

YOUR HEALTH IS IN YOUR HANDS

*Diabetes Prevention Program
Facilitator Manual*



'AMANAKI FO'OU

NEW HOPE FOR THE FUTURE

www.hopefordiabetes.org



Dear Reader,

We come from a variety of countries rich in culture. From the Tahitian dance and the Maori Haka; to heilala flowers and shell necklaces; even coco rice and ota ika, each nation celebrates its unique cultural attributes. We treasure these threads of individuality! Nevertheless, culture goes much deeper than dances and traditional foods. Culture includes parents who pass on important teachings of love and respect to their children and who have hope in a long life for the next generation. It includes drawing on the strength of God to accomplish tremendous things and, in the process, caring for one another. It even includes respect for our life and our body.

Unfortunately, destructive elements have crept into the culture of the islands of the South Pacific. Changes in eating and decreased physical activity have resulted in a rise in certain diseases. One of these is diabetes. Diabetes was virtually non-existent a few generations ago, and today it affects roughly 20% of Polynesians. People in our communities are suffering from the negative effects of diabetes—loss of eyesight, serious wounds that often lead to amputations, and even death. If things keep going the way they are now, in 30 years, 50% of people who develop diabetes will die from the disease. They will be your friends, your neighbors, your family, your children, and we will lose half of them.

But it will only happen if we let it. Today, you have the power to change the path of this disease. It will be a journey, but just like our ancestors, we will take the journey together as we create a new vision for the future.

'Amanaki Fo'ou means "A New Hope for the Future". The HOPE we are referring to is the belief that the true principles presented in this book can and will improve your life. Proverbs 13:12 teaches that "When hope is lost, the heart is sick, but when hope returns it is a tree of life." Our message to the South Pacific is: THERE IS HOPE!

We invite you to participate in this program and invite others to join the journey. We know that as you participate, you will feel renewed hope and the courage to make important changes. As you progress through each of the lessons in this program, you will notice a specific pattern: you will be taught a correct principle after which you will be invited to act on that principle. As you learn each principle, you will have new ideas come to your mind. You will feel motivated to take action. Don't wait, act on these ideas! As you act, you will be blessed with greater understanding of the truth of these principles and you will experience benefits that will change your life for the better. We can't wait to share in your success!

Thank you for joining us in this journey of hope and change!

The 'Amanaki Fo'ou Family

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PROGRAM OVERVIEW

PURPOSE OF THE DIABETES EDUCATION PROGRAM

To educate participants about the prevention and management of type 2 diabetes through healthy lifestyle habits.

PROGRAM GOALS

- Teach participants to recognize the sanctity of the human body as a temple of God.
- Create a space for people to gain appropriate knowledge and skills to tap into God's powers when trying to prevent or reverse the signs and symptoms of type 2 diabetes.
- Generate commitment to develop healthy living habits and promote personal growth.
- Provide a place where people can share successes and experiences with others in order to initiate discussion and make appropriate changes.

A NOTE TO PARTICIPANTS

During this program you will be invited to:

- Actively engage in class discussions and encourage other members of the group.
- Commit to act each week on information learned in each lesson.
- Record weekly weight and waist-to-height measurements.
- Monitor blood pressure and blood glucose levels three times during the course, which requires obtaining blood samples.
- Report progress.
- Share positive experiences with friends and family.

A NOTE TO FACILITATOR

As you progress through the course, seek for ways to help group members learn course materials through facilitating in a spirit of love and safety. You should participate as a group member, keeping commitments and learning together. Following the principles below will help your group have a successful experience.

- **Create a safe environment.** Each week, participants will report to the group their progress with keeping commitments. They will make mistakes and experience trials. This is normal and healthy. It is critical that participants feel they are in a safe environment to share personal experiences and feelings. This will allow them to persist in their goals until they eventually succeed.
- **Encourage participation.** It is important for you as facilitator to ensure that everyone has a chance to speak.
- **Start and end on time.** Group members should be able to trust that the group will start and end on time. It is helpful to assign someone in the group to be the timekeeper.
- **Keep comments relevant and positive.** Never share stories that are critical of others, even if they are about someone unknown to group members.

FACILITATOR RESPONSIBILITIES

Before the Group Meeting

- Call or text group members to remind them of the date, time, and place.
- Review the material and prepare to help students learn.
- Prepare to use instructional strategies that promote active participation.
- Have enough workbooks for everyone who signed up plus two additional copies.
- Arrive early to properly set up the chairs, tables, and videos.
- Have pens and pencils for people who forget to bring their own.
- Prepare all materials (handouts, activities, games, etc.) to be used during the group meeting.
- If using items from the USB flash drive, make sure equipment is available and working properly.
- Invite qualified medical professionals to attend weeks 1, 5 and 12 to administer screening procedures (See Appendix page 65).

At the Group Meeting

- Greet group members warmly and get to know them.
- Recognize and applaud their accomplishments and progress.
- Assign a timekeeper to manage the suggested times.
- Encourage active participation and discussion among the group.
- Guide the group through all activities.
- Introduce each new section in the chapter.
- Emphasize acting on commitments between meetings.
- Remind group members to respect confidential information.

After the Group Meeting

- Encourage participants to contact and help each other during the week.
- Prayerfully review the materials for the next group meeting.

HOW TO USE THIS WORKBOOK

| WHEN YOU SEE THESE PROMPTS, FOLLOW THESE DIRECTIONS | | |
|--|--|--|
| WATCH | DISCUSS | COMMIT |
| YouTube: "Amanaki Fo'ou">Playlists>English Polynesian Diabetes Prevention Videos | Discuss the questions given; or what has been taught | Apply what has been taught throughout the week |

| RECORDING OF PROGRESS, INSTRUCTIONS & ACTIVITIES | |
|--|--|
| WEEKLY CHECK-UP (WCU) | Weekly record weight and waist-to-height. Record blood pressure and blood glucose on the first week, week 5, and week 12. |
| WEEKLY PROGRESS REPORT (WPR) | Record progress on healthy habits each week. |
| INSTRUCTIONS | Facilitator reads instructions given for activities in each lesson to the group. |
| ACTIVITIES | All activity sections are provided in the Appendix. Facilitators print/photocopy activities in preparation for each class. |

1 BEGINNING THE JOURNEY

LESSON OBJECTIVES:

- **KNOWLEDGE:** Introduce the principle of Moral Agency
- **ACTION:** Help participants develop a Personal Vision by identifying their 'Whys' and creating vision boards that detail both short and long-term visions
- **OUTCOME:** Share vision boards with others both in and outside of the class



Remind group members ahead of the class: **DO NOT EAT** for **AT LEAST 2 HOURS** before they come to the meeting because we will start out with taking their blood glucose. (This test is more accurate when participants have fasted for 2 hours.)
Drinking water is OK.

GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Prepare area for blood pressure and blood glucose readings. (See instructions, Appendix p. 65)
- Bring TV and computer
- Photocopy p. 66 pre-assessment form if participants do not have manuals
- Photocopy Vision Board p. 67 if participants do not have manuals
- Photocopy pp. 69-72 Elephant Puzzle. Cut apart squares
- Have enough manuals for each class member to receive their own

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

Take initial height-to-waist measurements (blood pressure, and blood glucose).

FACILITATOR

- Begin with a prayer.
- Introduce yourself and each member of the group.
- Provide each group member a copy of the pre-assessment form to complete and return (See Appendix p. 66 or Participant Manual p. 29).

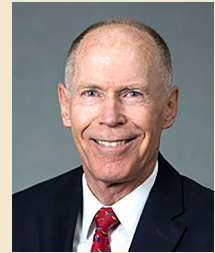
BEGINNING THE JOURNEY

A significant governing principle of this life is moral agency. Moral agency is the power to act or choose for ourselves. Properly exercising agency is not just about choosing the desired action but choosing the action based on the desired outcome. Taking responsibility for our choices gives us power. When we know that we are responsible for our own actions we can begin to create a life that we are proud of.

Read the following quote:

"I testify that if we will turn to the Lord and call upon him, he will help us, but he will not circumvent our agency. With the right attitude and the Lord at our side, we can learn to live a healthy lifestyle which will enable us to more fully participate in life and enjoy its blessings."

Larry A. Tucker (Professor of Exercise Sciences, USA)



INTRODUCTION TO PROGRAM:

We will be meeting each week for the next 8 weeks, then once more after 1 month's time (week 12). Each lesson will be filled with activities, group discussions, and commitments. The concepts shared in these chapters build upon one another, and as you actively participate from week to week, your knowledge will grow exponentially. You will have many opportunities to progress towards your healthy vision of your life.

You will be able to write personal goals in your user manual. You will have a partner with whom you can share challenges and successes.

 **WATCH** Video Lesson 1

DISCUSS

Divide class into 3 groups. Each group discusses a question, then reports main points.

1. If it is true that the onset of non-communicable diseases is largely dependent on our personal choices, what are some of your current choices that must be changed quickly for the benefit of your health and the health of those who are dependent on you?
2. What will it take in your family to change your eating habits and your lack of exercise or activity?
3. Non-communicable diseases are often referred to as lifestyle diseases. What are some lifestyle choices that either cause or contribute to non-communicable diseases such as diabetes?

READ:

"I can do all things through Christ which strengtheneth me."

(Philippians 4:13)

DISCUSS How can you draw on God as you make these important changes in your life?



Read the following paragraphs:

This is an invitation to participate in a journey that will lead to a healthier lifestyle. This journey has the potential to improve your health and change your life. Like the journeys of your ancestors through the unpredictable seas, this journey will not be easy.

It will require a lot of personal determination as well as the help and support of loved ones around you. It will be important for you to commit to making changes along the way. You will be setting goals each week and you will be tracking your progress as you go.

WHY?

Before we begin our journey, it is important to identify why each one of us is on this journey.

Our reason for taking this journey - called simply our 'WHY'- is the long-term vision that will keep us moving forward toward our ultimate goal of a healthy lifestyle and freedom from disease (diabetes). Our WHY will motivate us, give us hope and encourage a positive attitude so that we will be successful in our efforts.

Examples of 'WHY' include:

I want to live a healthier lifestyle...

- in order to serve others and help my family
- so that I don't become a burden to others
- because I want to feel healthy and strong
- to pay tribute to my ancestors

ACTIVITY: "VISION BOARD I - WRITE IT DOWN!" (10-20 MINUTES)

Thoughts influence actions. How you think about this journey will have a significant impact on how successful you are. You choose your own life experience based upon where you choose to focus your attention. We invite you to choose to pay attention to the principles that can help you make positive changes in your life.

Now, take your WHY and create a vision of how your life will look when you choose to make changes toward a healthy lifestyle. It is this vision that will guide you in your efforts and motivate you to continue even when things get tough. We can gain strength and hope from the visions we create.

Share your vision with your family.

FACILITATOR

READ AND INSTRUCT:

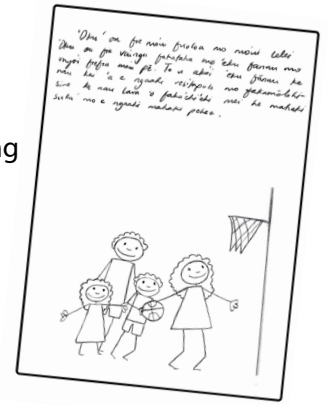
Take a few minutes to identify your "WHY".
Write it down.

FACILITATOR

Take a few minutes to draw out a vision of how you would like your longterm future to be.

ACTIVITY: "VISION BOARD II - DRAW IT OUT!" (10-20 MINUTES)

If you really worked hard and committed to making lasting change, what could your future look like ?



CHOOSE CHANGE

As we progress along this journey, you will be required to make changes in order to reach your goals.

Although there will be people on your journey who can help you, this is your personal responsibility.

As you progress through the program you will notice that the lessons follow a pattern:



The pattern communicates that we achieve desired outcomes as we act on true principles. Watch for this pattern as we take this journey of change together.

ACTIVITY: "EATING AN ELEPHANT" (10 MINUTES)

The changes we are going to make may seem like a HUGE task - perhaps even as big as an elephant! There is a saying "Even an elephant can be eaten - one bite at a time!" - Each week during our class, we will take another bite of the elephant, breaking down the challenge of living a healthy lifestyle into smaller, more manageable steps.

DISCUSS What does this saying mean to you?

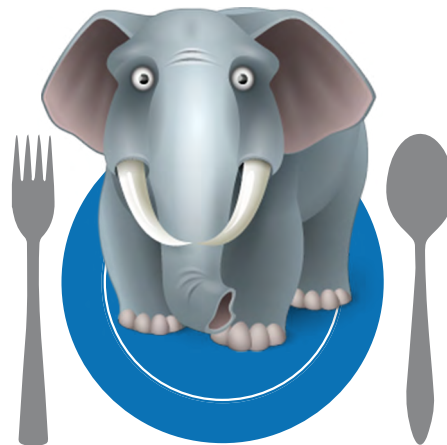
How does it relate to the healthy lifestyle changes we are making?

