### 3. Understanding Healthy Protein Foods (10 minutes)

**Say:** Today, we're going to use the Diabetes Plate again and add on to what we have learned. We have a good idea about how to fill our Diabetes Plate. Let's review.

**Do:** Quickly draw the Diabetes Plate on a piece of flip chart paper like this:



#### Note to Facilitator

As participants respond to each question below, write the name of the section on the Diabetes Plate on your flip chart.

**Ask:** Where should the carb food go?

**Do:** Let participants respond.

**Answer:** In 1 of the small sections

**Ask:** Where should the veggies go?


**Do:** Let participants respond.


**Answer:** In the large section

**Ask:** Are there any veggies that should not go in this large section?

**Do:** Let participants respond.


**Answer:** potato, corn, peas, squash

 **Say:** That's right. Remember these veggies (potato, corn, peas, squash) are healthy, but they are considered starchy veggies. That means that they have a lot of carbs. So they go in the carb section.

 **Ask:** Does anyone know what this other small section is for?


 **Do:** Let participants respond.

 **Answer:** protein foods

 **Say:** Great! Now we are going to talk about the protein section in a lot more detail. Let's go back to our Diabetes Plate.

 **Ask:** What foods do we consider protein foods?

 **Do:** Let participants respond.

 **Possible Answers:** chicken, beef, bison, fish, cheese, eggs, beans, lentils, nuts, pork, duck, ptarmigan, grouse

### Note to Facilitator


Say any items that were not suggested by participants.


 **Say:**


- That's right.
- All of these foods are protein foods.
- You can see more protein foods listed on page 9 of your participant booklet.
- These foods do not change blood glucose very much.
- In fact, protein foods can help make you feel full longer and help keep your blood glucose steady.
- We want protein foods to fit only in the small portion of our plate.
- We also want to choose healthy protein foods most of the time.


### Note to Facilitator

If no one mentioned beans or legumes, remind participants:


 **Say:** During the first class, we mentioned that beans and legumes are high in protein, but they also have carbs. So they are a little tricky. Even though beans and legumes are a good source of protein, we should think of them as carbs. This means they go in the carb section of our Diabetes Plate. So, just to be clear, we would not want to have a plate with beans or lentils and another carb, like bread.


 **Do:** On flip chart paper, write the large heading, "Making Healthy Protein Choices."


 **Ask:** What makes some protein foods healthier than others?

 **Do:** Allow participants time to come up with answers.

**Possible answers:** wild game (traditional foods), less processed, the way we cook them, plant-based protein, amount of fat and cholesterol


 **Do:** Write down participants' answers on the flip chart paper. You can refer back to these ideas in the following discussions. Mention and fill in any missing answers.

 **Say:** One of the things listed that makes some protein foods healthier is the way they are cooked.

 **Ask:** Does anyone have an idea of some healthy ways we cook protein foods? For example, chicken. What is a healthy way to cook chicken? How about fish?

**Possible answers:** bake, grill, broil, boil, roast, microwave

 **Say:** Great answers!

 **Ask:** And what about some less healthy ways to cook proteins?

**Possible answers:** fried, deep fried, breaded

 **Say:** Right again.

### Note to Facilitator

If participants don't have any answers, go ahead and coach them to the correct answers. Tell them to turn to page 11 of their participant booklet, where they will see a chart with healthier versus less healthy cooking methods. It's ok if you have to tell them what these healthy and unhealthy cooking methods are.

 **Say:**

- Another easy rule of thumb is that protein foods that come from plants are an excellent, inexpensive, and healthy source of protein.
- These could be nuts, nut butters, lentils, and beans.
- And, these foods don't need a lot of skill to cook.
- Canned beans just need to be warmed up.
- For an even better bargain, dried beans can really stretch your food dollar and are very healthy.
- If you want to learn more about how to cook dried beans, see your participant booklet on page 30.



**Say:** How about processed foods? What does that mean to you? Turn to your neighbor for a minute and talk about what you think the word “processed” means when it comes to food.

**Do:** Let participants discuss the term “processed foods” for a minute.



**Ask:** Who would like to share what they talked about?



**Do:** Allow a few people to share their thoughts.



**Say:**

- Thanks for sharing!
- A food becomes processed when a food company takes the food and changes it with chemicals or machines.
- Often, companies add sugar, salt, unhealthy fats, and chemicals to make the food taste good and last longer.
- When they change the food, companies often remove some of the things that make the food healthier (like vitamins).
- Think about some processed protein foods you may eat. Then think about what that food looked like in nature, before it was processed.
- Some easy examples are fresh fish versus fish sticks. Another one is fresh chicken versus chicken nuggets.



**Ask:**

- Any thoughts on Spam or Vienna Sausages? What did those foods look like before they were processed?
- Can anyone think of other protein foods that have been processed?

**Possible Answers:** sausage, bacon, hot dogs, bologna



**Say:** Let’s look back at our list of what makes a healthful protein choice. Traditional foods (or wild game) are listed.



**Ask:** Does anyone know what makes wild game (or traditional foods) a healthy protein choice?



**Do:** Allow participants to answer and discuss.



**Say:**

- Great ideas!
- Animals, fish, and birds in the wild get lots of movement and eat a healthy diet.
- That makes the animal healthier for humans to eat.
- Some traditional foods also have more healthy nutrients than protein foods we buy at the store.
- Traditional protein foods are almost always low in unhealthy fat and salt.





**Say:** When you choose protein foods, the best advice is to:

1. Choose protein foods that come from plants (like nuts, beans, or legumes).
2. Choose protein foods that are the least processed (like chicken breast instead of chicken nuggets).
3. Enjoy traditional foods when possible. Try to eat 1 traditional protein food each week.
4. Prepare protein foods in a healthy way (like grilling instead of frying).



**Ask:** Ok, before we move on, what questions do you have about protein foods?



**Do:** Allow participants to ask questions. Provide answers. If you don't know an answer, let participants know you will have an answer next week.

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## 4. Physical Activity

(10 minutes)

### Note to Facilitator

Today's physical activity will be walking. If you are walking outside, it is important to have volunteers to help you. One person can lead the walk. Another person should be the last person in the group to make sure no one gets left behind. If some participants would rather not walk outside, there should be a person inside to help lead participants in a chair walk (described below).

**Outside walking:** Plan a route that will take participants about 10 minutes to walk. There will be some participants who will walk faster than others. If some participants get back much earlier, encourage them to continue to walk in the room until the rest of the group gets back. It is helpful to have music playing in the room. If this class is taught in winter, it is important to tell participants before this class if they will need snow shoes and warm clothing. If it is icy outside and people do not have snow shoes, it is best to do a walking activity inside.

**Inside walking:** Have a music player with upbeat music appropriate for the group. For example, if the group is mostly older, try to play music from their era. You can play music from your phone, if that's easiest. Ahead of time, make sure the music will be a good fit for the class. This includes appropriate song lyrics.

**Chair walking:** If a participant is present who does not want to walk or is unable, he or she can "walk" while sitting in a chair. This means the participant is sitting but marching his or her legs up and down, while seated. The participant can move his or her arms in a marching motion as well. Make sure there is upbeat music playing during this activity.





**Say:**

- Let's take a break for some physical activity.
- We still have more to discuss about meal planning and shopping, but it's time to move a little bit. It is important to move throughout your day.
- If you are doing an activity where you are sitting a lot, remember to take a break about once an hour to get up and move around.
- This could be when you are reading, using a computer, watching TV, beading, or sewing.
- For example, you could take a 10-minute walk, like we're going to do right now!
- Remember, physical activity that gets our heart rate up is a natural way to bring our blood glucose down.



**Ask:**

- Would people like to walk outside or inside?
- Does anyone remember the rule for exercising at the right level?



**Do:** Allow participants to respond.



**Say:**

- That's right. You can use the talk/sing method.
- If at any time you cannot talk while you are exercising, you should stop until you are able to talk.
- However, if you can sing, you might want to try speeding up your pace. We'll do that during our walk today.
- We should be able to talk but not sing.
- If for any reason you would prefer to stay in the classroom, you can walk around the classroom or do a "chair walk."



**Do:** Follow guidelines listed above for either walking outside or inside. Try to make sure people are walking for a full 10 minutes. Don't take more than a minute to get everyone out the door.



**Say:**

- Great job with our physical activity today.
- You just walked for 10 minutes. As we have talked about before, we should each be physically active for 30 minutes each day.
- That means we only have 20 minutes to go today!
- Sometimes it is hard to do 30 minutes of activity all at once.
- One idea could be walking for 10 minutes 3 different times during the day.



**Note to Facilitator**

If someone chooses to stay seated for any reason during this physical activity, you can suggest they do "chair walking," this just means they move their arms and legs in a marching motion as if they were walking, but they do so in their chair, without moving the chair.



## 5. Planning Healthy Diabetes Meals: Lesson and Activity (15 minutes)



**Say:** Next, we're going to talk about meal planning. Put your arm in the air if you know what you're having for dinner tonight.

### Note to Facilitator

If the class is after dinner time, ask what they're having for dinner the following night.



**Say:** Great. Now put your arm up if you have everything you need at home right now to make that dinner.



**Say:**

- Okay great! Everyone put your arms down.
- If you know what you're having for dinner, that's great. And, if you already have everything you need to make that meal, even better.
- If you aren't quite sure what you will have or you don't have what you need, that's okay.
- Most people don't plan their meals very far in advance.
- But, meal planning is a great way to save money, save time, follow the Diabetes Plate, and eat healthfully.
- Now, we will talk about making a meal plan and shopping for that meal.



**Say:** Think about your typical week.



**Ask:**

- What is one meal that you feel the most unprepared for?
- Is there a meal when you might end up eating something unhealthy because you don't have something healthy available?



**Say:**

- You might be eating unhealthy food just because that's what you have and you are hungry right now.
- You might be choosing to eat unhealthy foods because you are craving those unhealthy foods.
- You might eat what is easy.
- For some people, dinner may be difficult.
- Others may have a harder time with their lunch break at work.
- Or maybe breakfast is hard because you're rushed in the morning.

## Note to Facilitator

Consider sharing a personal example here. You may want to mention how you grabbed a bag of chips because you didn't have time for lunch on the way to class. Or maybe you skipped breakfast so you could get out of the door on time and then were starving by lunch and ate way more than you needed to. You can share any personal story to help connect you with the students and give them an example.



**Say:** Take a minute to decide on a meal or time of day that is hard for you and that you would like to prepare for. We are going to talk about this today.



**Do:** Allow participants time to reflect on their week and come up with the time of day or meal that they struggle to be prepared for the most.



**Ask:** Would anyone like to share what meal they are choosing to prepare for and why this meal is hard for you?



**Do:** Allow discussion about the things that make meal planning hard.

**Possible Answers:** rushing out the door to get to work, cooking breakfast for family, leaving no time for self, getting home late and having no time for dinner preparation, etc.



**Do:** At the top of a sheet of flip chart paper, write "Tips to be Better Prepared for Planning Healthy Meals."



**Ask:** What would help you be better prepared to make healthier choices?



**Do:** Allow participants to come up with ideas.

**Possible Answers:** grocery shopping regularly, making a list, planning meals in advance, making some foods ahead of time that take longer to cook, time management, etc.



**Do:** On the flip chart paper, write down things as people say them. You can include any of your own ideas that are not shared.



**Say:** These are great ideas! Today, we are going to talk about some ways you can be better prepared for the meal you are having the most difficult time with. We'll talk about planning your meals and also how you can save money in the process.



**Say:** Turn to page 13 in your participant booklet. Each week, try to set aside 1 hour to complete the following steps. This should be done before you go grocery shopping. Here are the steps to meal planning that can help save money and help you follow the Diabetes Plate.

1. **Look at what food you have at home.** Look in your kitchen cabinets and refrigerator to see what foods you already have. Pay special attention to fresh foods that might go bad soon. This

might be things like fresh veggies, fruit, or meat that has already been thawed. Make a list of these foods. Think about what meals you could make with these foods.

- 2. Fill out a meal calendar using the Diabetes Plate.** Fill out a calendar with the different meals for each day of the week. Don't forget snacks. If you have children or live with other people you eat meals with, think about their schedules as well as yours in mapping out meals. You can cross off any meals you know you will be eating at someone else's house or at a gathering. When you plan your meals for the week, think about the foods you already have and those you can get easily in your community. Plan meals using the Diabetes Plate so you will be sure to have veggies, a protein, and a carb food at each meal.
- 3. Make a grocery list.** Use your meal calendar and the list of what you already have to make a list of only what you need from the store.
- 4. Find places to get healthy foods for a good price.** To save money when buying food, check to see if there are any specials, coupons, or sales at your local store. Make sure to include these foods when you plan meals for the coming week. In addition to a grocery store, there are other places you can get healthy foods. A local farmers' market might help you find healthy foods, like fresh fruits and vegetables. You might be able to access healthy, traditional foods by participating in local events, such as hunting.
- 5. Go grocery shopping with your list.** Try to stick to the list, unless there is a great sale at the store that you didn't know about. Adjust your menu to take advantage of this sale, if needed.

Let's try an example together. Go to page 16 of your participant booklet. Here you will see a week-long calendar with three meals for each day.



**Do:** Open the flip chart to the page you wrote the sample calendar on before class.



**Say:**

- Let's say the meal you have the most difficult time with is dinner.
- You want to make a plan for having a healthy dinner every night.
- When you look at your calendar, you know you are having dinner at your sister's house on Friday night.
- We can cross Friday dinner out as you will be eating at your sister's house.
- Let's say that Monday night you are meeting a friend for a walk.
- This means dinner needs to be very quick and easy.





**Do:** Write this into the calendar: "Friday: (cross out dinner). Monday: Quick dinner."


Meals	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Breakfast							
Lunch							
Dinner		Baked chicken, green beans, rice	Spaghetti, ground beef, tomato sauce, carrots, brussels sprouts	Grilled fish, sweet potato, salad	Pork chop, broccoli, bun	Salmon, mashed potatoes, salad	
Snacks							
Food preparation activities	Take chicken out of freezer and place in refrigerator tonight	Take ground beef out of the freezer and place in the refrigerator tonight			Pick up fresh salmon from mom's house		

Example meal planning calendar. See Appendix 2 of this guide for full calendar (or page 16 of Participant Booklet).



 **Ask:** If you chose lunch as the meal you want to plan for, what are some things you might think about? How about breakfast?


 **Say:** As a group, we will do an example together. We will use dinner as our example.

 **Ask:** What are some dinners you like to eat at your house?


 **Do:** Allow participants to respond.

### Note to Facilitator

It is best if you let the participants choose dinner ideas and decide together how they fit the Diabetes Plate. If you aren't sure how a particular meal may fit the Diabetes Plate, don't choose that meal as your example for this next part of the lesson.


 **Do:** As participants call out dinner meals, write them below the calendar you drew on the flip chart paper. (Do this below the calendar, not on the actual days yet.)

**Possible Answers:** pizza, fish and rice with green beans, stew and bread, chili, meat and potatoes, burritos

 **Say:** Okay, great. Now, let's take a look at these dinner ideas and see how well they fit the Diabetes Plate. For example, the \_\_\_\_\_.

### Note to Facilitator:


The example here is fish and rice with green beans. But remember to use a meal that a participant actually shared in this discussion.


 **Ask:**

- What part of this meal is the carb food?
- How about the protein food?
- What about the veggie?

**Answers:**

- carb - rice
- protein - fish
- veggie - green beans

 **Say:** Great job. Now let's try an example that is a little trickier.

 **Ask:**

- What about pizza? What would be the carb part?
- Okay, what would be the protein part?

**Answers:**

- carb - crust
- protein - cheese, sausage, pepperoni, etc.



**Ask:** Wonderful and how about the type of food we are supposed to eat the most of? What is that part?



**Do:** Write "fish, rice, green beans" and "pizza" down for dinner on two of the nights of the week.



**Say:** Let's all take a few minutes to list some possible meals you would like to plan for on the calendar on pages 34-35 of your participant booklet. Choose the meal during the day that is typically harder for you or a meal that would be made easier with a little planning. If that is dinner, great. If that is lunch or breakfast, great. You can also do snacks, if that is something you find the most challenging. Write down 3-4 meals you would like to plan in your booklet.



**Do:** Give everyone about 2 minutes to write down their meals.



**Ask:** Does everyone have 3-4 meals written down?



**Say:** Turn to your neighbor and quickly share what meals you have written down.



**Do:** Give participants about 2 minutes to discuss.



**Say:**

- Now that you have a few meals in mind, let's go through the planning steps together.
- We can't do the first step today in class because it's to look at what food you have at home.
- The 2nd step is to fill out the meal planning calendar using the Diabetes Plate, which you just did.
- Our next step is to make a grocery shopping list. Use your meal calendar and the list of what you already have to make a list for only what you need.



**Do:** Write "Grocery List" at the top of the flip chart and then write down the ingredients needed to make the meals you planned with the group. (The examples here are fish and rice with green beans, and pizza. But remember to use the actual example the participants came up with as a group.) Write down "fish," "rice," "green beans," and "frozen pizza." Put a star by the rice and green beans.



**Say:**

- I put a star by the rice and the green beans because I want to check to see if I have these foods at home in my cabinet before I buy more at the store.
- Think about your schedule for the week.



**Ask:** When will you have time to get the ingredients you need for these meals?



**Say:** Write the day and time on your calendar that you will go to the store to buy ingredients.



**Do:** Write "grocery shopping" on one of the calendar days on the flip chart paper (before the meals you planned).

**Answers:**

veggies - peppers, mushrooms, spinach, onion, tomatoes, etc.





**Say:**

- Taking some time to prepare parts of some of your meals ahead of time can help you stick to your healthy eating plan.
- Look at your ingredient list.
- Ask yourself: Can any of the foods on your list be prepared in advance? For example, could you wash and peel vegetables so you can easily put them in your lunch box? Could you cook rice for dinner in advance? Do you want to cut up the meat so it cooks quickly? Do you want to cook the meat in advance? Is it easier to have breakfast ready when you wake up? Would a slow cooker help you?
- Think about the meal that you said is hard for you to eat healthfully.
- Ask yourself: What food prep steps could make it more likely that I would have a healthy meal available at that time? What would make my life easiest?
- Make your plan work for you!
- So, again, look at your calendar.



**Ask:** Is there a day of the week or a time of day that you can prepare any foods in advance?



**Do:** Let participants answer. Encourage them to share what foods that they think they can prepare in advance and for what meals.



**Say:** Write the time of day or the day of the week that you will prepare food on your calendar.



**Do:** Write down food prep steps on calendar days on the flip chart paper that might be needed for the meals you planned as a group. For this example, you could write “cook rice and unthaw fish” the day before you have that meal written down.

**Say:**

- You now have a calendar with some times for shopping, meal preparation, and some meal ideas on it.
- Once you get home and have time, you will also make a grocery list of ingredients to shop for.
- We are not going to do this step in class. Remember, you would first need to see which of the foods and ingredients you have at home already. Then, you’ll know which foods you need to get at the store.
- This week, I encourage you to try meal planning and food preparation. See if your calendar works for you.
- If it does, keep at it! If it doesn’t, tweak it so it works for you.
- The key to making a lifestyle change is first finding something that will work for you. Then, doing it enough times to make it part of your new routine.
- One of the toughest parts of eating healthy for your diabetes is making sure that you can plan out your meals as much as possible.
- This will keep you from having to make food choices when you are really hungry and don’t have healthy foods ready.
- Those are the moments when we tend to make the most unhealthy choices.





**Say:**

- Planning meals is one of the hardest steps. The next step, of course, is cooking the meal.
- Let's play a quick game.
- We're going to go around the room and everyone can answer a few questions.
- If you prefer not to answer, you can just say "pass."
- This is supposed to be a quick and easy game, so just answer with the first thing that comes to your mind.
- These should be mostly one word answers.

**Note to Facilitator**

Go around the whole room quickly to let each person answer each question. Answer for yourself too.



**Ask:** Who does most of the cooking at your house?



**Say:** Great!



**Ask:**

- How confident are you in cooking meals?
- Do you think it's healthier to eat at home or to eat out at a restaurant?
- Do you think it's less expensive to cook meals and eat at home or to eat out?



**Say:** Great answers! Sounds like some of you are feeling confident about cooking and some are not. It also sounds like most of you know it is healthier and less expensive to eat at home. It just takes a little planning, like we talked about.

**Note to Facilitator**

If most participants said that it's healthier and/or less expensive to eat out, take time to discuss this. You could use a probing question like, "Tell me more about what is healthier (or less expensive) about eating out?"



**Ask:** Do any of you have suggestions for where to learn more about healthy cooking in our community?













**Do:** Let participants answer/share.

**Note to Facilitator**

At this point in the class, share with the class any resources you know in your community that are specific to cooking education. Perhaps your community offers Cooking Matters classes or maybe you have cooking classes at your own health care facility. Mention this to the class. If there are a lot of people in the class who are low in cooking confidence, consider writing these resources down for them.



-  **Say:** Your participant booklet has some great tips for low-cost, healthy cooking. Check them out on pages 31 and 32 of the participant booklet.
-  **Do:** Give the participants a few minutes to look at those pages in their participant booklet.
-  **Ask:** Does anyone want to read some of these tips out loud?
-  **Do:** Allow volunteers to read tips out loud. If no one volunteers, the facilitator should read out loud.
-  **Say:** Turn to the person sitting next to you and talk about the tips listed here.
-  **Ask:** Have either of you ever tried any of the tips on low-cost cooking or making recipes healthier? Do you have other ideas for how to make recipes less expensive or healthier?
-  **Do:** Let the participants talk about their experience using the tips in the participant booklet.
-  **Ask:** Great, let's regroup. Did anyone learn something new about how to cook healthier meals or ways to save money?
-  **Say:** Okay, that was some important information about meal planning and cooking healthy meals.
-  **Ask:** What questions do you all have about what we talked about?

### Note to Facilitator

Next, you will go into the lesson of your choice. You do not need to tell the participants that you are making this transition. You can just go right into this next section. Please see Appendix 1 for the lesson options you may choose from. Remember, before the class started, you should have already chosen which facilitator-selected lesson you will do.

## 6. Facilitator-Selected Lesson (15 minutes)

**See Appendix 1 for options (page 88)**

# 7. Mindful Nutrition Choice Activity

(5 minutes)



## Say:

- Today, we've talked about healthy protein foods, meal planning, and cooking healthy foods.
- Not so long ago, our ancestors made all of these choices but in quite different ways.
- For example, protein foods were often wild animals and fish. When we went "shopping," we were actually going hunting, fishing, gathering, and growing.
- The process of getting food and cooking it took a lot more time than it does now.
- There are benefits to slowing down and taking more time to grow, gather, prepare, and cook our food.
- If you remember, last week we practiced a visualization of eating a healthy meal and how good our body would feel after.
- Let's try a new visualization activity now.
- Everyone, please close your eyes. If you choose not to close your eyes, you can gaze at the ground about an arm's length in front of you. If you choose not to close your eyes, try not to look around too much.
- Find a comfortable position. Have your back straight and your feet flat on the floor.
- Rest your hands on your legs.
- Relax your shoulders.
- Together, let's breathe in for a count of 5 and breathe out for a count of 5.
- Breathe in (softly), 1...2...3...4...5, and exhale (softly), 1...2...3...4...5.



## Note to Facilitator

The wording for the guided imagery below discusses blackberries. If blackberries don't grow in your area, choose a different local berry. Or if berry picking isn't traditionally done where you live, use a more appropriate food that could be gathered. This could include apples from a nearby orchard or even walking to a local farmers' market or roadside produce stand. Personalize the wording for your community.



**Say:**

- Imagine that you are taking a relaxing walk in a peaceful meadow.
- In the distance looms a beautiful mountain range.
- To your right is a small river and you can hear the sound of the water flowing over the rocks.
- You start to get a little hungry.
- You know that your family will be home soon, and they'll be hungry as well.
- You remember that very close by there is a grove of blackberry bushes.
- Think about how delicious the blackberries were last time you ate them. Tart and sweet, fresh and juicy.
- You walk toward the grove. When you arrive, you see thousands of ripe berries.
- You make a "basket" out of the front of your shirt and start picking the berries.
- You eat some as you go and relish the tart and sweet flavor.
- When your "shirt basket" is full, you smile.
- The sun is on your face, nature made this healthy snack.
- You walk back to your house excited to share the berries with your family.
- You think about how your ancestors gathered, hunted, fished, and grew most of their own food.
- They did so with patience and respected the time it took Mother Earth to provide these nutritious gifts.
- Now imagine that you are standing in the store, trying to decide what foods to buy.
- What foods do you see that look just like Mother Earth made them?
- Maybe you see apples fresh from the tree or fresh fish.
- What traditional foods are available to you?
- Those foods are similar to how our ancestors would have eaten them.
- These are healthy options to choose.



• Notice how good you feel choosing these healthy options provided to us by Mother Earth. **Say:**

- Let's take 1 more deep breath in together for a count of 5 and breathe out for a count of 5.
- Breathe in (softly), 1...2...3...4...5, and exhale (softly), 1...2...3...4...5.
- Open your eyes softly.
- We can use this mindfulness strategy the same way we used the breathing and visualization techniques we learned over the last 2 weeks.
- To make mindful food choices, we sometimes just need to slow down and remember that the process of getting food, preparing food, and eating food is sacred and should be enjoyed.



## 8. Summary and Goal Setting

### (15 minutes)

#### Summary



#### Say:

- Great job today! How is everyone feeling?
- Today, we talked about healthy protein choices, ideas for planning, shopping for, and cooking healthy diabetes meals, how walking can help decrease blood glucose, and we tried a new mindfulness exercise.



**Ask:** When you go home tonight, what are you going to tell your family or friends about what you can do to stay healthy?



#### Do:

- Let people share their ideas.
- Confirm the key points that people share. Make sure to correct anything that's a little off and to highlight any other behavioral recommendations that do not come up.

#### Note to Facilitator

##### The key recommendations from Class 3 are:

1. Protein foods should fit in of the smaller sections of your Diabetes Plate.
2. Choose protein foods that are grilled, baked, broiled, or steamed.
3. Avoid foods that are fried or deep fried.
4. Choose plant-based protein foods like nuts, nut butters, legumes, lentils, and beans as often as you can.
5. Choose protein foods that are less processed or those that look more like Mother Earth made them.
6. Use a weekly meal planning calendar to plan at least some of your meals every week.
7. Use a shopping list based on the calendar of meals you planned.
8. Prepare ingredients in advance to make it easier to make healthy meals.
9. Get 30 minutes of physical activity daily by doing 5-10 minutes at a time. Physical activity is anything that gets your heart rate up or your breathing rate up.
10. Practice the visualization exercise of slowing down and mindfully choosing foods.





**Do:** Be sure to review the key recommendation from the optional lesson you selected (listed below). You only need to review the recommendation from the lesson you chose.

### Key Take Home Message from the Optional Lessons

**Optional Lesson A:** Know the resources in your own community to help you find healthy food on a budget.

**Optional Lesson B:** Plan meals using the foods you get in a commodity food box. Add this resource to your healthy meal planning steps when you are checking what foods you have.

**Optional Lesson C:** Planning for meals for only 1-2 people can be challenging. Remember it is almost always healthier to prepare meals at home, rather than eating out.

**Optional Lesson D:** Planning for healthy meals with kids takes extra time. You are an important role model for kids. Taking the time to plan healthy meals and snacks is not only best for your health, but also good for them to learn how to eat healthy.



**Say:** In addition to all of these tools, another great way to stay on track is by setting goals. Since we get to see each other again in 1 week, we're going to use the participant booklet to set goals for the upcoming week.

### Goal Setting



**Say:**

- Turn to page 24 in your participant booklet.
- Let's work through this together.



**Do:** Use someone's participant booklet to read instructions out loud and provide time for participants to write their goal.



**Say:**

- We will work on this goal until our next class together.
- What goal are you going to choose? Turn to your neighbor and take 1 minute to tell each other what goal you want to focus on.



**Do:** Allow participants time to share.



**Say:** Between now and next week, please:

1. Work on your goal.
2. Share something you learned today with a friend or family member. For example, you could share the calendar with a family member.
3. Bring something to class next week to share during our Group Share. This could include:
  - A picture of a healthy protein food you ate.
  - An example of a grocery list that you made.



- An example of a meal planning calendar that you made.
- Anything else that you'd like to share with the group about your week related to diabetes and your nutrition.



**Say:**

- Thank you for coming!
- See you next week at \_\_\_\_\_ (date and time). Please write this on page 28 of your participant booklet



# Appendix 1: Facilitator-Selected Lessons

Each lesson will be about 15-minutes long. Choose the option that best fits with your class and community needs. **There are 4 options to choose from.**

## Option A: Eating Healthy on a Budget

Choose this lesson option if most of the people in the class live on a fixed income, low income, or struggle to make ends meet every month.



### Say:

- Sometimes, it feels like cooking and shopping for healthy diabetes meals is expensive.
- When we have a small budget for food, it can seem hard to make healthy meals.
- Lots of people try to stretch their budget by buying unhealthy foods, which can be pretty cheap. But many of these foods are not good for our blood glucose.
- Today, we're going to brainstorm together. We are going to come up with the "Top 10 Ways to Eat Healthy on a Budget" in our community.



**Do:** At the top of a piece of flip chart paper, write "Top 10 Ways to Eat Healthy on a Budget in \_\_\_\_\_" (Write the name of your city, reservation, community, etc.)."

For example: "Top 10 Ways to Eat Healthy on a Budget in White River"



**Say:** Turn to page 31 and 32 in your participant booklet. You will find tips to save money on healthy food. But we want to make this list more specific to our community. For example, buy frozen or canned veggies instead of fresh.



**Ask:** In our community, where do you think the best deals are on frozen or canned veggies?



### Do:

- Let the group discuss the different supermarkets, corner stores, or places where veggies are sold, frozen or canned.
- Write on your flip chart paper: "#1) Best places to buy frozen and canned veggies:" and then write down the participants' ideas.

**Example Answers:** ALDI on 1st street, food bank at the Methodist church on Wednesdays, Kroger on Thursdays with double coupon days

**Say:**

- So, let's get in groups of 4 and we'll look at the tip sheets on page 31-32 of your participant booklet together.

**Note to Facilitator**

Copies of these tip sheets can be found on pages 91-92 of this guide.

**Say:**

- In your group, choose someone who will read the lists out loud.
- In your group, choose 3-4 of the suggestions on these lists. Think about how we could apply them to our community.
- For example, if you read that buying in bulk is a good way to save money on groceries, where in our community can we find good deals on buying food in bulk?



**Do:** Let the class provide some answers such as local grocery stores or markets that have frozen veggies.



**Say:** You can also come up with tips that are not on the list that we could add.



**Do:** Give the groups about 5 minutes to work on this project.



**Say:** Ok, it's been about 5 minutes. Let's go around the room and have each group share 1 of their tips they think would be really helpful for our community members to save money on food.

**Do:**

- As each group presents their idea, write it down on the flip chart paper. If the group's idea is not specific to the community, keep probing for more details.
- For example, if they say "buy in bulk," ask where they can do this (e.g., what store).
- Or, if they say "sign up for SNAP, food stamps, or WIC," ask them where in their community they can get help doing this. Or ask them what stores accept WIC or SNAP.
- If it wasn't previously mentioned by the group, encourage discussion about places to get healthy food that are not stores. See Note to Facilitator below.
- Remember to try to get to 10 tips on the flip chart list.

**Note to Facilitator**

There are usually great low-cost options to get healthy food that are not stores. If the idea did not come up, help participants brainstorm these places in their community. Only ask these questions if they are relevant to your community.

**Ask:**

- Are there community gardens or does anyone give away or sell extra food they grow?

- What food can be gathered locally?
- Can berries be gathered and frozen?
- Can seaweed be gathered and dried? Are there other greens or plants that are gathered?
- If you are not a person who fishes or hunts, are there people in the community who share extra fish or animals?



**Say:** In many areas, if you are a person who is unable to hunt for yourself, you can give your hunting tag to another hunter. They can hunt on your tag and bring you the meat. Many hunters enjoy this partnership.



**Ask:** Does anyone know of a hunter who might like this arrangement?



**Say:**

- Great job.
- You have some wonderful ideas about how people in our community can eat healthy on a budget.
- When you set your goals at the end of class today, maybe you can include a goal or on how you can try some of these cost-saving tips.
- Now that we've been talking about healthy eating on a budget, let's take a few minutes to share what we've learned.
- I'll go around the room and each of you can share 1 tip that you've either tried or are going to try for healthy eating on a budget.
- If you prefer not to share, you can say "pass."



**Do:** Start with your own example.



**Say:** OK, that was a lot of information about eating on a budget.



**Ask:** What questions do you all have about what we talked about?

**Note to Facilitator:** After completing this optional lesson, go back to the Facilitator Guide to complete the Mindful Nutrition Choice Activity, Summary, and Goal Setting.





10 tips  
Nutrition  
Education Series

# save more at the grocery store



## 10 MyPlate tips to stretch your food dollar

Using coupons and looking for the best price are great ways to save money at the grocery store. Knowing how to find them is the first step to cutting costs on food. Use the MyPlate coupon tips to stretch your budget.

**1 find deals right under your nose**  
Look for coupons with your receipt, as peel-offs on items, and on signs along aisle shelves.

**2 search for coupons**  
Many stores still send ads and coupons for promotion, so don't overlook that so-called "junk mail." You can also do a Web search for "coupons." Go through your coupons at least once a month and toss out any expired ones.



**3 look for savings in newspaper**  
Brand name coupons are found as inserts in the paper every Sunday—except on holiday weekends. Some stores will double the value of brand name coupons on certain days.

**4 join your store's loyalty program**  
Signup is usually free and you can receive savings and electronic coupons when you provide your email address.

**5 buy when foods are on sale**  
Maximize your savings by using coupons on sale items. You may find huge deals such as "buy one get one free."

**6 find out if the store will match competitors' coupons**  
Many stores will accept coupons, as long as they are for the same item. Check with the customer service desk for further details.

**7 stay organized so coupons are easy to find**  
Sort your coupons either by item or in alphabetical order. Develop a system that's easiest for you and make finding coupons quick and hassle-free. Ideas for coupon storage include 3-ring binders, accordion-style organizers, or plain envelopes.



**8 find a coupon buddy**  
Swap coupons you won't use with a friend. You can get rid of clutter and discover additional discounts.

**9 compare brands**  
Store brands can be less expensive than some of the name brand foods. Compare the items to find better prices.

**10 stick to the list**  
Make a shopping list for all the items you need. Keep a running list on your phone, on the refrigerator, or in a wallet. When you're in the store, do your best to buy only the items on your list.





# Eating better on a budget

**Get the most for your budget!** There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

## 1 Plan, plan, plan!

Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or soups, which “stretch” expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.



## 2 Get the best price

Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.

## 3 Compare and contrast

Locate the “Unit Price” on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is the best buy.

## 4 Buy in bulk

It is almost always cheaper to buy foods in bulk. Smart choices are large containers of low-fat yogurt and large bags of frozen vegetables. Before you shop, remember to check if you have enough freezer space.



## 5 Buy in season

Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

## 6 Convenience costs... go back to the basics

Convenience foods like frozen dinners, pre-cut fruits and vegetables, and take-out meals can often cost more than if you were to make them at home. Take the time to prepare your own—and save!

## 7 Easy on your wallet

Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy cabbage, sweet potatoes, or low-sodium canned tomatoes. As for fruits, apples and bananas are good choices.



## 8 Cook once...eat all week!

Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won't have to spend money on take-out meals.

## 9 Get creative with leftovers

Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry, over a garden salad, or in chili. Remember, throwing away food is throwing away your money!

## 10 Eating out

Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for “2 for 1” deals. Ask for water instead of ordering other beverages, which add to the bill.

## Option B: Healthy Meal Planning with Commodity Foods

Choose this lesson option if most of the people in class use commodity foods.