FACILITATOR

READ AND INSTRUCT:

Today, we will not be eating a whole elephant, but I will give you some "bites" of an elephant! We will share the ideas written on the back of our "bites" with each other as we put our elephant back together. (Hand out puzzle pieces.)

These ideas will motivate us to act for ourselves so we will enjoy success on our journey of change. (One at a time, members share thoughts on the back of their puzzle pieces as they put the elephant back together.) (Appendix - pp. 69-72)



GOAL SETTING

Each week, beginning tonight, we will set goals for the week. Goals will help to direct the changes we will be making.

CONSIDER: Create a culture of acting and not being acted upon.

COMMIT: During the week, ponder on your vision board. Write down your long-term vision, and add short-term goals to help you get there.

Complete your vision board, and place it in a visible location. Identify those things that are stopping you from achieving your vision. Identify what actions you can take now to achieve your dreams and goals.

MY JOURNEY JOURNAL



**Write down what you learned this week about moral agency.
(KNOWLEDGE)**

**Explain what went into the creation of your vision board and why.
(ACTION)**

Describe how you plan to share your vision board and your targeted outcomes with others. (OUTCOME)

2 DIABETES EXPLAINED

LESSON OBJECTIVES:

- **KNOWLEDGE:** Define type 2 diabetes and explain its destructive effects on the body
- **ACTION:** Assess understanding of Diabetes Type II and its debilitating impacts through participation in appropriate learning activities
- **OUTCOME:** Identify commitment to teach someone else about type 2 diabetes and its harmful impacts



GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Bring TV and computer
- Photocopy and cut out the body image and Symptoms and Solution cards for the Become the Expert Activity; read instructions (Appendix - pp. 73-76)

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

FACILITATOR

- Begin with a prayer.
- Invite one participant to share their vision board with the class.

FACILITATOR

It is concerning to hear that some people have developed serious health problems due to diabetes. We will take a few minutes and have everyone answer the question: I'm afraid of getting or having diabetes because....

- Pass out cards with this question and allow participants 5 minutes to consider.
- Ask "Would anyone like to share what they have written down?"

UNDERSTANDING DIABETES

Read the following quote:

"I am personally concerned about diabetes since my maternal grandmother was diabetic. It made her lose her sight. But as Minister of Education, Youth and Sports, and as a mother, I am even more concerned about the future of our children because of the poor eating habits they develop early in life. Indeed, the problem of transport and early morning timetables mean that the majority of our children do not take the time to have breakfast in the morning at home and are therefore tempted by the products that are too fatty, too sweet and without any real nutritional contribution offered by the trailers around schools."



Christelle Lehartel (Minister of Education, French Polynesia)

ACTIVITY: "ACKNOWLEDGING FEELINGS" (5 MINUTES)

DISCUSS How has diabetes affected you and your family?

Diabetes is a disease that develops when the glucose in your blood, also called blood sugar, is too high.

The three most common types of diabetes are type 1, type 2 and gestational diabetes.

IN TYPE 1 DIABETES, the body does not produce insulin. People who have type 1 diabetes must take daily insulin injections in order to stay alive.

IN TYPE 2 DIABETES, the body does not use the insulin well. People who have type 2 diabetes can sometimes manage their diabetes with significant lifestyle modifications. When this does not work, oral and injectable medications must be used.

GESTATIONAL DIABETES can develop in some women during pregnancy. This diabetes often goes away after pregnancy. Having gestational diabetes means that you have a higher risk of developing type 2 diabetes later in life.

This program will teach you about type 2 diabetes.

 **WATCH** Video Lesson 2

Diabetes does not have to be a death sentence. If an individual who has diabetes is willing to change his/her lifestyle permanently, incorporating daily exercise and healthy food choices, they have the potential to live a very long and full life relatively free of complications.

To understand diabetes, we need to know how glucose and insulin work in our bodies.

GLUCOSE

is a type of sugar that comes from the food you eat.

INSULIN

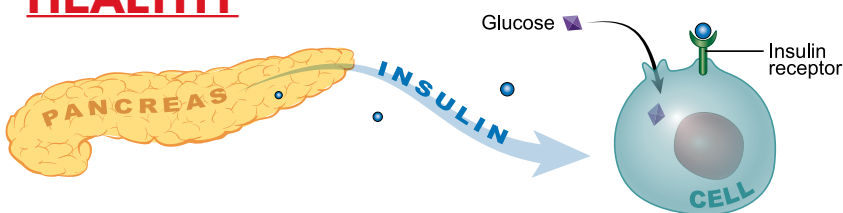
is a hormone made by the pancreas that helps the glucose from food get into your cells to be used for energy.

Sometimes your body doesn't make enough—or any—insulin, or doesn't use insulin well. Glucose then stays in your blood and doesn't reach your cells.

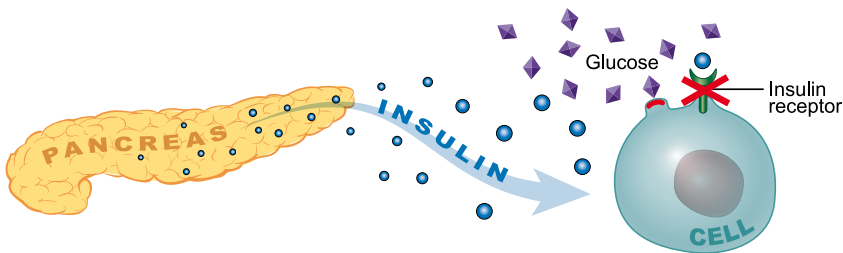
Over time, having too much glucose in your blood can cause health problems. Although diabetes has no cure, you can take steps to manage your diabetes and stay healthy.

ACTIVITY: "DIABETES ROLE PLAY" (20 MINUTES)

HEALTHY



TYPE 2 DIABETES



DISCUSS What did you learn about diabetes from this activity?

COMMON SYMPTOMS OF DIABETES:

- Urinating often
- Feeling very thirsty
- Feeling very hungry - even though you are eating
- Extreme fatigue
- Blurry vision
- Cuts/bruises that are slow to heal
- Tingling, pain, or numbness in the hands/feet (type 2)

Early detection and treatment of diabetes can decrease the risk of developing the complications of diabetes.

"We see the big problem with diabetes is that the individual does not often feel that he is ill and he does not realize he has diabetes until it is too late and he is suddenly confronted by the fact that the organs of his body are damaged."