### Note to Facilitator

For this activity, you will need to have Food Distribution Program on Indian Reservations (FDPIR) food lists (commodity food lists) for your community. Print 1 copy for each participant before the class. You can find the list here: [fns.usda.gov/fdpir/usda-foods-available-list-fdpir](https://fns.usda.gov/fdpir/usda-foods-available-list-fdpir)

Also, before class, choose a few recipes from this website that would work well in your community. Print them for the participants [fns.usda.gov/fdpir/sharing-gallery-recipes-cookbooks](https://fns.usda.gov/fdpir/sharing-gallery-recipes-cookbooks)

USDA Foods Description	WBSN ID	PACK SIZE	USDA Foods Description	WBSN ID	PACK SIZE
<b>FRUITS</b>			<b>BEANS</b>		
Apple Juice, 100%, Unsweetened	100089	6.68 qt bottle	Beans, Green, Commodity, Canned	100096	14.75 5 lb case
Applesauce, Unsweetened, Canned	100090	4.14 qt case	Beans, Kidney, Commodity, Canned	100098	14.75 5 lb case
Applesauce, Sweetened, Canned	100091	4.14 qt case	Beans, Lima, Commodity, Canned	100099	14.75 5 lb case
Bananas, Fresh	100092	11.72 5 lb bag	Beans, Navy, Commodity, Canned	100100	14.75 5 lb case
Cherry Apples Juice, 100%, Unsweetened	100093	6.68 qt bottle	Beans, Pinto, Commodity, Canned	100101	14.75 5 lb case
Cranberries, Dried, Individual Portions*	100094	300 1.18 oz bag	Beans, Soybean, Commodity, Canned	100102	14.75 5 lb case
Cranberries, Dried, Bulk	100095	4.14 qt case	Beans, White, Commodity, Canned	100103	14.75 5 lb case
Fruit and Nut Mix, Dried	100097	25.12 5 lb bag	Beans, Black, Commodity, Canned	100104	14.75 5 lb case
Orange Juice, Concentrated, 100%, Unsweetened	100098	6.68 qt bottle	Beans, Broad, Commodity, Canned	100105	14.75 5 lb case
Mixed Fruit, Extra Light Syrup, Canned	100111	24.15 5 lb case	Beans, Great Northern, Canned	100106	14.75 5 lb case
Pearl Onions, Canned, 100%	100112	6.68 qt bottle	Beans, Light, Commodity, Canned	100107	14.75 5 lb case
Peaches, Sweet, Extra Light Syrup, Canned	100113	24.15 5 lb case	Beans, Light Red, Commodity, Canned	100108	14.75 5 lb case
Pears, Extra Light Syrup, Canned	100114	24.15 5 lb case	Beans, Little Bites, Commodity, Canned	100109	14.75 5 lb case
Pears, Filled, Canned	100115	24.15 5 lb case	Beans, Marbled, Commodity, Canned	100110	14.75 5 lb case
Pineapple, Unsweetened	100116	25.12 5 lb case	Beans, Mexican, Commodity, Canned	100111	14.75 5 lb case
Produce as available			Beans, Northern, Commodity, Canned	100112	14.75 5 lb case
<b>PROTEIN FOODS</b>			Beans, Red, Commodity, Canned	100113	14.75 5 lb case
Beef, Corned	100117	24.12 5 lb case	Beans, Small, Commodity, Canned	100114	14.75 5 lb case
Beef, Corned, 50% Lean/50% Fat, Frozen	100118	40.12 5 lb package	Beans, Small, Commodity, Canned	100115	14.75 5 lb case
Beef, Round Roast, Frozen	100119	24.12 5 lb package	Beans, Small, Commodity, Canned	100116	14.75 5 lb case
Beef, Round, Canned	100120	24.12 5 lb case	Beans, Small, Commodity, Canned	100117	14.75 5 lb case
Chicken, Canned	100121	24.12 5 lb case	Beans, Small, Commodity, Canned	100118	14.75 5 lb case
Chicken, Boneless, Breast, Frozen*	100122	24.12 5 lb case	Beans, Small, Commodity, Canned	100119	14.75 5 lb case
Chicken, White, Frozen**	100123	24.12 5 lb case	Beans, Small, Commodity, Canned	100120	14.75 5 lb case
Egg, Dry, Canned	100124	16.12 5 lb package	Beans, Small, Commodity, Canned	100121	14.75 5 lb case
Pork, Ham, Canned	100125	14.12 5 lb case	Beans, Small, Commodity, Canned	100122	14.75 5 lb case
Pork, Loin, Canned	100126	14.12 5 lb case	Beans, Small, Commodity, Canned	100123	14.75 5 lb case
Pork, Loin, Canned, Boneless, Frozen	100127	14.12 5 lb case	Beans, Small, Commodity, Canned	100124	14.75 5 lb case
Spice, Curry, Canned	100128	24.12 5 lb case	Beans, Small, Commodity, Canned	100125	14.75 5 lb case
Produce as available			Beans, Small, Commodity, Canned	100126	14.75 5 lb case

### Say:


- Many of you know about the Food Distribution Program on Indian Reservations, also known as FDPIR.
- I am handing out a list of FDPIR foods for our community.
- FDPIR foods are also called “commodity foods.”
- Many people use commodity foods to help extend their food budget.
- Please form groups of 2-3 people.


### Do:


Pass out a commodity food list to every participant and a blank sheet of paper to each group.

### Say:


- In your small group, look at the list of commodity foods. See if you can come up with 3 healthy meals using these foods and the Diabetes Plate.
- You can plan a meal that uses only commodity foods or you can plan a meal that uses commodity foods and other foods.
- These other foods could be traditional foods or foods you can buy at the store.
- Each meal just needs to have at least 1 commodity food.
- Remember to keep the Diabetes Plate in mind as you plan your meals.
- You can write the meals down on the sheet of paper to help you remember.
- I’ll give you about 5 minutes to come up with 3 meals.
- Then we will share our meal ideas with the group.


 **Do:** Allow participants about 5 minutes to complete their 3 meal ideas.

 **Ask:** Who would like to share their ideas for meals first?


 **Say:** When you share your meal ideas, please also tell us which foods are commodity foods and which foods come from a store or are traditional foods.

 **Do:** Allow each group to share a meal.

 **Say:** Those are some good ideas! Last time we learned about healthy drinks for diabetes.


 **Ask:** What are some examples of drinks on the commodity food list that we would not want to choose?

**Possible Answers:** any of the juices listed

 **Say:** That's right. Juices have a lot of sugar in them. That's not good for our diabetes.


### Note to Facilitator


If no one mentions juice, you should prompt them.

 **Say:**


- Based on what we learned about commodity foods, let's go around the room and share 1 meal that you either have tried before or would like to try that uses foods from the commodity food list.


- If you prefer not to answer for any reason, you can say "pass."


 **Do:** Allow participants to go around the room and share what foods or meals they might try or have tried.

 **Say:**

- Thanks for sharing, everyone.
- Those were some really great ideas.
- I have some recipes for commodity foods that I'll share.
- Feel free to add to this list any recipes you heard today that you think sound good.

 **Do:** Hand out the list of recipes.


 **Say:** OK, that was a lot of information about including foods from the commodity food list in our meal plans.


 **Ask:** What questions do you all have about what we talked about?


**Note to Facilitator:** After completing this optional lesson, go back to the Facilitator Guide to complete the Mindful Nutrition Choice Activity, Summary, and Goal Setting.


## Option C: Cooking and Shopping for 1 or 2


Choose this lesson option if most of the people in class live alone or with just 1 other person and are typically cooking and shopping for only 1 or 2 people.


-  **Say:**
- Sometimes, when people live alone or with 1 other person, they do not feel like cooking.
  - Cooking for 1 or 2 people can feel like too much fuss.
  - Or, it may feel like too much food is cooked.
  - Sometimes food goes to waste if 1 or 2 people can't eat it all.

 **Ask:** How do people here feel about cooking for 1 or 2 people?


 **Do:** Allow time for discussion.

-  **Say:**
- Whenever we cook our food, it is typically better than food we would get from a restaurant or convenient foods, like frozen meals.
  - This is because the food we cook ourselves almost always has less sugar, salt, and fat than what we get at a restaurant or in frozen meals.

 **Ask:** Who has tips on cooking healthfully for 1 or 2 people and not letting food go to waste?

 **Do:** Allow time for discussion and fill in any missing pieces. Some of these points might be:

1. Plan some of your meals in advance. You can choose meals with overlapping ingredients so you don't have to worry about fresh ingredients going bad. For example, if you buy a bag of greens, you can make 2 or 3 meals with greens in them. This way they don't spoil.
2. Invite friends or family over for meals and plan the week so you share some meals at your house and some meals at their houses.
3. Make friends with your freezer. If you don't enjoy eating the same thing multiple times, you can save leftovers in your freezer for future meals. This can be a great time saver for those busy days of the week!
4. Think about how you can reuse leftovers in different meals. For example, if you cook chicken and vegetables, the next day you can use those leftovers for tacos or in a burrito.
5. Try to choose recipes made for 2-4 people. Choosing smaller recipes can be easier than trying to cut back a very large recipe.
6. Make a list of easy, single-serving meals, like an omelet with veggies and beans.

-  **Say:**
- Let's get into groups of 2-3 people.
  - In your small group, I would like you to come up with 1 or 2 meals you would like to eat, but for whatever reason rarely make for yourself.
  - Brainstorm ideas together about what would make this meal easier to cook for yourself.





**Do:** Allow the groups 5 minutes or so for discussion.



**Ask:** Who would like to share 1 of their meals with the group? What meal did you pick? What ideas did you come up with so the meal could be made easier?

### Note to Facilitator

If someone mentions that they “don’t like leftovers” or their significant other doesn’t like leftovers, ask the group if they have tricks or ideas to make leftovers more appealing.



**Say:** Great job, everyone! These great ideas can help us cook for ourselves more easily. And that’s healthier. Thank you for sharing your thoughts and ideas today.



**Say:** Okay, that was a lot of information about cooking for just 1 or 2 people.



**Ask:** What questions do you all have about what we talked about?

**Note to Facilitator:** After completing this optional lesson, go back to the Facilitator Guide to complete the Mindful Nutrition Choice Activity, Summary, and Goal Setting.

## Option D: Cooking with Children in the Home

Choose this lesson option if most of the people in class have children (under the age of 18) in their home with them.



### Say:

- I know that many of you have children living with you.
- I think we can all agree that planning meals for children is sometimes different than trying to plan meals for just ourselves.
- I'm going to ask some questions about eating with children.
- While we do that, let's get moving just a bit.
- Go ahead and stand up.
- If you prefer to stay seated, you can still do all of these movements.

### Note to Facilitator

Skip any of the prompts below if they are not relevant to your community. You can also add a prompt that might be specific to your community.



**Do:** After each question, let participants make the movement and then tell them to put their hand down, put their foot down, etc.



### Say:

- If you have ever cooked a meal and a child wouldn't eat it, raise your right hand.
- If you have ever given a new food to a child for the first time, raise your right leg.
- If you have ever tried to talk a child into eating something that he or she doesn't like, raise your left hand.
- If you have ever been in a really big hurry to get kids out the door in the morning for school and breakfast needed to be very quick, raise your left leg.
- If you have ever asked a child to help you cook or prepare a meal, put your hands on your hips.
- If you have ever had to eat a meal "on the go" because a child had sports practice, a music lesson, or some other activity, put both arms out to the side, like a T.
- If you have ever taken a child to the store and had to say "no" when he or she wanted to buy something that you had not planned for or something unhealthy, put both arms in the air.



### Say:

- Great! Everyone have a seat.
- As you can see, cooking, shopping, and getting healthy meals together for children has some challenges.
- However, having children around can actually help us to be healthy too.

- Now, let's get into small groups of 3.
- I will give each group a card with a problem on it that has to do with planning meals for children.
- You're going to work in your group to discuss how you might work through your problem in a positive way.
- Then, we'll regroup and see how you did!



**Do:** Pass out cards. Each group should have 3 people and 1 card.



**Say:** Choose 1 person in the group to read the card out loud. Then you will discuss as a group.

## Note to Facilitator

Cards describe the following stories. Included here are also possible strategies:

1. Your 13-year-old daughter has basketball practice every Monday and Wednesday at 5:30 pm. If you eat dinner before practice, she gets an upset stomach and the rest of the family isn't home yet. If you wait to eat dinner after practice, everyone is "starving." So you often end up picking up fast food.

What are some ways to make this a positive, healthy mealtime?

**Possible Answers:**

- Have a healthy small snack for your daughter before practice, like fruit, nuts, or low fat cheese and crackers.
- Prepare a meal ahead of time so it's ready when you get home from practice.
- Have another adult or an older child in the home start preparing the meal while you're picking your daughter up at practice.

2. Your 5-year-old son does not like veggies and neither do you. You have to beg and bribe him to eat any kind of veggie. What are some ways you could try to get him (and you) to eat more veggies?

**Possible Answers:**

- Keep trying to introduce new foods, like veggies, in a low-pressure environment to help increase the chances your children will try these foods and eat them.
- Add veggies to foods that you love like sandwiches, pizza, soups, and burritos.
- Serve as a role model: If you eat more veggies, it's more likely your son will too.
- Add a sauce or dip, such as low-fat ranch dressing or bean dip, to raw veggies, like baby carrots.

e) Have him choose a vegetable he would be interested in trying and the 2 of you can prepare it together. When a child is involved with the preparation of the food, they are more likely to try it.

3. You have a busy week, with 3 grandkids who have sports practice, band practice, after-school jobs, and a big family gathering on Friday night. It seems almost impossible to plan healthy dinners when everyone is coming and going at different times. What are some things you could try so that you have healthy dinners for your family during this busy week?

**Possible Answers:**

- a) Use the menu and meal planning calendar we talked about earlier in class.
- b) Ask older children and other adult family members to help with meal preparation.
- c) Prepare several meals ahead of time on the weekend so they're ready for the week.

4. Mornings are always busy at your house. You have to get breakfast ready for all 4 of your nieces and nephews. Many times, you and the kids skip breakfast. What are some things you could try to improve breakfast for everyone?

**Possible Answers:**

- a) Prepare breakfast ahead of time by pouring cereal into bowls the night before, making sure there is milk in the refrigerator, and cutting up fruit.
- b) The day before, hard boil eggs for breakfast.
- c) The day before, make peanut butter sandwiches for breakfast.
- d) Teach the kids to make their own breakfast.

5. It seems impossible to get to the grocery store when you have to watch your own 5- and 7-year-old sons and your sister's new baby. You are often rushing into a corner market just to get last-minute lunches and snacks. You just don't have time to go the grocery store with the kids. What are some things you could try to make time for the grocery store?

**Possible Answers:**

- a) Take the kids to the store with you because it's a great learning experience for them.
- b) Go to the store while the 2 older kids are in school so you only have to take the baby.
- c) Ask someone to stay with the kids for an hour the weekend before, so you can go to the store.



**Do:** Give each group about 5 minutes to discuss their card scenarios and strategies.

**Ask:** Which group wants to share their ideas for the difficult story on their card?

**Do:** Give time for groups to share.



**Say:**

- Great job with this activity.
- Having kids at home can make cooking and shopping harder at times.
- However, kids are our future generation and teaching them healthy habits is important for their health.
- It's good for them to learn about eating meals together as a family, planning meals ahead of time, grocery shopping, and making home-cooked meals.
- Thank you for participating in this activity.
- When you set your goals at the end of class today, maybe you can include a goal or 2 on how you want to improve shopping and cooking healthy meals for your whole family.



**Say:** Okay, that was a lot of information about eating healthy with kids.



**Ask:** What questions do you all have about what we talked about?

**Note to Facilitator:** After completing this optional lesson, go back to the Facilitator Guide to complete the Mindful Nutrition Choice Activity, Summary, and Goal Setting.



# Appendix 2: Sample Meal Planning Calendar

Meals	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Breakfast							
Lunch							
Dinner							
Snacks							
Food preparation activities							





# What Can I Eat?

Healthy Choices for American Indians and  
Alaska Natives with Type 2 Diabetes



## Class 4:

Fat, Salt, and Healthy Eating  
Away from Home

# Class 4:

## Fat, Salt, and Healthy Eating Away from Home

### Objectives

After attending Class 4, the participant will be able to:

1. List 5 foods high in unhealthy fat or salt
2. Describe healthy versus unhealthy fats
3. Describe how to reduce unhealthy fat and salt in their diet
4. Describe 3 strategies for eating healthfully at restaurants and special events
5. Take part in 1 new physical activity
6. Take part in 1 new Mindful Nutrition Choice activity
7. Pick a healthy goal for the next class

### Outline:

1. Greeting and Introduction (15 minutes)
2. Guided Group Share (15 minutes)
3. Healthy Eating with Salt: Lesson and Activity (10 minutes)
4. Healthy Eating with Fat: Lesson (5 minutes)
5. Physical Activity (10 minutes)
6. Healthy Eating Away from Home: Activity (15 minutes)
7. Mindful Nutrition Choice Activity (5 minutes)
8. Summary and Goal Setting (15 minutes)



## Before class

1. Put together the Participant Folders, 1 folder for each participant. In the folder, include the participant booklet for Class 4.
2. On a page of large flip chart paper, write "Foods High in Unhealthy Fat and Salt." Write big enough for everyone in the class to read it.
3. Make one copy of each "script card" for the skits. See Appendix 1.
4. Make 1 copy of the Potluck Sign-up Sheet, if you plan to have a potluck for Class 5. See Appendix 2.

5. One day before class, call, text, or email all participants to remind them of the class.
  - a. Give them the location and a phone number to call, if they get lost or are running late.
  - b. Remind them to wear comfortable clothes and shoes (sneakers are preferred).
  - c. Remind them to bring an adult family member, if they would like.
  - d. Remind them that the class is 90-minutes long.
  - e. Ask them to bring a water bottle.
  - f. Remind them to bring their homework from Class 3. This could include:
    - 1) An example or a picture of a healthy protein food.
    - 2) A grocery list they used to help with meal planning.
    - 3) A meal planning calendar they made.

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## Bring to Class

- 1. Sign-in sheet
- 2. Participant folders (1 for each participant, including participant booklet for Class 4)
- 3. Pens (1 for each participant)
- 4. Flip chart paper and flip chart marker
- 5. Salt cards for activity
- 6. 1 salt packet (from fast food restaurant)
- 7. Participant gift - reusable lunch bag (1 for each participant)
- 8. Skit kits (see Appendix 1) including photocopied script cards and props (3 paper plates, 3 water bottles, 1 blown-up balloon, 3 paper restaurant menus)
- 9. Photocopy of Appendix 2 (Potluck Sign-up Sheet) if you plan to have a potluck in Class 5

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## Day of Class

1. Arrive at least 20 minutes early to get the room set up and greet early arrivers.
2. Set up the chairs in the room in a circle or rectangle so that participants will be facing each other.
3. Make sure the front door of the building is unlocked so people can get in.
4. Tell the people working at the front desk about the class, so they can guide people arriving for class.
5. Post signs outside the building or at the front desk with directions to the class.

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# 1. Greeting and Introduction

(15 minutes)



**Do:** Pass around the sign-in sheet and ask everyone to print their name on the list. Pass out pre-loaded participant folders.



**Say:**

- Hello and welcome! I am so happy that you came back to class this week. We will continue learning about choices you can make that can improve your health.
- As a reminder, my name is \_\_\_\_\_.
- Today is the 4th of 5 classes in our series, called “What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes.”
- The goal of these classes is to help Native people learn about healthy eating with diabetes. We will also learn new physical activities and ways to make healthy food choices.
- As I said, there will be 5 classes. This is the 4th week we have met together. Our 5th and final class will be a “reunion” and will take place about 2 months from now.
- I will call, text, or email you to remind you of the 5th class.
- Each class will be about 90 minutes long.



**Say:**

- In today’s class, our main goal is to talk about fat, salt, and healthy eating when you are away from home. This could include eating at restaurants or social events.
- Eating too much salt and fat is not healthy for people with diabetes.
- Eating too much salt and fat can cause heart problems for people with diabetes.
- You should talk with your health care provider about the amount of salt that is best for you.
- Often, people think that if they don’t add salt to their food, their meals must be low in salt. But there is a lot of salt hidden in the processed foods we eat. Most of the salt we eat is in processed foods.
- We talked about processed foods last week and will review some key points today.
- In addition to salt, we need to think about how much fat we eat.
- Some kinds of fat are healthier than others. We will learn about the different types of fat and which is the best choice.



**?** **Ask:** Does anyone remember what processed foods are or have an example?


**Possible Answers:** Processed foods usually have sugar, salt, or fat added. They are not in their natural form. An example is potato chips (processed) vs. potatoes (whole food).


**Q** **Say:**

- Eating outside of the home, like at a restaurant or special event, often means we are eating more food than we eat at home.
- That is because of larger portions at restaurants.
- Often, restaurants and celebrations also have food that has more salt or unhealthy fats than the food we make at home.
- But we can choose healthy foods when we eat out by using all the tools we have learned in these classes.
- So let's get started!





## 2. Guided Group Share (15 minutes)

 **Do:** If the room is not already arranged as a circle or rectangle, arrange everyone so they will be able to see each other. Move chairs and ask members of the class to help you do this.

 **Say:**

- Let's get into groups of 3.
- Turn to your neighbors and that will be your group.
- Just 1 person can read the question on the card. All 3 can take turns answering the questions.
- If you brought menus or pictures of foods at celebrations or gatherings, you can use those when it's your turn to answer the questions.
- We'll take about 5 minutes to do this.


 **Do:** Hand out cards. Just 1 member of each group needs a card. Place the card on the table or in a neutral place, so the group gets to pick who reads the card (instead of handing the card directly to someone).


 **Say:** Each person in the group should answer all of the questions on the question card. There are 3 questions you will talk about.

### Note to Facilitator:

The questions on the cards say:

1. How did your meal planning or cooking at home go last week? Did you try planning or cooking in a new way?
2. Where is your favorite place to eat out of your home (restaurant, friend, or family member's house)? What do you like to eat when you go there?
3. What is your favorite family celebration or gathering at which food is served? What foods do you usually have at these events?

 **Say:** Great! I hope everyone enjoyed catching up with one another. Next, as a whole group, let's take a few minutes to talk.

 **Ask:**

- Who would like to share how your meal planning or cooking at home went last week?
- Remember at the end of class last week, we had a "homework" assignment? Does anyone have an example of a healthy protein food, a grocery list, or a meal planning calendar that you would like to share?

- Who would like to share what some favorite restaurants and family celebrations are?



**Do:** Let participants answer and share. If participants have pictures to pass around, let them do so. If the picture is on their phone, let participants choose whether to pass their phones around so people can see the picture.

### Note to Facilitator:

Not everyone will be comfortable passing their phone around. Participants can also get up and walk around, showing the picture on their phones to other participants.

## 3. Healthy Eating with Salt: Lesson and Activity (10 minutes)



**Do:** Flip to the page of flip chart paper where you wrote: "Foods High in Unhealthy Fat and Salt."



**Say:** A topic we are going to learn about today is foods that are high in unhealthy fat and salt. When I say "foods that are high in unhealthy fat and salt," what comes to mind?



**Do:** List the foods people say on the flip chart paper.

**Possible Answers:** potato chips, hot dogs, fast food, frozen meals (like Hungry Man or other TV dinners or frozen pizza), Spam, French fries, ramen noodles, cheese



**Say:** Great. Those are some good examples.



**Ask:** As people with diabetes, what are some things you already know about eating foods that are high in unhealthy fat and salt?

**Possible Answers:**

- Not to eat foods that are high in unhealthy fat and salt
- Foods that are high in salt are bad for blood pressure
- Foods that are high in unhealthy fat are bad for cholesterol
- Foods that are high in unhealthy fat can make someone gain weight
- Foods that are high in unhealthy fat and salt are only for special occasions



**Say:**

- Thanks for sharing.
- Foods that have a lot of unhealthy fat and salt are bad for our hearts.
- People with diabetes need to be careful not to eat too much of these things. Heart problems are very common for people with diabetes.
- However, it's important to know that not all fats are the same. Some are healthier for your heart than others.
- It's also important to know that most salt we eat is in processed foods. We talked about this last week, when we talked about healthy and unhealthy protein foods.

**Ask:** Does anyone remember what protein foods are more processed and less healthy?

**Possible Answers:** bacon, Spam, hot dogs, some kinds of cheese, like American

**Say:** That's right. And those processed protein foods are also very high in unhealthy fat and salt. Let's talk about a great example of a food that becomes much less healthy when it is processed.

**Do:** Write the word "potato" on the flip chart.

**Ask:** When a food has not been processed much, it looks a lot like how it is found in nature. What would be the least processed way to eat a potato?

**Possible Answers:** baked, grilled, boiled, microwaved

**Ask:** Remember from Class 3, when a food has been processed, often sugars and/or unhealthy fats and salt have been added to the food. What would be a really processed form of a potato?

**Possible Answers:** potato chips, French fries

**Say:**

- Great job.
- Potatoes are a perfect example of a food that is really healthy, but when they are very processed, they are much less healthy.
- That's because a lot of unhealthy fat and salt gets added.
- Another place we get a lot of extra salt and unhealthy fat in our diet is in the toppings and condiments we add to our food.



- Let's go back to the potato example.

**?** **Ask:** We have a healthy baked potato ready to eat. What do lots of people add to baked potatoes before they eat them?

**Possible Answers:** butter, cheese, margarine, sour cream, salt

**Q** **Say:**

- That's right. We often add things like butter and sour cream to our food. These things have a lot of salt and unhealthy fat in them. We also often add extra salt to potatoes and other foods.
- That doesn't mean we can't flavor our food to make it taste delicious. We just need to be careful what kinds of things we add to our food.

**?** **Ask:** Does anyone have ideas of a healthy way to flavor food?

**Possible Answers:** salt-free seasoning, fresh herbs, portion control with butter/sour cream, choose low-fat or low-salt versions of seasonings

**Q** **Say:**

- It is important to read labels to know if a food or condiment is actually low in salt.
- Sometimes, it is difficult to tell by the wording used on packaged foods.
- In a minute, we'll see how we can tell how much salt is in our food.

**?** **Ask:** Before we do that, what questions do you all have about what we talked about?

**Say:**

- Q**
- Now, we're going to talk about salt.
  - When we use the salt shaker, we call it "salt."
  - Another word for "salt" is "sodium." They are the same thing.
  - When you look at food labels on processed foods, you will see the word "sodium."
  - We are going to check out the food labels on commonly eaten processed foods to look for sodium.
  - The American Diabetes Association says most people with diabetes should eat 2,300 milligrams or less of sodium each day.
  - That is about 1 teaspoon of salt or the amount of salt that is in this packet.





**Do:** Hold up 1 salt packet. Pass around the salt packet for everyone to see.



**Say:**

- Ask your health care provider about the right amount of salt for you.
- The guideline is to eat 800 milligrams of salt or less per meal, if you eat 3 meals each day.
- This can be really hard if a person eats a lot of processed foods.
- Let's take a look at the amount of salt in commonly eaten foods.
- First, we're going to practice together.



**Do:** Hold up the full-page food label (found in Appendix 3) of the Rice-A-Roni Chicken Flavor.



**Say:**

- Turn to page 8 of your Participant Guide where you will see this food label that I'm showing now.
- Remember that people with diabetes should have 800 milligrams or less of salt at each meal.
- On the food label, milligrams are abbreviated as "mg."
- And on the food label it says "sodium" instead of salt. In this class, we will use the words salt and sodium to mean the same thing.

### Note to Facilitator

The serving size is always at the top of the label.

Nutrition Facts	
6 servings per container	
Serving size	2 oz
Amount Per Serving	
<b>Calories</b>	<b>180</b>
	% Daily Value*
Total Fat 16g	21%
Saturated Fat 6g	30%
Trans Fat 0g	
Cholesterol 40mg	13%
Sodium 790mg	34%
Total Carbohydrate 1g	0%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
<b>Protein 7g</b>	<b>14%</b>

Not a significant source of vitamin D, calcium, iron, and potassium

\*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.



**Ask:** When you look at this label, what do you see for serving size?

**Answer:** 3 servings per container



**Say:**

- That's right. According to the label, there are 3 servings of rice in this box.
- An important thing to know is that all of the information on the label tells you what is in 1 serving.
- So, for example, for this food, if you eat the whole box, you are eating 3 servings.



**Ask:** When you look at this label, what do you see for sodium?

**Answer:** 960 milligrams (mg)



**Say:** That's right. There are 960 milligrams of sodium in 1 serving of rice.

 **Ask:** Is that a healthy amount of salt for a person with diabetes to eat at 1 meal?

**Answer:** No

 **Say:** That's right. And, how do we know that?

**Answer:** Because 960 milligrams of sodium is more than the 800 that is recommended per meal.


 **Say:**

- Great job.
- So, you just need 2 steps to understand if a meal has too much salt to be healthy. Step 1: Look at the amount of sodium on the label for 1 serving. Step 2: Ask yourself is this number more than the recommended 800 milligrams? If it is more, you know it is too much salt.
- You can think about it like this, too. If \$800 is how much you have to spend on a meal, and the meal is \$960, can you afford that meal?

**Answer:** No

 **Say:**

- Great job.
- Let's practice some more.
- Let's get into groups of 3.

 **Do:** Hand out different salt cards. Give each group 1-3 cards depending on the size of your class. Place the cards on the table. Do not hand them directly to any 1 participant. This allows the participants the chance to choose who will read the cards.

## Note to Facilitator

All of the cards should be used, unless some of the cards have images of foods that are not found in your community. For example, if there is no fast food in your community, don't use the Big Mac and McDonalds hamburger card.

 **Say:**

- One person in each group should volunteer to read all of the cards.
- Look at the food pictured on your card.

- When you flip your card over, you will see there is some information about that food.
- You will see a food label. The food label is found on all packaged foods. We looked at food labels in Class 2, when we talked about unsweetened drinks.
- Today, we will look at 2 new things on the food label of your food. We will look for serving size and milligrams of sodium.
- I will show you exactly where to find the information we are looking for. But you can also turn to page 8 of your participant booklet.
- There, you will find instructions on how to find information about sodium on a food label. **Ask:**



In your groups, choose a card to start with. Can you find the serving size on your food label?



**Do:** Walk around the room and make sure each group can find the serving size on their food label.



**Ask:** Who would like to say what their group's food is and what the serving size is?



**Do:** Let each group that volunteers have time to say what their food is and what the serving size is.



**Ask:** Next, can you find how many milligrams of sodium are in 1 serving of your food?



**Do:** Walk around the room and make sure each group can find milligrams of sodium on their food label.



**Ask:** How does the amount of sodium in 1 serving of your food compare to the guideline of eating 800 milligrams or less per meal?



**Do:** Give each group time to compare their food item to the maximum recommended amount of sodium or salt a person should get in a meal.



**Say:** So, for some of you, the amount of salt was more than you should get in a meal.



**Ask:** Does anyone want to tell me how they figured that out?



**Do:** Wait for answers.



**Ask:** Some of you mentioned that your food had less than 800 milligrams of salt. Does anyone want to share a food item like that with the group?



**Say:** One thing to notice is that some really similar foods have very different amounts of salt. For example, in this room, we have higher- and lower-salt versions of rice, green beans, Spam, and frozen meals.



**Ask:** Does anyone want to share information with the group about any of these foods?



**Do:** Wait for answers.



**Ask:** Great. Does anyone want to share information about a similar food that has a lot more or less salt?





**Do:** Wait for answers.



**Say:** To give another example, 1 group here has the card for regular white rice. Another group has the card for a low-sodium version of Rice-A-Roni. I just showed everyone the regular Rice-A-Roni, but let's talk about the white rice and low-sodium Rice-A-Roni next. Together, we looked at the regular Rice-A-Roni. It had 960 milligrams of sodium per serving. Now, let's look at white rice and low-sodium Rice-A-Roni.



**Do:** Walk over to the group that has white rice. Borrow their card.



**Say:** So, it looks here like white rice has 0 sodium! Wow!



**Do:** Walk over to the group that has low-sodium Rice-A-Roni. Borrow their card.



**Say:** And, it looks like the low-sodium Rice-A-Roni has 610 milligrams of sodium per serving.



**Ask:** So, which is the lowest? The regular Rice-A-Roni, the low-sodium Rice-A-Roni, or the white rice?

**Answer:** white rice



**Say:** Here is a trick I like to do. If you really like Rice-A-Roni, you can always buy the low-sodium version and then add cooked white rice after you've cooked the Rice-A-Roni. That way, the salt gets spread out across more rice. So, if you eat the same amount of rice, you end up eating less salt than you would have.



**Ask:** What section of the Diabetes Plate would this Rice-A-Roni that you've added white rice to fit into?

**Answer:** 1 of the smaller portions of the plate, where carbs would go



**Say:** That's right. It would be in 1 of the smaller sections of the plate because it's a carb. If you have grilled chicken in the other small portion of the plate and green beans in the big portion, you have a wonderful meal!



**Say:** Let's go through some more of the cards together.



**Do:** Go through the different pairs of food labels (green beans/low-salt green beans; Spam/low-salt Spam; different frozen meals, etc.) with the group.



**Ask:** What do you think about the lower-salt version of these foods?



**Do:** Give participants time to respond.

### Note to Facilitator

If Spam is commonly eaten in your community take extra time to discuss the Spam food label. Point out the serving size is 6. portions. Ask the group when they eat Spam, is 1 can usually 6 servings or do most people eat a whole can themselves?

Talk about how much higher the sodium is if you eat whole can of Spam, or even 1/2 a can of Spam instead of the serving size.



**Say:**

- Some of them are healthier because there is less salt, but many of the low-salt versions are still pretty high in salt.
- The different rice foods show that the least processed rice – that is, the plain white rice – has no salt. The highly processed Rice-A-Roni, on the other hand, has a lot of salt.
- Remember, too, that we only looked at individual foods. Most meals have more than 1 food item. That means there could be more salt in the entire meal.
- So, let’s review some of the key points we have talked about. Like we said before, eating too much salt is bad for your heart.
- People with diabetes need to limit the amount of salt they eat every day.
- One way to eat less salt is to choose foods that are less processed. For example, you could choose a potato instead of potato chips.
- Another way to eat less salt is to read the food label when choosing what food to buy.
- It is best to try to eat less than 800 milligrams of salt per meal, if you eat 3 meals per day.
- You can turn to page 9 in your participant booklet to see some other tips on how to lower salt in your diet.



**Ask:** Does anyone want to volunteer to read some of these tips out loud?



**Do:** Allow for a volunteer or 2 to read the tips out loud.



**Ask:** Okay, that was some important information about reading food labels for salt. What questions do you all have about what we talked about?

## 4. Healthy Eating with Fat: Lesson

(5 minutes)



**Say:**

- Now that we learned about salt, let’s talk about fat in our diet.
- Earlier in class, we said that too much fat is not healthy for people with diabetes. It’s not good for our hearts.
- However, not all fats are unhealthy. Some fats are healthier than others.



**Ask:** Does anyone have examples of fats that are healthier for us?

**Possible Answers:** olive oil, canola oil, sunflower oil, seal oil, nuts, avocado



### Say:

- Great answers.
- We are going to talk about several different kinds of fat today.
- First, we will talk about fat that is naturally found in food, like nuts or steak.
- Fat naturally found in food can be healthy or unhealthy.
- Not all fat is bad, and it's important to know the difference and try to eat more healthy fats.
- Here are some examples of foods that are high in unhealthy fat:
  - Many red meats, like beef and pork
  - Fast food
  - Cheese
  - Regular (not low-fat) dairy, like whole milk
  - Processed meats, like bacon, bologna, sausage, hot dogs, Spam
- If you picture the fat on a steak or the greasy gunk that is left over after you cook bacon, that is all unhealthy fat.
- Another place where there is unhealthy fat is in the skin of chicken or turkey. This is why it's healthier not to eat the skin of chicken, turkey, or any other bird.
- These are examples of foods that are high in unhealthy fat.
- Like I said earlier, some foods are high in fat, but they are high in healthy fat.
- Nuts and nut butters are a great example of healthy fats. Avocados are another example of foods that naturally have a lot of healthy fat.
- A lot of our traditional Native foods, such as wild game and fish, are low in unhealthy fat. So these foods are often healthier protein food choices than beef or pork.
- Try to eat at least 1 traditional food a week if you can.

### Note to Facilitator

If sea mammals are part of your culture, you should mention that seal, sea lion, and muktuk also have a lot of healthy fat in them.



**Ask:** What questions do you have about fat that is naturally found in food?





**Say:**

- Next, we're going to talk about fat that we add to our foods.
- Sometimes we add these fats for flavor or during cooking.
- Examples would be when we add butter to bread for flavor or add butter to the skillet to cook an egg.
- Some fats we add to our food or use for cooking are unhealthy fats, like butter, margarine, Crisco, or lard.
- And some fats we add to our food or use for cooking are healthy, like oils.
- Oil is also a type of fat.
- Oil is a kind of fat that is healthier for our heart.
- We often cook with oil or we might add oil to our food once it's already cooked.
- For example, we might stir fry veggies with oil or we might add oil to salad as a dressing.
- Cooking with oil is healthier than cooking with a fat like butter or lard.
- But remember from our discussion last week on healthy ways to cook that anything that is deep-fried in oil is not healthy.



**Ask:** Does anyone have an example of when they have used these healthier fats, like oils, in their cooking?



**Say:**

- Great answers.
- When we add fat to our foods for cooking, there is an easy trick to remember. Fats that are liquid, like oils, are healthier for our hearts and blood vessels than those that are solid at room temperature.
- What does that mean? Well, if you think about having a bowl of olive oil on your counter, it's liquid.
- But if you think about having a bowl of Crisco, margarine, or butter on your counter, they are solid.
- So, the key thing to remember is that fats you add to your food or use for cooking that are liquid are healthier for your heart and blood vessels.
- Sometimes, it seems like using oils for cooking are more expensive than using healthier fats like butter or lard.



**Ask:** Does anyone have good ideas of where to find oils in our community that aren't too expensive?





**Do:** Wait for responses.

### Note to Facilitator

If no one offers ideas, provide your own ideas of where there are good deals on oils. Otherwise you can say:



**Say:** If your budget is tight, here are some tips for making oils cheaper:

- Buy oils when they are on sale
- Buy oils in larger containers and share with another family
- Decrease the amount of oil you use, so it lasts longer



**Say:**

- So, now we have learned that there are healthier fats that can be used in cooking and some healthy fats that are naturally found in food.
- We also learned that there are unhealthy fats that are used in cooking, found in processed food, and found naturally in some foods.



**Say:** So, let's review about healthy fats. Call out the answer when you know it.



**Ask:**

1. What is usually healthier for our hearts: fat that is solid or fat that is liquid?
2. What is an example of a healthy fat that we might cook with?
3. What is an example of a food that is naturally high in healthy fat?
4. Is the fat found in foods like beef, pork, and chicken healthy or unhealthy?
5. Do people with diabetes need to avoid eating all fat?
6. How should people with diabetes include fat in their diet?