Dr. Siale 'Akau'ola (CEO, Ministry of Health, Tonga)



FACILITATOR

INSTRUCT:

Split up into groups of 4. Ask each group to come up with a role play to illustrate 'what is type 2 Diabetes'?

FACILITATOR

READ AND INSTRUCT:

We will be working in groups to learn about the effects of type 2 diabetes and some of the solutions that can help decrease or reverse these effects. (Appendix - pp. 73-76)

We are going to break up into 6 groups. Each group will have a "Symptom and Solution" card. Discuss the information on your card together. After 5 minutes, each group will take turns teaching the rest of the group what they have learned. We will place our cards on the area of the body that is affected by diabetes. (Play the game.)

FACILITATOR

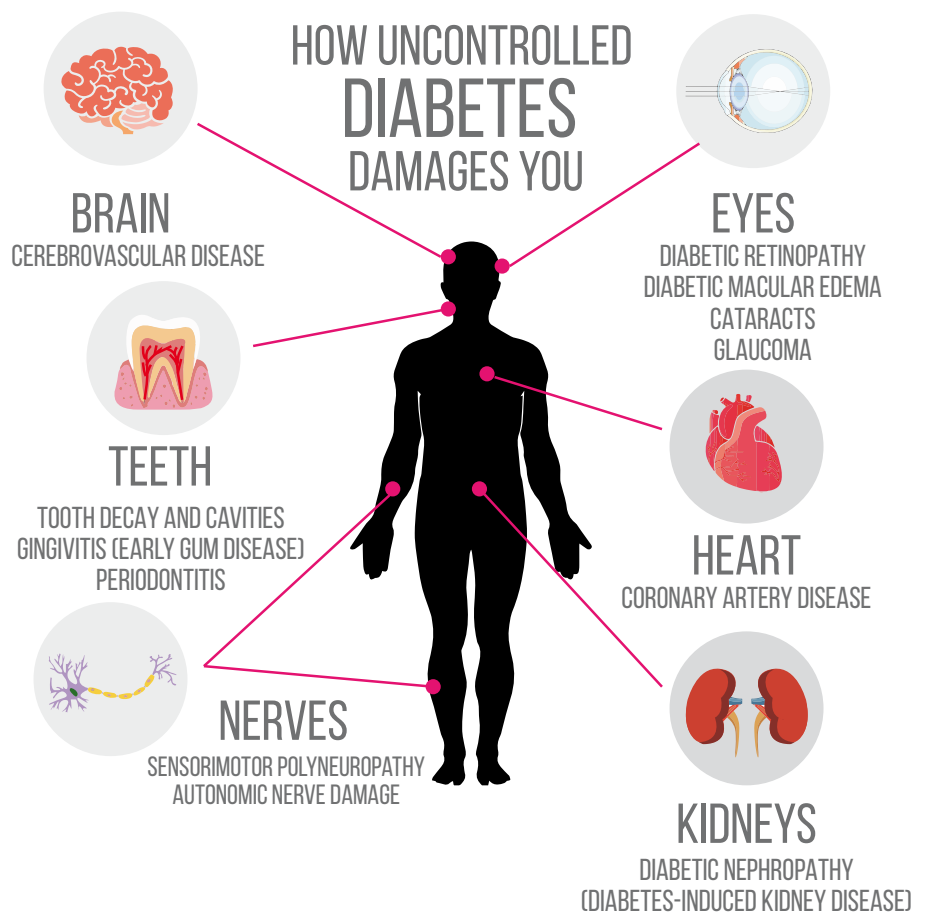
READ AND INSTRUCT:

- We have explained what causes diabetes and the damaging effects diabetes can have on the body. One devastating side effect of diabetes is amputation. This activity will illustrate.
- Ask a participant to carry a chair or table across the room. Ask if that was difficult or easy.
- Now ask the same participant to carry the same object over but this time on one leg. Ask them how that felt different.
- Now, because you would have crutches, try to move the chair without using your hands and one leg.
- If you had an amputation then had to use crutches to get around, how would you be able to function?

DIABETES AFFECTS THE WHOLE BODY

ACTIVITY: "BECOME THE EXPERT" (25 MINUTES)

Our bodies are made of systems that are all connected and work together to maintain health. When one or more of these systems is not healthy, we become sick. type 2 diabetes can affect all these systems.



DISCUSS Share about someone you know that didn't know they had diabetes until they had a complication.

ACTIVITY: "1 LEGGED ACTIVITY" (15 MINUTES)

It is important to understand that even if our family has been affected by diabetes, we can make changes so that our children and grandchildren can have a healthier life.

DISCUSS What did you learn about diabetes and the body from these activities?

"For ye are bought with a price: therefore glorify God in your body."

1 Corinthians 6:20

CONSIDER: Create a culture of making healthy choices based on good knowledge.

COMMIT: This week, explain to a friend what diabetes is, what complications it can cause, and why this matters in your life. (Refer to your charts if you need to refresh your memory).



MY JOURNEY JOURNAL

Describe your understanding of type 2 diabetes and its destructive impacts on the body. (KNOWLEDGE)

Share the insights you had when you participated in the diabetes learning activities. (ACTION)

Briefly describe what happened when you tried teaching someone about type 2 diabetes. (OUTCOME)

3 MY BODY IS A TEMPLE

LESSON OBJECTIVES:

- **KNOWLEDGE:** Introduce the idea of caring for your body as a temple of God
- **ACTION:** Participate in physical exercise activities to understand the related health benefits
- **OUTCOME:** Invite participants to start an exercise group

GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Bring TV and computer
- Photocopy discussion questions on this page and cut into strips
- Distribute a question to each participant
- Select a zumba dance from Youtube channel: amanaki fo'ou and queue it to a dance

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

FACILITATOR

- Begin with a prayer.
- Ask a class member to review what diabetes is.
- Assign each participant a question to read before viewing the video. Discuss question with others in their group following the video.

MY BODY IS A TEMPLE

Read the following quotes:

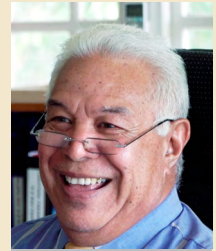
"This life is short, but it is worth living well. So when we associate our healthy physical body with our spirit we can work miracles with the Savior."

Benjamin Sinjoux (Area Authority, The Church of Jesus Christ of Latter-day Saints, French Polynesia)



"We must calculate the preciousness of God's love who has given each of us one life. And it is your responsibility and mine to protect and care for our lives. So we can have a fullness of joy - as fathers and others, to live long in order to see and watch over our children - and our grandchildren."

Reverend Semisi Fonua (President, Free Church of Tonga)



DISCUSS How does knowing your body is a temple change the way you treat your body?





 **WATCH** Video Lesson 3

1. After understanding how critical movement and activity are to the circulation of blood and well-being of your body, what are ways you can increase your physical activity on a daily basis?
2. What advice would you give mothers regarding how they can still continue to exercise even after they have children?
3. How can you take advantage of traditional customs and culture to encourage a more active and vibrant lifestyle for people of all ages in the nation?
4. Some of the reasons to exercise given in the testimonials we watched include the need to be healthier, live longer, and be there for their children and family. What other reasons might there be?

EXERCISE INTENSITY GUIDE

Exercise Tips

1. In order to gain the benefit of exercise, we must do it in increments of 10 minutes or longer. The recommendation is 30 minutes of moderate intensity exercise per day/5 days per week.
2. If you have not been physically active, increase your exercise intensity slowly.
3. A consistent effort over a long period of time provides the greatest benefit.
4. Avoid inactivity. Some exercise is better than nothing.
5. To increase your chances of success:
 - make exercise fun
 - exercise with family or friends
 - choose activities that you enjoy

| Exercise Intensity Level | Heart Rate | Breathing | Ability to Talk | |
|--|-----------------------------------|--------------------------|-------------------------|---|
| Full exertion  | very fast heart rate | working hard to breathe | cannot talk | cannot sustain this effort for very long |
| High intensity  | fast heart rate | breathing hard and fast | difficult to talk | |
| Moderate intensity  | heart rate increases | breathing rate increases | can still talk normally | |
| Low intensity  | heart rate may increase minimally | normal breathing | can talk normally | this intensity does not count as exercise |

FACILITATOR

Turn on music and dance. When the music stops, discuss with the person closest to you the next benefit on the list.

ACTIVITY: "FREEZE DANCE" (10 MINUTES)



ASSISTS YOUR BODY IN USING UP EXCESS GLUCOSE IN THE BLOOD



MAKES YOU FEEL HAPPIER



HELPS REGULATE YOUR WEIGHT



STRENGTHENS YOUR MUSCLES AND BONES



INCREASES YOUR ENERGY LEVELS



REDUCES YOUR RISK OF HEART DISEASE



INCREASES EMOTIONAL AND MENTAL WELL BEING



IMPROVES RELAXATION AND SLEEP QUALITY



DISCUSS Although some emphasize weight loss as the measure of success, it is not the only, or even most important measure. For example, muscle weighs more than fat, and it is possible to strengthen your body and lose fat without losing weight.

What other factors could be considered measures of success?

ACTIVITY: "THE SHARING BALL" (10 MINUTES)

Group sits in a circle. Start with one participant holding a ball. The person who holds the ball, can either share an exercise idea that they can implement in their life, or a benefit of exercise. Then throw the ball to another participant to share their idea.

"Know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God, and ye are not your own?" 1 Corinthians 6:19

CONSIDER: Create a culture of fitness.

COMMIT: Establish a regular time to physically exercise your body this week and invite at least one other person to participate.



MY JOURNEY JOURNAL

Briefly describe which benefits of exercise you would appreciate having in your life. (KNOWLEDGE)

Keep a record of your exercise activities for the week including type of activity and time spent. Describe the benefits you experienced (ie. improved sleep, clarity of thought, improved mood). (ACTION)

| Day | Exercise Type | Duration | Benefits |
|-----|---------------|----------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Share the strategy you used to encourage a group of at least two or more people to start exercising on a regular basis. (OUTCOME)

4 ALL FOODS ARE NOT CREATED EQUAL

LESSON OBJECTIVES:

- **KNOWLEDGE:** Introduce the four food categories and discuss the importance of source, moderation, and variety
- **ACTION:** Organize food items into the four food categories
- **OUTCOME:** Invite participants to choose colourful, fresh foods over processed foods



GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Bring TV and computer
- Bring basket of food including fruits, vegetables, protein, starches

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

FACILITATOR

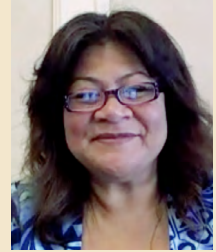
- Begin with a prayer.
- Invite someone to share their success with exercise this past week.

FRUITS, VEGETABLES, PROTEINS, STARCHES

Read the following quote:

"Keeping our body clean comes from eating clean food."

Tafaimamoa Tua-tupuola (District Health Committee Chair, Seventh-day Adventist Church, American Samoa)