**Answer:** liquid

**Possible answers:** olive, canola, sunflower, safflower, seal oils

**Possible answers:** sea mammals, fish, nuts, nut butters, avocado

**Answer:** unhealthy

**Answer:** No. They should avoid unhealthy fats

**Answer:** choose healthy fats





**Say:** Great answers. Thank you. It sounds like you've learned a lot from our healthy fat lesson. Turn to page 11 in your participant booklet. Here you can see there are some tips to lower the




unhealthy fat in your diet.

 **Ask:** Who would like to volunteer to read some of these tips out loud?

 **Do:** Allow 1-2 participants who volunteer to read sections of this tip sheet out loud. If no one volunteers, read the tips out loud yourself by borrowing someone's participant booklet.

 **Ask:** Does anyone have any questions about what we just learned about healthy fats and unhealthy fats?

 **Say:** We have been sitting long enough. Let's squeeze in our 10 minutes of physical activity.


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## 5. Physical Activity

### (10 minutes)

 **Say:**

- Today, we are going to start out by stretching for about 5 minutes and then follow those stretches with some body weight exercises.
- On page 26 of your participant booklet, you will find the stretching and body weight exercises we're going to do today.
- Please stand up and spread out around the room. If you would prefer to stay seated, you can do that. If you stay seated, you can follow along with the exercises that feel comfortable to you.

 **Do:** Demonstrate each stretch and have participants copy you.

#### Note to Facilitator


These exercises are found in Appendix 4.


 **Say:**

- Every body is different. Some days you may be more or less flexible, and that is completely normal. Don't worry if you feel like you can't stretch as far as you want or as far as others in the class.
- Your flexibility will change as you become more active and continue to stretch.
- Just move until you feel your body stretching.
- Remember, you can see all of these exercises in the participant booklet on page 26 so you can do them at home, too. Invite your family to try them with you!

 **Say:**

- Now that our muscles have had a chance to stretch, let's try some body weight exercises.
- Body weight exercises are like lifting weights, but instead of using dumbbells, you use the weight of your own body to strengthen your muscles.

 **Do:** Review body weight exercises with the class. Demonstrate each body weight exercise and have the participants copy you. As a class, do each exercise 8 times. Refer to page 30 of the participant booklet so the participants can follow along. These exercises are also found in Appendix 4.

 **Say:** Great job, everyone!

 **Do:** Let participants respond to each of the questions listed next as you ask them.

 **Ask:**

- How do you feel?
- Who thinks they will do stretching or body weight exercises at home to help them increase their activity?
- Who remembers how many minutes each day people with diabetes should do physical activity?

 **Answer:** 30 minutes of activity every day

- Does anyone have any ideas of when you could fit these stretching or body weight exercises into your day?

---

## 6. Healthy Eating Away from Home: Activity (15 minutes)

 **Say:**

• Now that we've gotten our bodies moving a bit, let's settle back in and talk about how we can eat healthy meals, even when we are away from home.

• Let's go around the room and hear from everyone. Remember, as I ask the questions, if you don't want to answer, you can just say "pass." This is meant to be 1 or 2 word answers, so just answer with the first thing that comes to your mind.

• Ready?

 **Do:** Go around the room for each of the following questions. Be sure to answer for yourself, too.

 **Ask:**

- Where is the last place you ate besides your home?

- Who are you usually with when you eat outside of your home?
- What is the most popular or traditional food that your family eats at gatherings or celebrations?



**Say:**

- Great answers. Thank you for sharing.
- There are a lot of reasons we eat outside of our homes.



**Ask:** What are some reasons you eat somewhere other than your house?

**Possible Answers:**

- Not enough food to get to the end of the month and need to eat at a family member's house
- Celebrations or special events
- Eat with extended family who live in another house
- Eat with a family member who is alone so they have company
- It seems less expensive to eat out
- It can be hard to make time to prepare meals at home, so eating out feels easier



**Say:**

- Today, we're going to break into groups and each small group will have a different skit to act out. You will have about 4 minutes to practice. Then, each group will have about 2 minutes to present their skit.
- Each group should have 3 people.
- Please form groups and try to work with someone you haven't been in a group with yet.
- After each group presents to the class, we'll have a brainstorming session to come up with solutions to the problem in the skit.



**Do:**

- Hand out skits that would make sense for your community. For example, if your community does not have drive-through restaurants, either don't hand that skit out or change the skit to something that would make sense in your community.
- Pass out 1 skit packet to each group. In the packet, there should be 3 script cards and props (found in Appendix 1).
- Give the groups about 4 minutes to read their scripts and plan their skits.



**Say:** Okay everyone, I hear a lot of practicing going on. Let's see what your groups came up with to act out.





**Do:**

- Ask a group to start. Give the group a couple minutes to “present.”
- After the first group is done, let the class discuss the skit and solutions. See Facilitator Script in Appendix 1.
- Repeat this so that all groups are able to present their skits and the class brainstorms solutions.

**Note to Facilitator**

There’s a Facilitator Script after each of the skits in Appendix 1 with talking points for the brainstorming.



**Say:** Great job! I think we’ve got some Hollywood actors in the group based on those acting skills in the skits!



**Ask:** Does anyone have any questions or anything else they’d like to add about our skit activity?



**Say:** Let’s shift gears now and get settled for our next mindful nutrition choice activity.

---

## 7. Mindful Nutrition Choice Activity

(5 minutes)



**Say:**

- The first week of our mindful nutrition choice activity, we focused on our breathing.
- The last 2 weeks, we practiced visualization. Visualizing something means that you try to picture it in your mind.
- This week, we’re going to try something new.
- So often in our lives, we are on autopilot.
- What is autopilot? It just means that we do things without thinking. They are habits and, without even thinking, we just do them.

**Note to Facilitator**

Share your own example of when you are on “autopilot.” This could be when you are driving to work in the morning, brushing your teeth, or the coffee example below. This is a great place to personalize the example.



**Say:**

- An example might be when I’m waking up.





- When I wake up, I automatically go to the coffee maker to make coffee.
- Even though I'm still half asleep, my brain automatically knows how to make the coffee.
- I might be thinking about something else, but I am making coffee.
- I am on autopilot.
- Research shows that if you pay attention to what you are doing in every moment, you will make more mindful choices. This can help us make healthy food choices.
- So today, we're going to practice doing something that we all do every day, but usually we don't pay any attention to.
- We're going to go on a mindful walk together. We're going to take this mindful activity together step by step.
- Everyone stand up. Let's form a large circle on the outside of the room.
- If you choose to stay seated for any reason, that's okay too. You can still do the same movements with your feet as we walk.



**Do:** Have everyone form a circle.

**Say:**

- Relax your shoulders.
- And, together, let's breathe in for a count of 5 and breathe out for a count of 5.
- Breathe in (softly), 1...2...3...4...5, and exhale (softly), 1...2...3...4...5.

## Note to Facilitator

Throughout the walk, you will be giving participants cues on what to do next. For the mindful walking circle cues, you want the group to be walking almost in slow motion. So give the cues slowly. If you see people getting too close to one another, remind them to give the person in front of them a bit of space.



**Say:**

- Make sure you have plenty of space around you.
- Now, turn to your right.
- Gaze down softly at the heels of the person in front of you.
- Now, this walk is going to be very intentional. So, listen carefully.
- First, lift your right foot. As you lift your right foot, think about all of the strong muscles in your right leg that are helping you lift that foot. Can you feel those muscles working?
- As you bring your right foot down in front of you, let your heel land first. Gently and carefully as you let your whole right foot down onto the ground, start raising your left foot.
- Think about all of the muscles in your left leg that are helping raise your left foot. Think about all of the muscles in your right leg that are balancing you. Can you feel those muscles working?



- Slowly and carefully, place your left foot in front of you, with your heel landing first as you place your foot on the ground.
- Keep your gaze softly on the ground in front of you, paying attention that you don't accidentally step too close to the person in front of you.
- We'll keep walking like this, with each foot you lift, slow and mindful. With each foot, notice the muscles your body is using.



**Do:** Keep everyone walking slowly in a circle.

**Say:**

- We're not in a hurry. We are not going anywhere.
- We are paying attention only to what we are doing right at this very moment.
- We are noticing the muscles in our legs.
- We are noticing our feet touching the ground.
- Just like we did in the first class, pay attention to your breath, in and out.
- Continue walking in silence in our circle.
- If you notice your mind wandering to something else, just bring your attention back to your walking.



**Do:** Let the group walk for about 1 more minute.

**Say:**

- Let's make this our last step. When the foot you have lifted lands on the ground, turn and face the center of the circle.
- Thank you for participating in our mindful walking circle. Now, let's go back to our seats.



**Say:**

- This walking exercise can be translated to your mindful nutrition choices, too.
- One of the best ways to practice mindfulness is to pay attention while you are eating. You can pay attention to the whole experience of eating.
- Slow down and instead of eating without thinking about it, consider each "step" of the meal.
- Examples could be:
  1. How much food am I serving myself?
  2. How would it feel to set my fork down in between bites to slow down?
  3. What would happen if I turned off the television and focused only on my meal?



**Say:**

- This is just another technique. In addition to the breathing and visualization techniques, it can help you make healthy food choices in our fast-paced world.
- Try this technique outside of class to see if it works for you.
- The next time we meet, we'll do another mindful nutrition activity similar to this 1, but with food!



# 8. Summary and Goal Setting

## (15 minutes)

### Summary



**Say:** Great job today! How is everyone feeling?



**Ask:**

- So, we covered a lot today. What questions do you have for me?
- Let's go over some of the key points. When you get home, what are you going to tell your family or friends we learned in class today?



**Do:**

- Let everyone share their ideas.
- Confirm key points that were covered today.
- Focus on the main behavioral recommendations people should remember when they go home.
- Make sure to correct anything that's a little off and highlight any other behavioral recommendations participants do not mention.

### Note to Facilitator

**The key recommendations from Class 4 are:**

1. Eat less unhealthy fat and salt by:
  - a. Choosing foods that are less processed
  - b. Choosing low-salt foods by
    - Reading food labels and choosing food that has less salt
    - Eating 800 milligrams or less of salt at each meal
  - c. Choosing healthier fats, like oils, fish, avocado, and nuts
2. Eat healthfully when outside of the home by:
  - a. Using the Diabetes Plate method when eating out
  - b. Choosing unsweetened drinks
  - c. Planning ahead and bringing healthy snacks or food to share on the go
  - d. Making your communities healthier by bringing healthy food to celebrations and asking restaurants and stores to have healthy, low-salt, and low-fat food choices

3. Get 30 minutes of physical activity daily by doing 5-10 minutes at a time
4. Practice the mindful “step by step” tool for making healthy nutrition decisions

## Goal Setting



### Say:

- Turn to page 20 in your participant booklet.
- Let’s work together to set goals for the week.



**Do:** Use someone’s participant booklet to read instructions out loud and provide time for participants to write their goal.



**Say:** If you choose not to write your goals down for any reason, that is okay. You can still think about your goals and talk about them.



**Ask:** What goal are you going to choose?



**Say:** Turn to your neighbor and take 1 minute telling each other what goal you chose.



**Do:** Allow time to share.



### Say:

- We only have 1 more class left! Remember, our 5th and last class will be about 2 months from today on \_\_\_\_\_ (list the date, day, and time of the class).
- Our last class will be potluck style.

## Note to Facilitator

A potluck may not work well in all communities. In some areas or classes, for example, participants may have limited incomes and bringing food for a potluck might be difficult for them. If there are reasons a potluck may not work for your class, you can take a different approach. You might (1) have people bring a small, healthy snack to share, (2) do a cooking demonstration, or (3) bring healthy snacks yourself to share with the class. The Class 5 Facilitator Guide provides more guidance on these various approaches. If you decide not to have a potluck, note the following instructions do not apply.

- We are excited to share healthy foods and drinks together. If you are able, I encourage you to bring in food you have prepared at home, a healthy drink, or something healthy you got at the store to share with the group.
- I am going to pass around a sign-up sheet for the potluck.

## Note to Facilitator

Depending on the reading level of people in the class, you could also ask for a volunteer to walk around and ask people what they want to bring for the potluck and that person could be in charge of writing down everyone’s name and the item they want to bring. This way, not everyone has to write their potluck dish on the sign-up sheet.



**Say:**

- I would like you to write down on the sign-up sheet what you plan to bring with your name next to it. If you don't know what you are going to bring, sign up for the type of food on the Diabetes Plate you would like to bring.
- For example, if you want to bring a salad, you would put down "Salad" in the non-starchy vegetable section and then add your name.
- Or, if you want to bring your famous grilled chicken, you would choose the protein section and write "Grilled Chicken" and then your name.
- This way, we will have options from each section of the Diabetes Plate for our potluck.



**Do:** Pass around the Potluck Sign-Up Sheet found in Appendix 2.



**Say:** Between now and our next class, please also:

1. Work on your goal.
2. Do 1 thing that helps share what you learned in class today with someone outside of class. For example, you could share something you learned with a friend about fat and salt.
3. Bring something to our next class to share during our Group Share. This could include:
  - A food package or label of a low-fat or low-salt food you tried.
  - A picture of a meal that you made where you used the Diabetes Plate.
  - A recipe or picture of a healthy meal you ate at a restaurant or celebration/ gathering.
  - Anything else that you'd like to share with the group related to diabetes and your nutrition.



**Say:**

- Thank you for coming!
- See you in 2 months at \_\_\_\_\_ (date and time).
- Please write down the time/date of our next class on page 25 of your participant booklet.



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# Appendix 1: Healthy Eating Out and Special Events Skit/Scenarios

## Note to Facilitator:

- Depending on the reading level of the participants, you can ask for 1 person in each group to read the script while the other people act out the skit. This way, not everyone has to read the script.
- Another idea is to have the group practice using the script, but then “ad lib” when they act it out. This just means they’re not reading directly from the script, rather they put the skit into their own words. This is a great way to get more creative and decrease the amount of reading anyone has to do out loud.
- Finally, if some people do not want to participate in the skits, you could set up the room so those people are the “commentators” and their job is to lead the discussion of the “solutions” to each skit. This way, they don’t have to stand up and “act” or read the script, but they are still involved.



# Skit/Scenario #1 - Eating On-the-Go with Kids

The mom (who has diabetes) is taking 2 of her kids to their weekly evening basketball practice. The mom is rushing and frazzled, trying to get the kids to practice on time.

## **This skit needs 3 actors:**

- 2 children
- Mom

**Props:** 1 balloon (blown up)

**Mom:** Kids!!! We need to get to basketball practice. It starts in 20 minutes and we are going to be late!

(Kids are kicking the balloon back and forth to each other while they're talking.)

**Kid #1:** But Mom, I am starving and we won't be home until so late.

**Kid #2:** Yeah, Mom. I'm starving, too. Can we please stop and get some potato chips on the way to practice?

**Mom:** I'm hungry, too! I would love potato chips but I'm trying to eat healthier foods and potato chips are not a healthy choice. Maybe we have some fruit?

(Mom looks in the refrigerator for fruit.)

**Kid #1:** Mom, please can we stop to get chips?






**Kid #2:** Please, Mom?

**Mom:** Sighs. Okay, you guys win. We'll stop at the store on the way to practice. It's just too hard to eat healthy with my schedule. Not to mention, nobody wants to eat healthy food in my family anyway. It would just be a fight.

(Mom and 2 kids rush together towards the door.)



# Skit/Scenario #1 - Facilitator Instructions

-  **Do:** Address the rest of class.
-  **Ask:** Great job! So, who has ever been in a situation like this?
-  **Say:** Let's brainstorm some solutions for this mother.
-  **Ask:** What could she do to meet her goal of making healthier choices for herself and her family?
-  **Do:** Allow the class to discuss.


## Note to Facilitator

If the class is having a hard time coming up with possible solutions, here are some you can share. Make sure to only give possible solutions that work in your community.

### Possible Solutions:

- Have a family meeting about why the mom wants to make healthier choices. This could help her children and other family members be more likely to support her.
- Mom or another family member could make sure that there are healthy snacks available during the week. Using the meal planner from last session could be a good tool for this.
- Mom or another family member can prep healthy food in advance for the nights the kids have basketball or other activities.
- Mom could pick a different, healthier snack at the store.
- Mom could serve an earlier dinner on basketball night.
- Mom could teach children to make an age-appropriate healthy snack for themselves after school or the night before, so they aren't asking Mom for unhealthy snacks at the last minute.

-  **Do:** Discuss healthy snack ideas if the group wants to discuss this.

-  **Ask:** Does anyone have healthy snack ideas for kids they want to share with the group?

### Possible Answers:

- cheese and crackers
- peanut butter on fruit (like apples or bananas)
- pretzels and bean dip
- peanuts and dried fruit (like trail mix)
- low-fat yogurt
- popcorn
- other nuts or seeds (like sunflower seeds)



**Say:**

- Great ideas and solutions.
- One thing that we want to try to do is be advocates for healthy eating in our community.
- In this situation, maybe the mother could even ask the basketball coach or the other moms if they want to take turns bringing healthy snacks for the kids. This way each mother doesn't have to rush to make healthy snacks available at home before practice.
- We are all in this together, and it is important that we share what we know about healthy nutrition for diabetes with our community, especially for our kids or little ones since they are the future of our community.



## Skit/Scenario #2 - Healthy Eating at Gatherings, Social Events, Ceremony

Three adults are talking at a social gathering. They all have diabetes. They start by all standing together in a group.

### **This skit needs 3 actors:**

- 3 adults

### **Props:** Paper plates

**Adult #1:** This is such a nice get-together. I am glad I came. I had family events happening the last 2 gatherings, so I haven't been able to come in a while.

**Adult #2:** I missed the last 1, too. I was having trouble with my blood glucose and was just not feeling well. It's actually been going on for a few months now.

**Adult #3:** I'm sorry to hear that. I wonder if you need to see your doctor? Let's go get some food. Then we can find a table and talk.

(All 3 walk over to a table with food. Pretend to look at all the different options on the table and each pick up a paper plate.)

**Adult #1:** Wow! This food looks amazing. I can't wait!

**Adult #2:** Yeah, it looks delicious, but I am worried about what I can eat with my diabetes.

**Adult #3:** Well, there is pasta, potatoes, bread, oh, and cake!

**Adult #2:** I guess for this 1 meal, it doesn't really matter what I eat.

**Adult #1:** Yes, let's just enjoy and eat!

(All 3 adults start filling their plates.)



## Skit/Scenario #2 - Facilitator Instructions



**Do:** Address the rest of class.



**Ask:** Great job! So, who has ever been in a situation like this?



**Say:** Let's brainstorm some solutions for these 3 friends.



**Ask:** What could they do to eat healthier at a social gathering like this?



**Do:** Allow the class to discuss.

### Note to Facilitator

If the class is having a hard time coming up with possible solutions, here are some you can share. Make sure to only give possible solutions that work in your community.

#### Possible Solutions:

Follow the Diabetes Plate method and fill only 1 of the small portions of the plate with a carb food.

Look for a healthy protein and veggies to fill the rest of the plate.

Choose water or another unsweetened beverage.

Use a visualization technique before the gathering to help them make a mindful food choice.