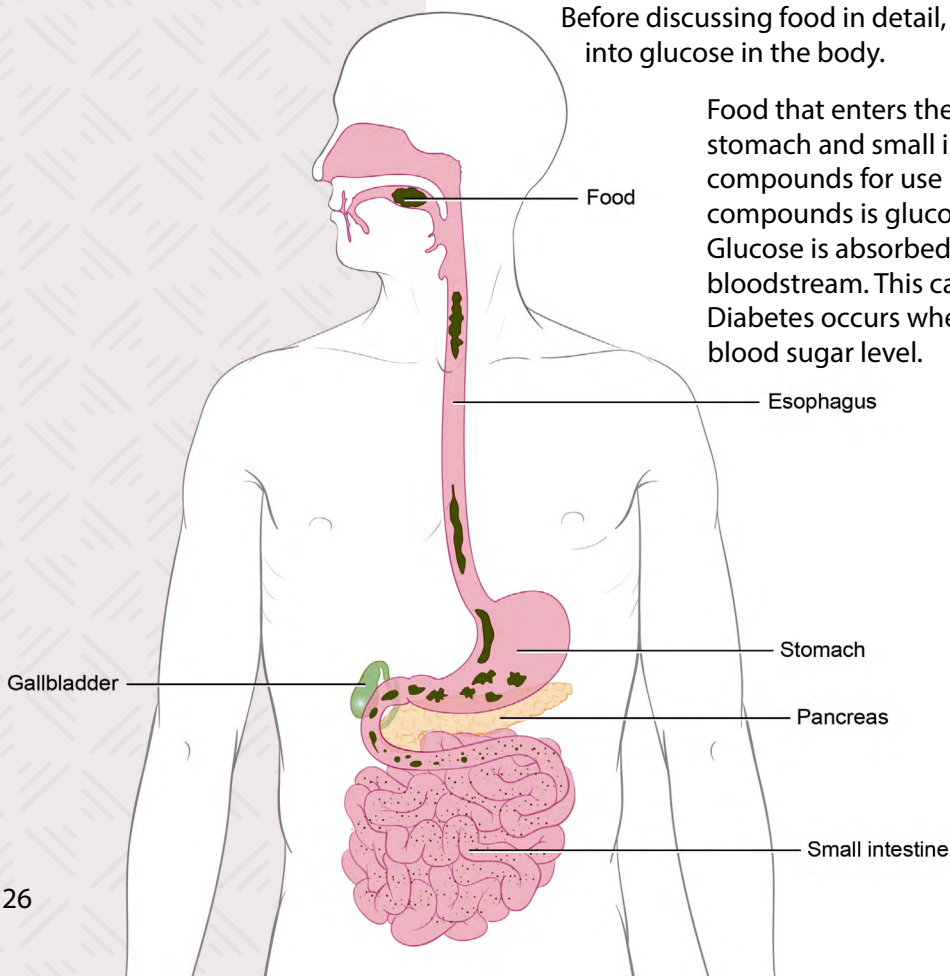
▶ **WATCH** Video Lesson 4

DISCUSS

1. What are some things that can be done to encourage others to plant and eat more vegetables and fruits?
2. There is a common jest or joke about "vegetables being the food for goats" that clearly depicts the low status many have assigned to vegetables. How can you assist in changing this kind of mindset?

Before discussing food in detail, let's review how food is processed into glucose in the body.

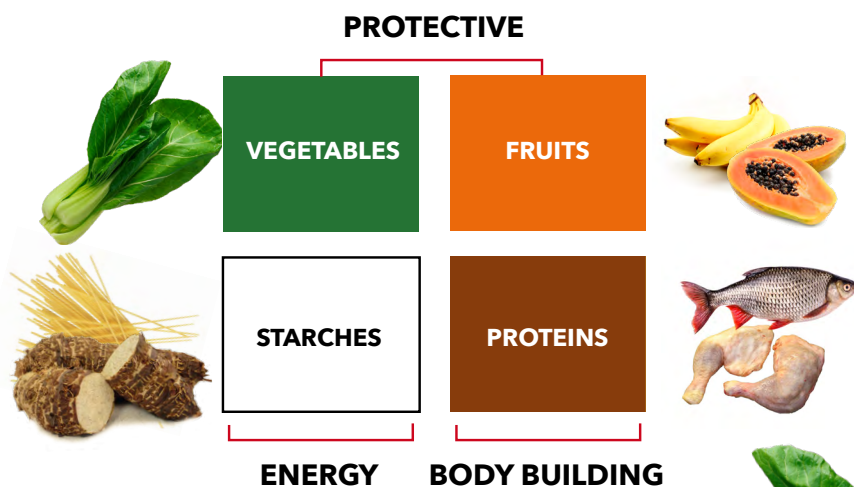
Food that enters the mouth is broken down in the stomach and small intestine into simple chemical compounds for use in the body. One of these simple compounds is glucose. Glucose is a type of sugar. Glucose is absorbed from the digestive tract into the bloodstream. This causes the 'blood sugar' to go up. Diabetes occurs when the body cannot control the blood sugar level.



In diabetes, high dietary sugar equals high blood sugar. One good way to control the blood sugar level is to avoid food and drinks that have added sugar. Some foods may not have added sugar but they have a lot of natural sugar that turns to glucose in the body. Examples of such foods are fruits, fruit juices and root vegetables. These foods should be consumed sparingly.

WE DON'T LIVE TO EAT; WE EAT TO LIVE. (—Ben Franklin, American Statesman)

The food we eat can be categorized into four basic groups: fruits, vegetables, proteins and starches. Foods from each of these groups provide necessary nutrients to help keep our bodies healthy and strong.



FRUITS/VEGETABLES

Function: Provide energy and important nutrients to nourish the body.

Example: bok choy, carrots, eggplant, taro leaf, papaya, breadfruit, pineapple



PROTEINS

Function: Help build and repair body tissues. Can provide some energy.

Example: chicken, fish, pork, beans, nuts



STARCHES

Function: Provide energy and fiber.

Example: rice, bread, 'ufi, kumala, tapioca, taro root



These are desirable sources of good nutrition. (Doctrine & Covenants 89:10-20). Foods such as chips, noodles, soda and snacks do not give nutritional benefit.

ACTIVITY: "FOOD SORTING" (5 MINUTES)

FACILITATOR

Ask class to sort the food you have brought according to its category: fruit, vegetable, protein and starch.

Read the following quote:

"Your taste buds can reset! Many of us are used to the taste of salty, starchy, fatty and sweet foods. However, as you start to decrease those and include more vegetables, natural and less processed foods your taste buds will change. Your cravings will reduce and the natural foods will become more delicious."

Michael Satele (Psychologist, New Zealand)



THERE ARE THREE IMPORTANT CONSIDERATIONS WHEN CHOOSING WHICH FOODS TO EAT

1. SOURCE

Eat the food as close to the source as possible.

- Fresh fruits and vegetables provide excellent nutrition.
- Highly processed packaged foods are not good for your bodies. Foods such as fizzy drinks, tin meats, fried foods, and white bread contribute to high blood sugar and make diabetes worse.



2. VARIETY

Eat many different types of foods.

- A variety of colours provides a variety of nutrients.
- A diet void of colour is also void of necessary nutrients. White is a good food to eat in moderation.
- One way to do this is to 'eat the rainbow' meaning to eat fruits and vegetables of many different colours.

What are foods with different colours that we can eat? (examples: green taro leaf, orange carrots, purple eggplant, yellow papaya, green peppers, red tomatoes).



3. MODERATION

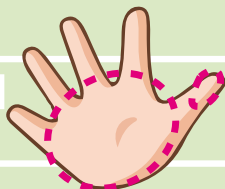
Eat only what our bodies need and not more.

- The proper amount of food provides energy.
- When we eat more than our body can use, the excess is stored as fat.



PORTION SIZE

PALM = PROTEIN
(MEAT, FISH, POULTRY)



FIST = STARCHES
(CORN, RICE, BREAD)



True/False: (answers in Appendix, p. 77)

1. The healthiest foods come from a corner store.
2. When I eat more than my body needs, I feel tired.
3. In the Pacific, 50% of the people eat enough fruits and vegetables.
4. It doesn't matter what colour my food is, as long as I don't eat too much.

"And God said, Behold I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat." Genesis 1:29

NEXT WEEK

We will be taking blood glucose and blood pressure readings. Do not eat 2 hours prior to class. Water is OK.

Ask volunteers to bring items needed for sugary drink activity next week.

CONSIDER: Create a culture of healthy eating.

COMMIT: In the next week, choose fresh food over processed food, and opt for food that represents a variety of colours. Determine how many foods you can switch to fresh.

MY JOURNEY JOURNAL



Write a paragraph describing something new you learned about food selection. (KNOWLEDGE)

Describe what you now plan to change in your eating habits and why. (ACTION)

Briefly describe an experience where you helped someone change the types of food they ate. (OUTCOME)

5 WATER IS LIFE

LESSON OBJECTIVES:

- **KNOWLEDGE:** Emphasize the importance of water for sustaining life
- **ACTION:** Conduct a presentation on the sugar contents of a variety of sugary drinks
- **OUTCOME:** Invite participants to commit to choose water over sugary drinks



Remind group members ahead of the class: **DO NOT EAT** for **AT LEAST 2 HOURS** before they come to the meeting because we will start out with taking their blood glucose. (This test is more accurate when participants have fasted for 2 hours.) Drinking water is OK.

GETTING STARTED

LESSON PREPARATION AND MATERIALS NEEDED:

- Photo copy discussion strips from next page
- Cut up strips for discussion
- Set up chairs
- Items to bring to class:
 - 6 different drinks - Soda, sugary drinks, fruit juice, water, Examples are: soda (Coke, Sprite, Fanta), fruit drinks (mango, orange, apple), Milo, and water. Try to find drinks a similar size to the image
 - 6 bowls
 - 2 cups sugar
 - A teaspoon
 - TV, computer and USB flash drive
- To guide learning activity, before class, calculate serving size of drink, and amount of sugars on the label. Determine how much sugar would be in each drink. 40 grams of sugar = almost 10 teaspoons. If it is not possible to bring drinks, make photocopy of image on this page
- Set up all drinks in a line on the table. Place 1 bowl in front of each drink

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

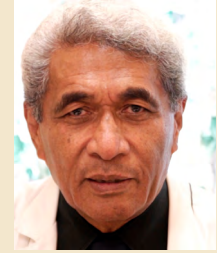
WPR: Check progress with a friend.

Take blood pressure and blood glucose readings.

Read the following quote:

"It is crucial that we drink water because it is so vital to our health. Soda actually steals water from the body due to the high concentration of sugar in soda."

Dr. Lord Tangi (Surgeon Specialist, Tonga)



ACTIVITY: "SUGARY DRINKS" (20 MINUTES)

FACILITATOR

- Sugar is found not only in our starchy foods, but also in our drinks. We are going to do an activity to learn how much sugar can be found in these drinks. Ask the group to organize the drinks according to what they think has the most sugar content, from high to low.
- Ask one person to estimate how much sugar is in each drink, by spooning the amount into the bowl next to the drink.
- Discuss the correct answers. Facilitator adjusts the amount of sugar in the bowl. For example, if the group guessed that fruit drink has 3 teaspoons, but the actual amount is 10, facilitator will add 7 more teaspoons to the bowl in front of the fruit drink.

DO YOU KNOW HOW MUCH SUGAR YOU'RE DRINKING AND HOW LONG YOU'D HAVE TO WALK TO BURN IT OFF?



SUGAR CONTENT IN COMMON DRINKS

Diet soda is sometimes recommended for people who have diabetes because the sugar-free soda will not cause the blood sugar to rise. However, in the place of sugar, diet sodas have chemicals that are not good for the body. It has also been shown that diet sodas do not contribute to weight loss. The best option for good hydration is water.

DISCUSS What are alternative ways to hydrate?

Water is the best alternative to sugary drinks.

It is recommended that you drink 8 cups of water each day. Adequate hydration allows all body systems to work properly. Lack of adequate water can even affect the brain's ability to function.

 **WATCH** Video Lesson 5

DISCUSS

1. What possible measures can be taken to help discourage the drinking of soda and sweetened drinks?
2. How has this video presentation affected your feelings and perceptions of the importance of water to the health of the body?
3. What can you do to help family members, fellow schoolmates, church members and neighbors drink more water on a daily basis?

LESSON PREPARATION FOR NEXT WEEK:

Next week we will be talking about brain health and emotions that often accompany diabetes. Before the next class, will you commit to talk with someone that has complications from diabetes, and ask how these complications have affected their emotional and mental wellbeing? (i.e. What are some emotions that someone might feel if they find out they are a diabetic, the doctor tells them they are not managing their diabetes well, or they have complications such as a sore on their foot?)

FACILITATOR

READ AND INSTRUCT:

Identify groups and assign questions prior to watching the video.

"For I will pour water upon him that is thirsty, and floods upon the dry ground: I will pour my spirit upon thy seed, and my blessing upon thine offspring:" Isaiah 44:3

CONSIDER: Create a culture of choosing health through proper hydration.

COMMIT: In the next week, replace unhealthy drinks with more water. Determine how many times you can choose water instead of a sweet drink.



MY JOURNEY JOURNAL

Write a paragraph describing how your understanding of the value of water has changed after today's lesson. (KNOWLEDGE)

Describe how you plan to change your drinking habits. (ACTION)

Write about how you influenced someone to change their drinking habits. (OUTCOME)

6 BRAIN HEALTH

LESSON OBJECTIVES:

- **KNOWLEDGE:** Study the connections between physical, emotional and mental well-being and the critical role hope plays in restoring good health
- **ACTION:** Identify both positive and negative emotions that may affect a person's physical and mental well-being
- **OUTCOME:** Share healthy coping mechanisms with others



GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Gather necessary supplies for activities
- Bring TV, computer and USB flash drive
- Bring CD of island music and a CD player
- Bring a fan for the Talking Circle

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

FACILITATOR

- Begin with prayer.
- Invite participant to share their success in modifying their food portions this week.
- Facilitator be aware: the subject matter included in this chapter may illicit strong emotions. The tone is intended to be positive and helpful. All discussions should be directed to this end.

MENTAL HEALTH

Read the following quote:

"It is really important to look after our physical well being . . . being in good physical health will also help our mental health."

Mental Health Foundation (New Zealand)

In lesson 2 we learned about how diabetes affects different parts of the body. In this lesson, we will discuss in more detail how diabetes affects our brain which can impact our emotions and our behavior.

WHAT IS YOUR UNDERSTANDING OF MENTAL AND EMOTIONAL WELL-BEING?

As you remember from lesson 2, too much sugar in the blood causes damage to the blood vessels. When small blood vessels become diseased, the organs that are fed by those blood vessels suffer. The most vulnerable organs are the kidneys, the eyes, the heart, and the brain.