**Say:**

- Great ideas and solutions.
- Another thing that we want to try to do is be advocates for healthy eating with our friends and relatives.



**Ask:** What can we do to help make social gatherings where there is more healthy food for everyone?

### Note to Facilitator

Wait for participant answers. If there are no responses, here is a possible solution you could share.

**Possible Answer:** You can ask the organizers to start offering healthier options, or, if it's a potluck, you can bring healthier options and ask your friends/family to do the same.



**Say:** It's always important to remember that, as a community, we can work on being healthier together. It can be more fun and supportive to encourage healthy eating for our whole community in addition to our own households.

# Skit/Scenario #3 - Healthy Eating at Casinos, Dine-in Restaurants, and Buffets

Three family members are sitting down at a restaurant.

**This skit needs 3 actors:**

- 2 adult family members
- 1 older child family member

**Props:** 3 menus

**Adult #1:** I am so glad we finally got to try this new restaurant together. It's been open for almost 2 months and we haven't had the time to come. I heard they have some healthy options that will be good for my diabetes.

**Adult #2:** I heard that too, but look! (Pointing at the menu) The menu says that there is an all-you-can-eat buffet. I am going to do that instead of ordering from the healthy food section on the menu.

**Child #1:** I want chicken nuggets and French fries. And a Coke.

**Adult #1:** No Coke for me. I'm sticking with water tonight.

**Adult #2:** But look, the menu says (pointing at the menu) that all soda is free on Tuesdays and it's Tuesday! I am going to get Coke, too, and I'm going to check out the buffet now. (Gets up to walk away.)

**Adult #1:** Well, I was going to be healthy and get the salad, but the buffet sounds like a good idea. (Turns to the child) Why don't you order your meal and get 3 Cokes when the server comes. I will go get my food at the buffet, too.

**Child #1:** Okay! Don't worry. We can be healthy tomorrow!





## Skit/Scenario #3 - Facilitator Instructions



**Do:** Address the rest of class.



**Ask:** Great job! So, who has ever been in a situation like this?



**Say:** Let's brainstorm some solutions for these 3 family members.



**Ask:** What could they do to eat healthier at a restaurant?



**Do:** Allow the class to discuss.

### Note to Facilitator

If the class is having a hard time coming up with possible solutions, here are some you can share. Make sure to only give possible solutions that work in your community.

#### Possible Solutions:

- Order off the menu and split a meal.
- Always order water or an unsweetened drink, even if there is a sale on sugary beverages.
- If you eat at the buffet, use the Diabetes Plate method and only get 1 plate of food.
- Choose a protein that is grilled, baked, or broiled, instead of fried.
- Choose veggies as sides, instead of high-salt, high-fat sides like French fries.



**Say:** Great ideas and solutions.



**Ask:** How could we help make healthy eating away from home easier in our communities?

### Note to Facilitator

Wait for participant answers. If there are no responses, here is a possible solution you could share.

#### Possible Answer:

Since this is a new restaurant, you could ask to speak to the restaurant manager. You could ask if they would be willing to feature or have sales on healthier food items. Just like they had free soda on Tuesdays, maybe they would do a free or discounted salad or side-of-veggies day.



**Say:** We can also share what we know about healthy nutrition for diabetes by talking to people in our community who are outside our families or social circles. They might even offer suggestions or solutions for eating healthy that you hadn't thought of!

# Skit/Scenario #4 - Healthy Eating at Fast Food Restaurants or Quickie Convenience Stores

A group of 3 adult friends are driving in a car to the high school volleyball game.

**This skit needs 3 actors:**

- 3 adults

**Props:** Water bottles

(Position yourselves so that it looks like you are driving in a car together, 2 people in front, and 1 person in back. The person driving should pretend to have hands on the wheel.)

**Adult #1:** We can't be late for the volleyball game. My niece is starting in the game and I want to see her play.

**Adult #2:** That's a good point, but the games always go so late and I haven't eaten dinner. I'll have low blood glucose if I don't eat something before the game. Can we please stop at the burger place so I can get something?

**Adult #3:** I think they have food at the volleyball game. Do you want to just eat there?

**Adult #2:** No. It's always so expensive and it's not always the best. Sometimes, the vendors even run out of food and I'm really hungry. (pointing out the window) The burger place is right there. Let's stop.

**Adult #1:** It looks like the meal deal is on sale today. You can get a Coke, burger, and fries for \$7.

**Adult #2:** That sounds great.

**Adult #3:** Well, we do have water bottles with us (holds up water bottle). I could fill my water bottle up at the volleyball game. Every time I drink Coke, my blood glucose gets so high.

**Adult #2:** Coke makes my blood glucose (r)high too, but it's just 1. I'm just going to get the Coke. I want to drink something with my meal. Are you sure you don't want a Coke?

**Adult #3:** (Sighs). That does sound good. I guess I'll do that, too. I'll drink all water tomorrow. Seems like I say that every day.



## Skit/Scenario #4 - Facilitator Instructions



**Do:** Address the rest of class.



**Ask:** Great job! So, who has ever been in a situation like this?



**Say:** Let's brainstorm some solutions for these 3 friends.



**Ask:** What could they do to eat healthier in this situation?



**Do:** Allow the class time to discuss.

### Note to Facilitator

If the class is having a hard time coming up with possible solutions, here are some you can share. Make sure to only give possible solutions that work in your community.

#### Possible Solutions:

- Stop at a grocery store and pick up deli sandwiches and fruit, instead of fast food.
- Choose water instead of Coke.
- Skip the French fries.
- Order the grilled chicken sandwich instead of the burger.
- Be careful with condiments and skip the sauces, mayonnaise, and even the cheese on the burger.



**Say:**

- Great ideas and solutions.



**Ask:** Other people in our community run into this same sort of situation all the time. How can we be advocates for healthy eating in our community so we can all be healthier?

- In this situation, you could talk to the organizers of the volleyball games about having healthy food choices for people who come to watch the games.
- We are all in this together and it is important that we share what we know about healthy nutrition for diabetes with our community.

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## Appendix 2: Potluck Sign-Up Sheet

### Note to Facilitator:

Remember the potluck is optional. If there is any reason you do not want to have a potluck in Class 5, please see optional ideas on page 25. Sign up for a section on the Diabetes Plate. Put your name and the food that you're going to bring. If you aren't sure yet what food you are going to bring, sign up for the section of the Diabetes Plate you think you will bring an item for. That way we have a nice variety of foods to choose from at the potluck.

# Potluck Sign-Up Sheet

## Nonstarchy Veggies

NAME

FOOD ITEM OR DISH


## Healthy Fats

NAME

FOOD ITEM OR DISH


## Carb Foods

NAME

FOOD ITEM OR DISH


## Protein Foods

NAME

FOOD ITEM OR DISH


## Water or Unsweetened Drink

NAME

FOOD ITEM OR DISH


## Appendix 3: Nutrition Label - Rice-A-Roni Chicken Flavor

<b>Nutrition Facts</b>	
3 servings per container	
<b>Serving size</b>	<b>1/3 of the box</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>310</b>
	<b>% Daily Value*</b>
<b>Total Fat</b> 1.5g	<b>2%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 960mg	<b>42%</b>
<b>Total Carbohydrate</b> 53g	<b>19%</b>
Dietary Fiber 1g	<b>4%</b>
Total Sugars 2g	
Includes 0g Added Sugars	<b>0%</b>
<b>Protein</b> 5g	<b>10%</b>
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	



# Appendix 4: Stretching and Body Weight Exercises

## Stretching Exercises

Do these stretches gently and slowly. Do not bounce.

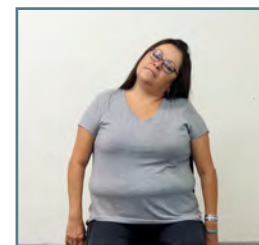
### Deep breathing

- Take a deep breath in and raise your arms above your head.
- Breathe out and lower your arms to your side.
- Do this 2 times.



### Neck stretching

- Tilt your neck to the side, so your ear is close to your shoulder.
- Then tilt your head to the other side.
- Do this 2 times.



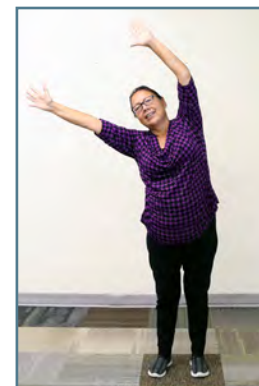
### Shoulder stretches

- Lift your shoulder up toward your ear.
- Lower your shoulder back down.
- Do this 5 times on each side.



### Side stretches

- Reach both arms up in the air above your head.
- Slowly, reach your right arm over your head toward the left side of your body.
- Feel the stretch along the right side of your body.
- Straighten up so that you are standing straight up with your arms up in the air.
- Slowly, reach your left arm over your head toward the right side of your body.
- Repeat 5 times in each direction.



## Twists

---

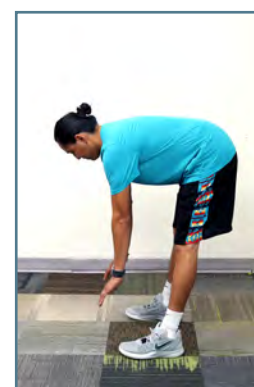
- Plant your feet on the floor about hip distance apart.
- Hold your arms out to your sides either with your elbows bent or with straight arms.
- From your waist, twist to the right side.
- Keep your hips pointing forward.
- The twist should come from your waist, not your hips, feeling the stretch in your waist.
- Gently move back to center.
- From your waist, twist to the left side.
- Twist side to side 3 times in each direction.



## Back and leg stretches

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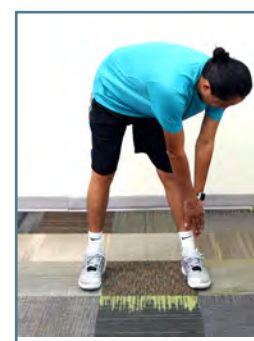
- Stand with your feet about 1 foot apart.
- Reach your arms out in front of you.
- Bend forward from your waist, with your back flat.
- Your butt should be sticking far back behind you.
- Bend as far as you can until you feel a stretch in the back of your legs.
- When you feel the stretch, hold there for a count of 5.
- Slowly stand back up.
- Do this 3 times.
- Be careful not to bounce.



## Leg stretch #1

---

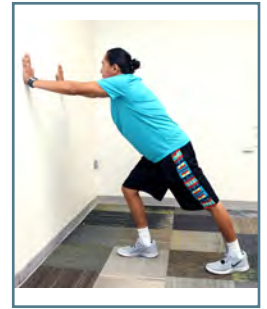
- Stand with your feet a little more than hip width apart.
- With a flat back, slowly stretch down toward your right ankle.
- Slide both hands down your right leg, until you feel a stretch on the left side of your body.
- Hold for a count of 3.
- Carefully slide back up to standing and switch to your left leg.
- Repeat 3 times on each side.
- Be careful not to bounce.



## Leg stretch #2

---

- Stand facing a wall.
- Place your hands flat against the wall.
- Lean against the wall at an angle.
- Slowly move your heels towards the ground if they are not already on the ground.
- Feel the stretch in the back of in your calves and ankles.
- Hold this stretch for a slow count of 10.

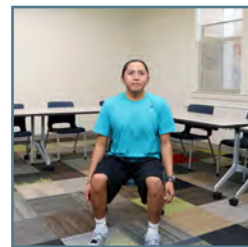


## Body Weight Exercises

### Chair squat

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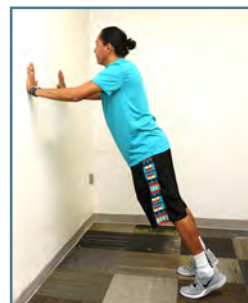
- Stand tall with your back to a chair. Place your feet shoulder width apart.
- Hold your arms out in front of you.
- Pushing your hips back and bending your knees, sit down on the chair.
- Pause for 2 seconds. Then, pressing down on your heels, stand up.
- Do this exercise 10 times.



### Wall push up

---

- Stand facing a wall.
- Place your hands on the wall, about shoulder width apart.
- Slide your feet back until your body is at an angle.
- Bend your arms to lower your body toward the wall.
- Straighten your arms to push yourself back away from the wall.
- Your body should be straight the entire time.
- Only your elbows should bend.
- Do this exercise 10 times.



### Bicep curl (front of upper arm)

---

- With your arms straight down in front of you and your palms up, bend your elbows to lift your forearms.
- Your elbows should stay in the same place.
- Do this exercise 15 times.



## Triceps extension (back of upper arm)

---

- Place both arms straight over your head and clasp your hands together.
- By bending your elbows, bring your hands back behind your head.
- Extend your arms back up above your head.
- Do this exercise 15 times.



## Shoulder press

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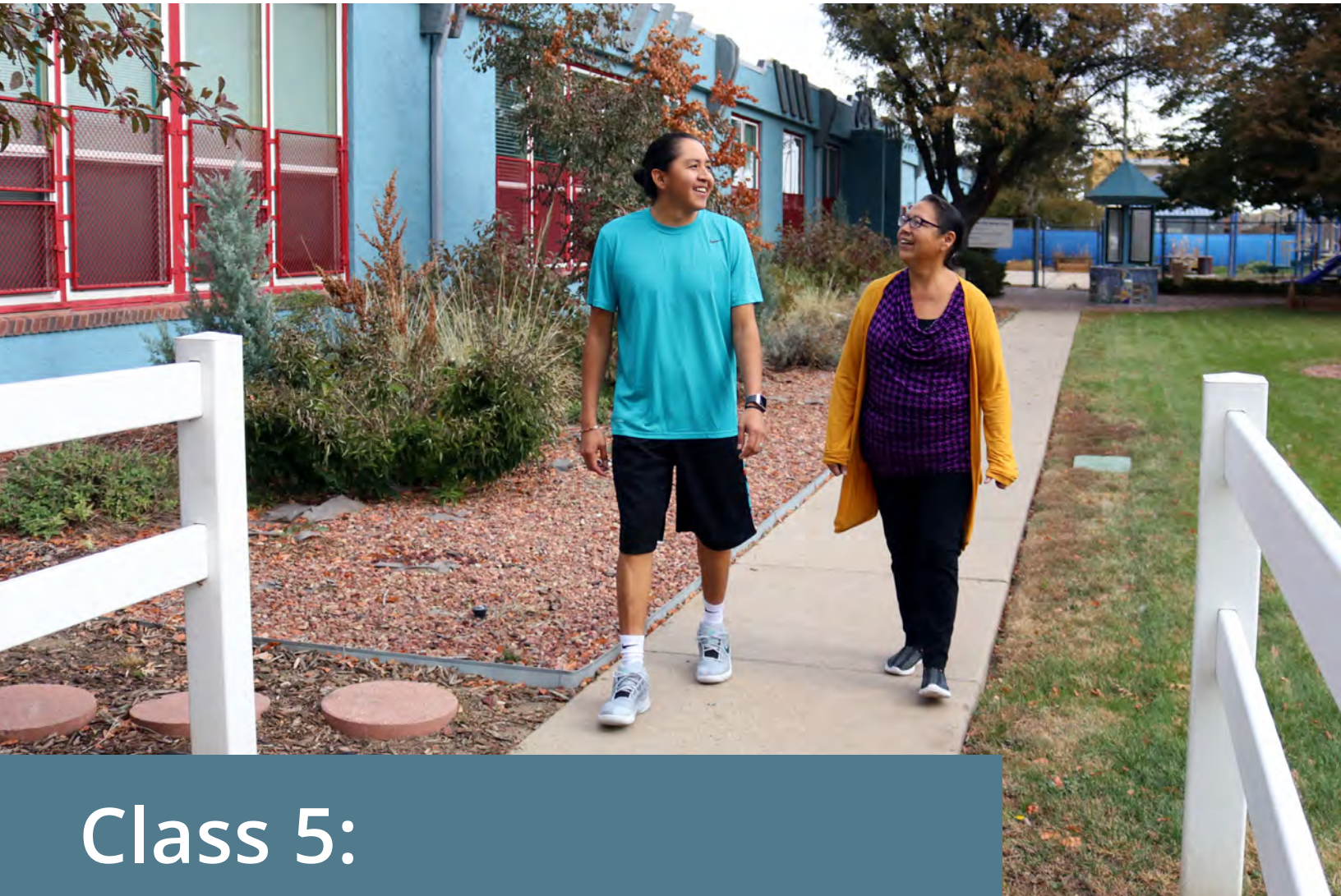
- Start with your arms straight out to the sides, at shoulder height.
- Ball your hands into fists.
- One at a time, slowly raise 1 fist into the air until your arm is straight above you.
- Bending the elbow, bring your fist back to shoulder height.
- Repeat these steps with your other arm.
- Do this exercise 20 times, 10 times on each side.





# What Can I Eat?

Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes



## Class 5:

Review, Reunion, and Celebration



# Class 5:

## Review, Reunion, and Celebration

### Objectives

After attending Class 5, the participant will be able to:

1. Describe key points from Classes 1-4
2. List ways he or she has made changes, or plans to make changes, based on information from Classes 1-4
3. Learn and practice 1 new physical activity
4. Learn and practice 1 new Mindful Nutrition Choice activity
5. Pick a healthy goal

### Outline:

1. Greeting and Ice Breaker (10 minutes)
2. Guided Group Share (10 minutes)
3. Using the Diabetes Plate at the Potluck or Shared Meal/Snack (10 minutes)
4. Physical Activity (10 minutes)
5. Mindful Nutrition Choice Activity (10 minutes)
6. Potluck or Shared Snack and Activity: "What Can I Eat?" Class Review Bingo (15 minutes)
7. Long-Term Goal Setting (10 minutes)
8. Summary and Community Support (5 minutes)
9. Certificates of Completion (10 minutes)

### Note to Facilitator

If you do not think a potluck is a good idea for this class for any reason (for example, many participants with limited income may make it challenging to bring a dish to share), you can leave out the potluck. Other options would be to ask people only to bring a healthy snack, or to provide a healthy snack for the class. See Appendix 1 for healthy snack recommendations.

## Before Class

1. Fill out the Support in My Community page found in Appendix 2 and make a photocopy for each participant.
2. Put together the Participant Folders, 1 for each participant. In the folder, include the participant booklet for Class 5 and a copy of the Support in My Community page.
3. Write participant names on the Certificate of Completion with a black marker. Be sure to write names carefully and clearly.

4. Photocopy the bingo cards found in Appendix 3 (1 for each participant).
5. Buy the chocolate kisses and jelly beans for the Mindful Nutrition Choice activity.
6. Prepare the unsweetened drinks you will serve for the potluck or shared meal/snack. Make enough for everyone.
7. Have songs from several different types of music ready to play. This might be rock, country, classical, or traditional. You can choose other types of music too. See page 16 for details. You will be playing music for the last part of class based on what the bingo winners decide.
8. One week before class, and also on the day before class, call, text, or email participants to remind them of the class.
  - Give them the location of the class and a phone number to call you, if they get lost or are running late.
  - Remind them to wear comfortable clothes and shoes (sneakers preferred).
  - Remind them to bring an adult family member, if they would like.
  - Remind them that the class is 90 minutes long.
  - Remind them to bring a water bottle for the physical activity and for the potluck or shared meal/snack. If they bring any additional family members, they should all bring water bottles.
  - Remind them to bring their Participant Booklets from the first 4 classes.
  - Remind them to bring their homework from Class 4:
    - A food package or label of a low-salt food they tried
    - A picture of a meal they made for which they used the Diabetes Plate
    - A recipe or picture of an unsweetened drink they tried
    - A recipe or picture of a healthy meal they ate at a restaurant or celebration/gathering
    - Anything else they would like to share with the group since the last class related to diabetes and nutrition
  - Remind them that the last class is a potluck or shared meal/snack. If they are able, invite them to bring a dish to share. Remind them what food they signed up to bring at the end of Class 4.
9. Prepare flip chart pages:
  - Write "Welcome Back!" so everyone can see it as they walk in the door.
  - Draw a very large Diabetes Plate on another sheet of flip chart paper (as big as you can on the sheet). Draw the sections but do not label them yet.
  - Write "Bingo Winner Music Votes" at the top of a page of the flip chart. Then write different kinds of music such as "pop, country, classical" (or any other type of music you want to add).



---

## Bring to Class


- 1. Sign-in sheet
- 2. Participant Folders (1 for each participant, including participant booklet for Class 5 and Support in My Community page filled out - see Appendix 2)
- 3. Pens (1 for each participant)
- 4. Flip chart paper and flip chart marker
- 5. Colored paper (full sheets) 1-2 for each participant
- 6. Markers (a few boxes)
- 7. Extra-large colored sticky Post-It notes (1-2 for each participant)
- 8. Music player with several songs from different kinds of music selected (i.e., country, classical, rock, traditional).
- 9. Bingo cards (1 for each participant)
- 10. Questions for bingo (in Appendix 3)
- 11. Plates, plastic forks, serving spoons, etc. for potluck or shared meal/snack
- 12. Unsweetened drinks for potluck or shared meal/snack
- 13. Food for mindful eating activity (chocolate kisses and jelly beans, enough for each participant to choose 1 or the other)
- 14. Completed Certificates of Completion


## Day of Class


1. Arrive at least 20 minutes early to get the room set up and greet early arrivers.
2. Set up the chairs in the room in a circle or rectangle so that participants will be facing each other.
3. Make sure there is 1 table set up and cleared off for potluck or shared meal/snack food.
4. Have your unsweetened drinks prepared for the potluck or shared meal/snack.
5. Make sure the front door of the building is unlocked so people can get in.
6. Tell the people working at the front desk about the class, so they can guide people arriving for class.
7. Post signs outside the building or at the front desk with directions to the class.

# 1. Greeting and Ice Breaker

## (10 minutes)


 **Say:** It is great to see everyone again! It has been 2 whole months since we have been together as a group.

 **Do:** Pass around the sign-in sheet and pre-loaded Participant Folders for Class 5 to everyone.


 **Say:**


- Please remember to complete the sign-in sheet that's being passed around.
- Today is our opportunity to catch up with everyone, share any tools we have tried out, and celebrate any successes we have had.
- Today, we will spend some time talking and moving but also eating together.
- We will also spend some time reviewing what we learned in Classes 1-4.
- I know many people have brought a dish to share at our potluck (or shared snack). Please place any food you brought on the potluck or shared snack table.
- Since it has been awhile since some of us have seen each other, let's spend some time finding out what everyone has been up to.

### Ice Breaker: "What have you been up to?" Scavenger Hunt













 **Say:**

- Everyone stand up.
- I am going to call out a question. As a class, your job is to quickly find at least 1 person in class who has done the "what have you been up to" activity I call out.
- There might be more than 1 person in the class who has done it and that's even better!
- Let's try!
- First: find someone who has practiced the mindful breathing exercise at least once.

 **Do:** Wait for the class to identify at least 1 person who has practiced the mindful breathing exercise.

 **Say:**

- Great job!
- Find someone who has eaten at least 1 traditional food in the last week.



-  **Do:** Wait for the class to identify at least 1 person who has eaten a traditional food.
-  **Say:** Find someone in class who has gotten 30 minutes of physical activity at least 1 time this week.
-  **Do:** Wait for class to find at least 1 person who has gotten 30 minutes of physical activity at least 1 time in the past week.
-  **Say:** Find someone who has been using the Diabetes Plate to plan meals.
-  **Do:** Wait for class to find at least 1 person who has been using the Diabetes Plate to plan meals.
-  **Say:** Find someone in class who has been drinking unsweetened drinks.
-  **Do:** Wait for class to find 1 person who has been drinking unsweetened drinks.
-  **Say:** Find someone in class who has used the visualization exercises to help make mindful nutrition choices.
-  **Do:** Wait for class to find 1 person who has used the visualization exercises to help make mindful nutrition choices.
-  **Say:** Find someone in class who has used the Diabetes Plate to eat healthy meals outside of the home, like at a restaurant or a celebration.
-  **Do:** Wait for class to find 1 person who has used the Diabetes Plate to eat healthy meals outside of the home, like at a restaurant or a celebration.
-  **Say:**

By the end of our class, you will all be able to say “yes” to that last question. That is because we are going to enjoy our potluck or shared snack later today using the Diabetes Plate!

Thank you for sharing how you have been practicing what we learned over the past 2 months. Let’s find our seats for the Group Share.

---

## 2. Guided Group Share (15 minutes)

-  **Do:** If the room is not already arranged as a circle or rectangle, arrange everyone so they will be able to see each other. Move chairs and ask members of the class to help you do this.
-  **Say:**
  - Just like in past classes, let’s get into groups of 3. Whoever is sitting next to you can be your group.

- Also, just like we have in the past, we will take turns asking each other questions from the cards I am going to give you.
- Just 1 person in each group will read the card.



**Do:** Hand out cue cards. Just 1 member of each group needs a question card. Place the question card on the table so that the group can decide who reads.



**Say:** Each person in the group should answer all of the questions on the card. Before you answer your 3 questions, make sure to introduce yourself to your group.

### Note to Facilitator:

These are the 3 questions:

1. Was there any information or a tool you learned in class that you have been using regularly in your life?
2. Did you have to deal with anything that made it hard to make healthy eating changes?
3. When eating healthy is hard, what things have you found that help?



**Say:** Thank you for sharing your experiences with your small group.

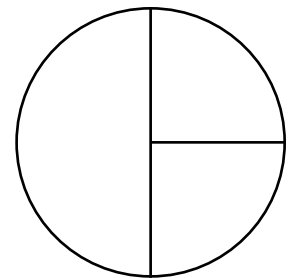


**Ask:** Did anyone want to share anything they learned with the larger group?



**Do:** Allow time for participants to share.


## 3. Using the Diabetes Plate at the Potluck or Shared Meal/Snack (10 minutes)



**Do:**

- Flip to the page on the flip chart where you drew a very large Diabetes Plate with no labels.
- Place colored markers on the tables around the room. Hand out large colored sticky notes (1 per participant).




 **Say:** Let's do a refresher.


## Note to Facilitator

Ask each question and let the class answer. If no one responds, prompt them with reminders from class activities and lessons.

 **Ask:** What section of this plate should be for protein foods?


**Answer:** 1 of the small sections.

 **Do:** Write the word "Protein" on 1 of the small sections of the plate.


 **Ask:** And how can we be sure that the protein foods we eat are healthy?

**Possible Answers:** cooking method (bake, grill, steam), type of meat (not processed), amount (fits in 1 of the small sections of the plate), traditional proteins (game, fish, nuts), protein from plants (nuts and seeds)

 **Do:** Point to the largest section on the plate.


 **Ask:** And what goes in this section?


**Answer:** non-starchy veggies

 **Do:** Write the word "Veggies" on the largest section of the plate.

 **Ask:** But what veggies do not go in this section?

**Possible Answer:** peas, corn, potatoes, squash

 **Say:** That's right. Starchy vegetables like these do not go in the veggie section of the plate.

 **Ask:** If we eat starchy veggies, like peas, corn, potatoes, and squash, where would they go in the Diabetes Plate?

**Answer:** the other small portion of the plate, or the carb section



**Do:** Write the word “Carb” on the the other smallest section of the plate.



**Say:** That’s right. They go in the carb section of the plate.



**Ask:** What other foods go into this carb section?

**Possible Answers:** bread, rice, pasta, sweets, fruit



**Say:**

- Also remember that some protein foods have carbs in them and need to be in the carb section of the plate. These include things like beans and lentils.
- Great review. You all have this down pat!
- As you can see, there are markers on the table. You also should each have 1 large sticky note.
- On your sticky note, you can draw a picture of the food you brought today or the food you are most excited to try. Feel free to write the name or type of the food, too, if you want.

### Note to Facilitator:

Please see the Note to Facilitator on page 147 of this guide.



**Do:** Allow participants a couple of minutes to draw a picture of their chosen **potluck or shared snack** item with or without names.



**Say:**

- Okay, you all have drawn a picture of 1 of our **potluck or shared snack** items.
- Now, we are going to put our sticky notes on the section they fit into of the large Diabetes Plate I drew.
- If you aren’t sure where your sticky note should go, try asking another classmate.
- We are all here to support each other.
- If your food fits in 2 different sections, go ahead and place it on the line between the 2 sections it fits in.



**Do:** Allow participants enough time to place their sticky notes on the large Diabetes Plate that you drew. Then review each sticky note drawing and where it fits on the plate.



**Say:**

- After talking about all of this delicious food, I am getting excited to taste the food on the **potluck or shared snack** table.
- We will do a short activity to get us moving, then a mindful eating activity, and then we will enjoy the **potluck or shared snack** foods we brought.



## 4. Physical Activity

(10 minutes)



**Do:**

- Have participants stand up and arrange themselves in a large circle.
- Participants should all be facing each other.
- Play music for this activity. Choose music that is lively and upbeat.



**Say:**

- We are going to do some physical activity.
- We'll do something fun to celebrate our successes over the last 4 classes and to get our hearts beating faster.
- We have learned that being physically active keeps us healthy and helps keep our blood glucose healthy.
- Also, movement makes us feel good!
- For our activity today, we are going to create a group dance. Each of us will add 1 dance move to the group dance.
- I'll start us off.
- My move looks like this.



**Do:** Act out a simple dance move, like a twisting motion.



**Say:** Now, everyone try my dance move. (Everyone should mimic your move [e.g., the twisting motion]).

- Let's go around the circle.
- First we are going to do my dance move and then the next person in the circle will add 1 new dance move.
- So we will do "the twist" and then add on the new move.
- As each person comes up with a new move, we will add it to the end of the dance until the dance becomes longer and longer.



- As each person adds a new move, we will practice the full dance plus the new move. This way we won't forget any moves!
- Our dance is complete when everyone has added his or her move.
- Let's start to my left.



**Do:**

- Continue to add to your group dance until every person has added a move.
- Turn on some music and do the group dance from beginning to end 2 or 3 times.
- Keep this activity fun and full of laughter.

### Note to Facilitator

Keep this moving and if someone hesitates, provide suggestions like:

- Waving 1 arm into the air
- Putting 1 leg or foot into the center of the circle
- Putting hands on hips and shaking hips back and forth
- Doing the "no, no, no" motion with index finger in the air, other hand on hip



**Say:**

- That was so fun. I forgot that we were exercising!
- Let's shift gears now and try another mindful nutrition choice activity.

## 5. Mindful Nutrition Choice Activity

(10 minutes)



**Ask:** Do you ever eat mindlessly? That is, eating without really thinking about what you are eating?



**Say:** Think about dinner last night or breakfast this morning.



**Ask:** How did each food taste? What were the flavors?



**Do:** Provide time for people to respond.



**Say:**

- Today, we will learn how to pay more attention to our food and the way it tastes, feels, and smells.
- Paying close attention to our food when we are eating can help us make healthier, more mindful nutrition choices.
- When we pay attention to the food we are eating and are not distracted with other things, we tend to eat less.
- Also, we tend to feel full with less food when we really focus on eating and tasting our food.
- Today, we are going to practice eating a sweet food mindfully.
- Because we have diabetes, we should try to limit how many sweet foods we eat.
- But, it isn't realistic to think we will never eat a sweet food again.
- Eating mindfully is 1 tool that can help us feel satisfied with a smaller amount of sweet food.
- Today, we are going to eat either a chocolate kiss or a jelly bean mindfully.



**Say:** I am going to hand out a sweet treat. Don't eat your sweet treat yet. I will guide us through eating our treats mindfully together.



**Do:** Hand out either chocolate or a jelly bean to each participant.

### Note to Facilitator

Go through each of these steps slowly, giving about 10 seconds to do each activity. If everyone in the class chose the chocolate kiss, you do not have to include "jelly bean" in the instructions. If everyone in class chose the jelly bean, you do not have to include "chocolate kiss" in the instructions.





**Say:**

1. Hold your chocolate kiss or jelly bean in the palm of your hand.
2. Look at your treat.
3. If you have a chocolate kiss, unwrap it.
4. Smell your chocolate kiss or jelly bean.
5. Look at the texture of your chocolate kiss or jelly bean.
6. Take a small bite of the chocolate kiss or jelly bean and let it sit in your mouth.
7. Think about nothing but the taste, texture, smell, and experience of the food you are eating.
8. Imagine you will never have another chocolate kiss or jelly bean ever again and you must savor every single bite.
9. Now move the chocolate kiss or jelly bean around the inside of your mouth.
10. Notice how the taste changes as the food moves around in your mouth.
11. OK, go ahead and swallow your first bite.
12. Take another small bite.
13. Continue to think about nothing but the chocolate kiss or jelly bean in your mouth.
14. Take your time.



**Ask:**

- Is this typically how you would eat a chocolate kiss or a jelly bean?
- If you had a bag of chocolate kisses or jelly beans, how many would you typically eat?
- How was it to eat 1 chocolate kiss or jelly bean slowly versus several kisses or jelly beans?
- What would happen if you ate food this way more often?



**Do:** Allow people to share their answers.



**Ask:**

- Could you try something like this with another food?





- For example, could you try this activity with cake? Potato chips?
- What about a meal, like lunch or dinner?
- If you tried this more often, do you think you could feel satisfied with less food?



**Do:** Allow people to share their answers.



**Say:**

- When we focus on using our senses to really taste the food we eat, we often feel satisfied with less food.
- When we eat fast and without really thinking about it, we may barely taste our food. Sometimes, we continue to eat because we are not satisfied. We have not yet taken the time to taste the delicious taste we are craving.
- Thank you for practicing that new mindful nutrition activity.
- Over the last 4 classes, you have learned several ways to be more mindful about food.
- You learned about focusing on your breathing, using visualization, and really paying attention to what you eat.
- Doing these things can help you make the healthy food choices you want to make.



**Say:** Eating mindfully means:

- Making thoughtful choices about what we eat.
- Eating slowly so we can savor each bite.
- Paying close attention to the way our food tastes, feels, smells, and looks.
- Avoiding doing other activities while we are eating.



**Say:**

- It's time for our **potluck or shared snack**.
- Please help yourself to the food on the table.
- Do your best to choose your foods using the Diabetes Plate.
- You can look at the Diabetes Plate on the flip chart paper that we drew at the start of class and try to make your plate match it.



**Say:** After everyone has their food, I am going to pass out some bingo cards so we can play a round of bingo while we eat!



## 6. Potluck or Shared Snack and Activity: “What Can I Eat?” Class Review Bingo (15 minutes)



**Do:** Give each participant a bingo card and a marker.

### Note to Facilitator

The bingo card templates can be found in Appendix 3. Be sure you have photocopied enough for everyone in class. Each person should have a different card. Or, at least, very few people should have the same card. This way, not everyone will get bingo at the same time.



**Ask:** Who here has played bingo?



**Say:**

- We are going to play bingo today. Our game will be a little different than how you might have played in the past.
- In this bingo game, I will ask questions about healthy choices and diabetes.
- When you find the answer to the question I ask, place an X with your marker over the answer on your bingo card.
- When your Xs cover a whole row, column, or diagonal of right answers, yell “bingo!”
- In this bingo game, we will not start over with a new card after someone gets a bingo.
- Instead, we will continue to ask questions until we get a blackout. A blackout is when every square on your card has an X marked on it.
- We will just keep going with questions until everyone has a bingo.
- You can only get 1 bingo, so that we can give everyone a chance to win.

**Do:** Open the flip chart to the page where you wrote “Bingo Winner Music Votes” at the top.



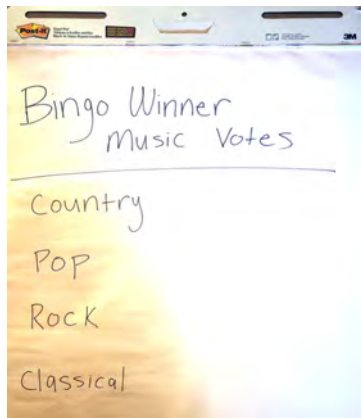
**Say:** When you get bingo, you will get a “vote” for what kind of music we play



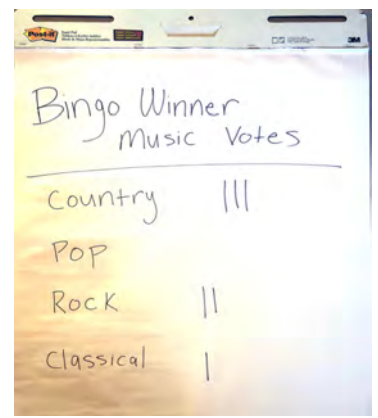
during the next part of class.


- For example, if (use name of participant) gets the first bingo, they can choose “Country” and then I’ll write down a “1” after “Country” on our flip chart paper. At the end of bingo, the kind of music with the most votes is what we will play for the next part of class.


This is what the sheet will look like before you get any bingo winner votes



This is what the sheet might look like after you start getting bingo winner votes



 **Ask:** Does anyone have questions before we get started with the game?

 **Do:** Ask the bingo questions from Appendix 3 one at a time.

### Note to Facilitator

- When someone yells “bingo,” make sure to review all questions and answers with the group.
- This verifies the bingo and gives all participants another chance to learn the information.
- You do not have to review the questions that have already been discussed. For example, if 1 person gets bingo using the food label question, you don’t have to review that same question and answer with every bingo winner.

The question and answer sheet is in Appendix 3 of your Facilitator Guide.

 **Say:**

- Great job with our review bingo today. I can tell we have all learned a lot in these classes together.
- Looks like our (name of music that had the most votes) music fans were the winners.
- As we move into our last activity, I’m going to play (name the music that had the most votes).

 **Do:** Start playing music that had the most votes.

# 7. Long-Term Goal Setting

(10 minutes)

## Activity: Draw Your Vision of Health



### Say:

- Okay, we have 1 last activity.
- We are going to visualize and draw a picture of what we hope our healthy lives will look like in 6 months.
- Think about what it will be like to be healthy, taking good care of your diabetes, and making healthy choices.



**Do:** Pass out full sheets of colored paper and plenty of colored markers.



**Say:** Close your eyes. Think about your healthy life 6 months from now.



### Ask:

- What do you hope your healthy life will look like then?
- What do you see in your visualization?
- Who is there with you?
- What activities are you doing?
- What is happening?
- What choices are you making?
- How do you feel?



**Say:** Now, open your eyes. With the markers around you, draw your vision of what your life will be like in 6 months on the paper I gave you.



**Do:** Give participants 5 minutes or so to draw their pictures.



**Ask:** Who would like to share their vision of their healthy life?



### Say:

- Look at your vision of your healthy life 6 months from now.
- Now ask yourself the following question: "What is 1 step I can take toward my vision of health?"

• Let's try setting a goal to help take you 1 step closer to your vision of a healthy you.



**Do:** Give participants a minute to think about their goal.



**Say:** Who would like to share their goal with the group?



**Do:** If the goal needs refining to make it more specific, help participants by asking questions such as "When will you get started?", "How long will you \_\_\_\_ for?", etc.



**Say:** Let's turn to page 13 of your participant booklet and write your goal down.

## 8. Summary

(5 minutes)



**Say:**

- We are getting close to the end of our last class.
- We learned a lot in our "What Can I Eat?" classes.



**Ask:** What are the key things you remember learning?



**Do:** Give participants the chance to respond. Confirm the key points they mention and highlight any they forgot.

### Note to Facilitator

**The key recommendations from these classes include:**

1. Use the Diabetes Plate to help you eat the right amount of veggies, proteins, and carbs.
  - a. Using the Diabetes Plate can help you plan healthy meals at home and when you are away from home.
  - b. Remember to fit sweets into the carb section of the plate.
  - c. Remember some veggies (starchy veggies like potatoes, squash, peas, and corn) go into the carb section of the plate.
  - d. Always drink water or unsweetened drinks.
2. Review your booklets from the classes for reminders on eating healthfully.
3. Plan your meals and prepare some foods in advance to make it easier to make healthy choices.


- a. Try to eat at least 1 traditional food a week.
4. Be physically active at least 30 minutes every day.
  - a. Physical activity is something that gets your breathing or heart rate up.
5. Practice mindfulness tools like breathing and visualization to make healthy, mindful food choices.
6. Choose healthy proteins prepared in a healthy way.
  - a. Healthy plant-based protein foods are best and include nuts, nut butters, and legumes (beans).
  - b. Other healthy protein foods are eggs, less processed meat like chicken without the skin, fish, and wild game.
  - c. Healthy protein preparation includes grilling, baking, or broiling.
7. Choose low-salt foods.
  - a. A good tip to decrease salt is choose less processed foods and limit fast food.
  - b. Check the food label for how much sodium (salt) is in a serving.
  - c. You should try not to eat more than 800 mg of sodium per meal.
8. Stick to healthy fats most of the time.
  - a. Healthy fats are oils like olive or canola.
  - b. Healthy fats are also found in foods like nuts, nut butters, avocados, and some seafood.
9. Choose less processed foods.
  - a. Examples of less processed foods are potatoes (instead of potato chips) or fresh fish (instead of fish sticks).
10. Set goals to help you stay on track.




**Say:**

- I also want to share some information about support in our community that can help you stay on track with your goals.
- Inside your folder you will see a Support in My Community page.
- You can see on this page, I provided some phone numbers and contact information for people and resources that can help support you in your healthy goals.





 **Ask:** Does anyone else have an idea of support or resource in our community that we should add to this page?


 **Do:** Allow participants to add any additional resources.

## 9. Certificates of Completion

(10 minutes )

-  **Say:**
- We have 1 last thing to do. Today, since it's the last class, I am going to present each of you with your Certificate of Completion.
  - I am going to call your name 1 at a time. When I say your name, please come get your certificate.

 **Do:** As each person is presented with their certificate, clap. Say something nice about each person's participation, ideas, hard work, etc. Allow each participant time to say something as they receive their certificate, if they wish.

 **Say:** Thank you so much for participating in these classes. These classes would not have been the same without each of you.



### Certificate of Completion

\_\_\_\_\_ has completed the

"What Can I Eat? " Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes

program on \_\_\_\_\_ (date)

Signed by \_\_\_\_\_



# Appendix 1: Healthy Snack Ideas

If you decide to bring healthy snacks for the class, below are some ideas. Please note, these are just ideas. If you have another idea of a traditional food or a healthy food that is commonly eaten in your community that would make a great snack, please serve that instead.

## **Snack Guidelines and Ideas:**

**Choose a food that is easy to transport to the class and easy to eat while playing bingo.**

### **Choose a food with very little sugar. Examples:**

- Nuts, pumpkin seeds, sunflower seeds (with less salt)
- Veggies, like baby carrots, snap peas, broccoli, or cucumber, with dip such as hummus, lower-fat salad dressing, or salsa
- Fresh fruit, like apples, pears, or bananas, with nut butter, like peanut butter
- Celery with peanut butter
- Hard boiled eggs

### **Choose a traditional food. Examples:**

- Nuts or seeds that are traditional in your community
- Fruits or veggies that are traditional or locally grown (such as berries)
- Popcorn (with little salt)
- Dried moose or other dried meat
- Dried fish strips
- Smoked fish with a couple of crackers per participant
- A traditional soup

### **Try a healthy new food that many people haven't tasted. Examples:**

- Plain, non-fat yogurt with cinnamon for a fruit dip
- Bean dip or a veggie dip
- Roasted chickpeas (garbanzo beans)
- Cherry tomato and a small piece of mozzarella on a toothpick

---

## Appendix 2: Support in My Community

**On this page, add resources for support in your community. Fill in the blanks or add your own resources. Add the name of the resource and a phone number or other contact information.**

Diabetes education: \_\_\_\_\_

Nutrition education: \_\_\_\_\_

Diabetes support group: \_\_\_\_\_

Cooking classes: \_\_\_\_\_

SNAP, EBT, or "food stamp" information: \_\_\_\_\_

WIC office: \_\_\_\_\_

Exercise facility or gym: \_\_\_\_\_

Group exercise classes: \_\_\_\_\_

Yoga or meditation classes: \_\_\_\_\_

Affordable grocery store: \_\_\_\_\_

Farmers market: \_\_\_\_\_

Other:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Appendix 3: Bingo Card Questions and Answers

Question: A veggie high in carbs

Answer: Potatoes, peas, corn, or squash

Question: Beans go in the \_\_\_\_ section of your plate.

Answer: Carb

Question: What goes in the biggest section of the Diabetes Plate?

Answer: Non-starchy veggies

Question: What is an example of a non-starchy veggie?

Answer: Leafy green salad, carrots, or green beans

Question: Fish goes in the \_\_\_\_ section of your Diabetes Plate.

Answer: Protein

Question: If you went to a potluck and wanted to eat a piece of cake, what is a side dish you might skip?

Answer: Potato salad **or** macaroni salad

Question: Looking at the food label, how many grams of sugar should be in your drink?

Answer: Zero

Question: \_\_\_\_ is a good tool to use when exercising. It tells you that you are exercising hard enough, but not too hard.

Answer: The talk/sing method

Question: The number of minutes of exercise to get in a day.

Answer: 30 minutes

Question: Healthy ways to cook protein foods.

Answer: Grill, bake, broil, or steam

Question: We can set \_\_\_\_ to help keep us on track with making healthy lifestyle changes.

Answer: Goals

Question: \_\_\_\_ are usually added to food when it is processed.

Answer: Sugar, salt, or unhealthy fats

Question: You can find out how much salt (sodium) is in a food by looking at \_\_\_\_?

Answer: The food label

Question: \_\_\_\_ often have several teaspoons of sugar in 1 serving and do not fit into the Diabetes Plate.

Answer: Soda, juice, tea, or energy drinks

Question: A tool we can use to decrease our stress when trying to make a healthy choice is \_\_\_\_?

Answer: Deep breathing

Question: Picturing yourself making healthier choices is a mindful activity called \_\_\_\_?

Answer: Visualization

Question: An important way to eat less salt is to eat fewer \_\_\_\_?

Answer: Processed foods

Question: Try to eat \_\_\_\_ at least once each week to feel connected to our culture and ancestors.

Answer: Traditional food

Question: Healthy and inexpensive sources of protein that are put in the carb section of the Diabetes Plate.

Answer: Beans **or** lentils

Question: One way we can tell if a fat is healthy is if it is \_\_\_\_\_ at room temperature.

Answer: Liquid

Question: A naturally unsweetened drink.

Answer: Tea or water

Question: A tool to help us make healthier choices with our busy lives.



Answer: Meal planning

Question: Exercise can help to lower \_\_\_\_.

Answer: Blood glucose

Question: You can add \_\_\_\_ to food instead of salt to give it more flavor.

Answer: Herbs and spices

















































# Appendix 3: Bingo Cards
























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On pages 172-185, you will find bingo cards for the review activity. Please photocopy the bingo cards for your class to use. There are 15 different cards so that not everyone gets bingo at the same time. Have fun!

















































B	I	N	G	O
<p>Soda</p> 	<p>30 minutes</p> 	<p>Herbs and Spices</p> 	<p>Potatoes</p> 	<p>Processed Foods</p> 
<p>Carb Section</p> 	<p>Sugar</p> 	<p>Zero</p> <p>0</p>	<p>Goals</p> 	<p>Tea</p> 
<p>Leafy Green Salad</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Protein Section</p> 
<p>Blood Glucose</p>	<p>Talk/Sing Method</p> 	<p>Grill</p> 	<p>Meal Planning</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Liquid</p> 	<p>Deep Breathing</p> 	<p>Potato Salad</p> 

B	I	N	G	O
<p>Liquid</p> 	<p>Talk/Sing method</p> 	<p>Herbs and Spices</p> 	<p>Corn</p> 	<p>Processed foods</p> 
<p>Carb section</p> 	<p>Sugar</p> 	<p>Visualization</p> 	<p>Goals</p> 	<p>Tea</p> 
<p>Carrots</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Blood Glucose</p>
<p>Protein Section</p> 	<p>30 minutes</p> 	<p>Bake</p> 	<p>Meal Planning</p> 	<p>Zero</p> <p><b>0</b></p>
<p>Traditional Foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Sweetened Tea</p> 	<p>Deep Breathing</p> 	<p>Macaroni Salad</p> 
























B	I	N	G	O
<p>Soda</p> 	<p>30 minutes</p> 	<p>Herbs and Spices</p> 	<p>Peas</p> 	<p>Protein Section</p> 
<p>Carb Section</p> 	<p>Meal Planning</p> 	<p>Zero</p> <p>0</p>	<p>Green Beans</p> 	<p>Tea</p> 
<p>Goals</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Processed Foods</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Grill</p> 	<p>Sugar</p> 	<p>Visualization</p> 
<p>Deep Breathing</p> 	<p>Non-Starchy Veggie</p> 	<p>Liquid</p> 	<p>Traditional Foods</p> 	<p>Potato Salad</p> 

















































B	I	N	G	O
<p>Sweetened Tea</p> 	<p>Non-Starchy Veggie</p> 	<p>Herbs and Spices</p> 	<p>Potatoes</p> 	<p>Processed Foods</p> 
<p>Carb Section</p> 	<p>Sugar</p> 	<p>Beans</p> 	<p>Goals</p> 	<p>Tea</p> 
<p>Leafy Green Salad</p> 	<p>Zero</p> <p>0</p>	<p>FREE</p>	<p>The Nutrition Label</p> 	<p>Protein Section</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Bake</p> 	<p>Meal Planning</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>30 Minutes</p> 	<p>Liquid</p> 	<p>Deep Breathing</p> 	<p>Macaroni Salad</p> 

B	I	N	G	O
<p>Soda</p> 	<p>Tea</p> 	<p>Herbs and Spices</p> 	<p>Corn</p> 	<p>Processed Foods</p> 
<p>The Nutrition Label</p> 	<p>Sugar</p> 	<p>Zero</p> <p>0</p>	<p>Goals</p> 	<p>30 Minutes</p> 
<p>Carrots</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>Carb Section</p> 	<p>Protein Section</p> 
<p>Meal Planning</p> 	<p>Deep Breathing</p> 	<p>Grill</p> 	<p>Blood Glucose</p> 	<p>Visualization</p> 
<p>Traditional foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Liquid</p> 	<p>Talk/Sing Method</p> 	<p>Potato Salad</p> 








































B	I	N	G	O
<p>Sweetened Tea</p> 	<p>30 Minutes</p> 	<p>Zero</p> <p>0</p>	<p>Peas</p> 	<p>Bake</p> 
<p>Carb Section</p> 	<p>Beans</p> 	<p>Herbs and Spices</p> 	<p>Visualization</p> 	<p>Non-Starchy Veggie</p> 
<p>Liquid</p> 	<p>Sugar</p> 	<p>FREE</p>	<p>The Nutrition Label</p> 	<p>Traditional Foods</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Processed Foods</p> 	<p>Meal Planning</p> 	<p>Goals</p> 
<p>Protein Section</p> 	<p>Tea</p> 	<p>Green Beans</p> 	<p>Deep Breathing</p> 	<p>Macaroni Salad</p> 
























B	I	N	G	O
<p>Soda</p> 	<p>Tea</p> 	<p>Processed Foods</p> 	<p>Potatoes</p> 	<p>Herbs and Spices</p> 
<p>Carb Section</p> 	<p>Sugar</p> 	<p>Talk/Sing Method</p> 	<p>Goals</p> 	<p>30 Minutes</p> 
<p>Leafy Green Salad</p> 	<p>Protein Section</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Beans</p> 
<p>Deep Breathing</p> 	<p>Zero</p> <p>0</p>	<p>Liquid</p> 	<p>Meal Planning</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Grill</p> 	<p>Blood Glucose</p> 	<p>Potato Salad</p> 

B	I	N	G	O
<p>Sweetened Tea</p> 	<p>30 Minutes</p> 	<p>Herbs and Spices</p> 	<p>Corn</p> 	<p>Processed Foods</p> 
<p>Carb Section</p> 	<p>Visualization</p> 	<p>Zero</p> <p>0</p>	<p>Goals</p> 	<p>Tea</p> 
<p>Carrots</p> 	<p>Beans</p> 	<p>FREE</p>	<p>Meal Planning</p> 	<p>Protein Section</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Bake</p> 	<p>The Nutrition Label</p> 	<p>Sugar</p> 
<p>Traditional Foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Liquid</p> 	<p>Deep Breathing</p> 	<p>Macaroni Salad</p> 

















































B	I	N	G	O
<p>Soda</p> 	<p>30 Minutes</p> 	<p>Herbs and Spices</p> 	<p>Peas</p> 	<p>Goals</p> 
<p>Blood Glucose</p> 	<p>Sugar</p> 	<p>Zero</p> <p>0</p>	<p>Processed Foods</p> 	<p>Tea</p> 
<p>Green Beans</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Protein Section</p> 
<p>Carb Section</p> 	<p>Non-Starchy Veggie</p> 	<p>Grill</p> 	<p>Meal Planning</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>Talk/Sing Method</p> 	<p>Liquid</p> 	<p>Deep Breathing</p> 	<p>Potato Salad</p> 
























B	I	N	G	O
<p>Sweetened Tea</p> 	<p>30 Minutes</p> 	<p>Herbs and Spices</p> 	<p>Potatoes</p> 	<p>Processed Foods</p> 
<p>Carb Section</p> 	<p>Sugar</p> 	<p>Liquid</p> 	<p>Goals</p> 	<p>Tea</p> 
<p>Leafy Green Salad</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>Protein Section</p> 	<p>The Nutrition Label</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Bake</p> 	<p>Meal Planning</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Zero</p> <p>0</p>	<p>Deep Breathing</p> 	<p>Macaroni Salad</p> 

B	I	N	G	O
<p>Soda</p> 	<p>30 Minutes</p> 	<p>Herbs and Spices</p> 	<p>Corn</p> 	<p>Visualization</p> 
<p>Carb Section</p> 	<p>Sugar</p> 	<p>Blood Glucose</p> 	<p>Goals</p> 	<p>Meal Planning</p> 
<p>Carrots</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>Traditional Foods</p> 	<p>Protein Section</p> 
<p>Zero</p> <p>0</p>	<p>Talk/Sing Method</p> 	<p>Grill</p> 	<p>Tea</p> 	<p>Processed Foods</p> 
<p>The Nutrition Label</p> 	<p>Non-Starchy Veggie</p> 	<p>Liquid</p> 	<p>Deep Breathing</p> 	<p>Potato Salad</p> 



B	I	N	G	O
<p>Sweetened Tea</p> 	<p>30 Minutes</p> 	<p>Liquid</p> 	<p>Peas</p> 	<p>Processed Foods</p> 
<p>Deep Breathing</p> 	<p>Sugar</p> 	<p>Zero</p> <p>0</p>	<p>Goals</p> 	<p>Tea</p> 
<p>Green Beans</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Protein Section</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Bake</p> 	<p>Meal Planning</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Herbs and Spices</p> 	<p>Carb Section</p> 	<p>Macaroni Salad</p> 

B	I	N	G	O
<p>Soda</p> 	<p>Non-Starchy Veggie</p> 	<p>Herbs and Spices</p> 	<p>Potatoes</p> 	<p>Processed Foods</p> 
<p>Carb Section</p> 	<p>Sugar</p> 	<p>Zero</p> <p>0</p>	<p>Goals</p> 	<p>Tea</p> 
<p>Leafy Green Salad</p> 	<p>Beans</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Deep Breathing</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Grill</p> 	<p>30 Minutes</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>Meal Planning</p> 	<p>Liquid</p> 	<p>Protein Section</p> 	<p>Potato Salad</p> 

B	I	N	G	O
<p>Sweetened Tea</p> 	<p>30 Minutes</p> 	<p>Herbs and Spices</p> 	<p>Corn</p> 	<p>Carb Section</p> 
<p>Processed Foods</p> 	<p>Sugar</p> 	<p>Zero</p> <p>0</p>	<p>Beans</p> 	<p>Tea</p> 
<p>Carrots</p> 	<p>Goals</p> 	<p><b>FREE</b></p>	<p>The Nutrition Label</p> 	<p>Protein Section</p> 
<p>Blood Glucose</p> 	<p>Talk/Sing Method</p> 	<p>Bake</p> 	<p>Meal Planning</p> 	<p>Visualization</p> 
<p>Traditional Foods</p> 	<p>Non-Starchy Veggie</p> 	<p>Liquid</p> 	<p>Deep Breathing</p> 	<p>Macaroni Salad</p> 



**What Can I Eat?®**

## **Centers for American Indian & Alaska Native Health**

colorado school of public health

**Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes**

**What Can I Eat?® is an initiative of the American Diabetes Association®**

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