Blood sugar levels that are either too high or too low can impact your brain function. Elevated blood sugar, called hyperglycemia, is a common sign of type 2 diabetes. Symptoms of hyperglycemia include confusion, inability to concentrate, irritability, and impaired memory. Severe hyperglycemia can even lead to coma and death.

When our blood sugar is too high, we don't think clearly, and we don't feel well. This can impact our emotions and our behavior, making it difficult to be our best selves.

ACTIVITY: "NAME THAT EMOTION" (5 MINUTES)

Put a piece of paper on class members' backs with an emotion written down: sad, impatient, lack of motivation, anger. Ask them to guess their word as other class members give them clues about their words.



stressed



shame



denial



angry



unmotivated



impatient

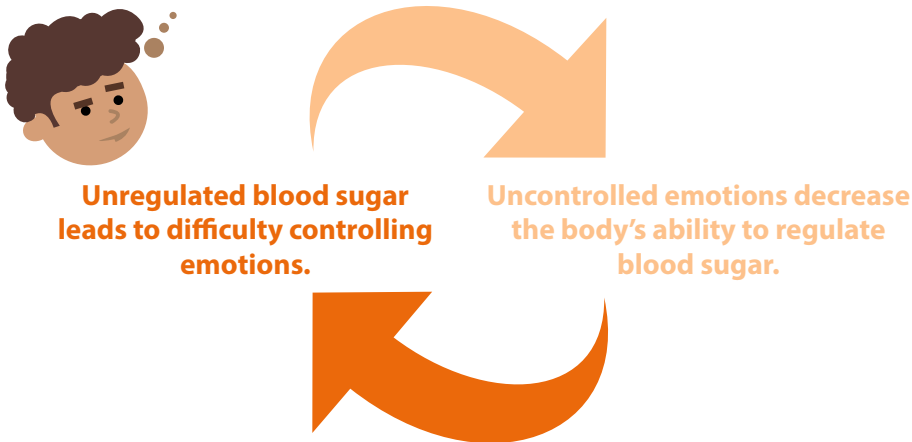
We are going to watch a short video now. Pay attention to what Mele was feeling when she was struggling with diabetes.

WATCH Video Lesson 6

DISCUSS We can see how diabetes causes serious physical, mental and emotional challenges. Describe the emotions that Mele was feeling. How did she change her outlook?

Invite a class member to explain the following diagram.

IT IS A DIFFICULT CYCLE:



The emotional cycle feeds itself—until you take control of your diabetes.

Now we will see an example of a patient who took control of his diabetes.

DISCUSS Invite a class member to explain the next diagram to the class.

How did Lisiate's determination to get better change his behavior?
How did his behavior change the outcome of his surgery?

EMOTIONS REQUIRE MANAGEMENT IN DIABETES:



Think back to lesson 1 when we learned that our life experience depends upon what we choose to focus on. Recall the vision that you created for your life. You can make that vision a reality by taking control of your physical, mental and emotional health. We take control by choosing to do those things that help us stay well. Simply put, this means eating healthy foods and exercising regularly so that our blood sugar stays in control.

The way we THINK about a challenge has a significant impact on what we DO about that challenge. Our thoughts impact our actions, and our actions impact our outcomes. One way to change our thoughts is to ask ourselves the question: "Is this thought helping or harming me?" Often, just asking this one question can help us shift the focus of our thoughts and take control of our actions. When we think better, we act better.

ACTIVITY: SHIFT YOUR FOCUS, TAKE CONTROL (10 MINUTES)

Here are some examples of healthy coping mechanisms to help you control your emotions.

| SHIFT YOUR FOCUS | TAKE CONTROL EXAMPLES |
|--|---|
| When you feel resignation or denial about having diabetes or being at risk for diabetes, how do you <i>shift your focus and take control</i> ? | Decide to help yourself: take the class, see a doctor, follow the doctor's recommendations |
| When you feel sad, ashamed or depressed about your disease or someone you love, how do you <i>shift your focus and take control</i> ? | Talk with someone about it, create a support system around you, focus on helping someone else in need, focus on your blessings |
| When you feel angry about what diabetes has done to your life or the lives of your loved ones, how do you <i>shift your focus and take control</i> ? | Identify triggers that cause negative emotions, express gratitude, do one thing to help yourself, listen to your favorite music |
| When you feel stressed or overwhelmed about how to manage your diabetes, how do you <i>shift your focus and take control</i> ? | Break it down, ask for help, celebrate small improvements, exercise |
| When you feel physically, emotionally and mentally fatigued, how do you <i>shift your focus and take control</i> ? | Exercise, keep your blood sugar in control, consistently get good sleep |

ACTIVITY: "HEALTHY COPING TECHNIQUE" (10-60 MINUTES)

Play music while you are passing the ball. When the music stops, the person with the ball can share an emotion associated with diabetes and health coping technique. The following chart demonstrates some ideas.

FACILITATOR










Turn on island music softly to play while group discusses the following chart. Take turns reading statements.

READ AND INSTRUCT:

Ask the class to:

- Identify one emotion that you associate with diabetes.
- Share a healthy coping idea to handle this emotion.

As they share their ideas, pass around the fan and enjoy relaxation and support!

| Emotions | Solutions/change in focus |
|------------|--|
| anger |  decide to help yourself |
| resentment |  create a support system |
| denial |  listen to/play music |
| sadness |  list three things-gratitude |
| depression |  celebrate small improvements |
| anxiety |  pray |
| overwhelm |  take a walk |
| stress |  see a doctor |
| fatigue |  focus on strengths |

DISCUSS How can you help create a culture of brain health in your family?

How can good brain health be a blessing to your family?

I CAN FIND HOPE THROUGH CHRIST

Read the following quote:

"I can do all things through Christ who strengthens me."

Philippeans 4:13

Draw on the power of God to gain the strength you will need to make these important changes.

DISCUSS Invite someone to share a testimonial of when Christ helped them during a time of struggle.

"For God has not given us the spirit of fear; but of power, and of love, and a sound mind." 2 Timothy 1:7

LESSON PREPARATION FOR NEXT WEEK:

Next week we will be highlighting the strength and vitality of our ancestors. Come prepared to share about one of your ancestors who practiced these principles of healthy living. How long did they live?

CONSIDER: Create a culture of positive thinking.

COMMIT: Think better to act better. Change your actions and your outcomes this week by asking yourself the question: "Is this thought helping or harming me?" You can choose to respond differently to a challenging situation!

MY JOURNEY JOURNAL



Comment on your understanding of how diabetes affects the brain. (KNOWLEDGE)

Write down your plan to improve your emotional and mental well-being. (ACTION)

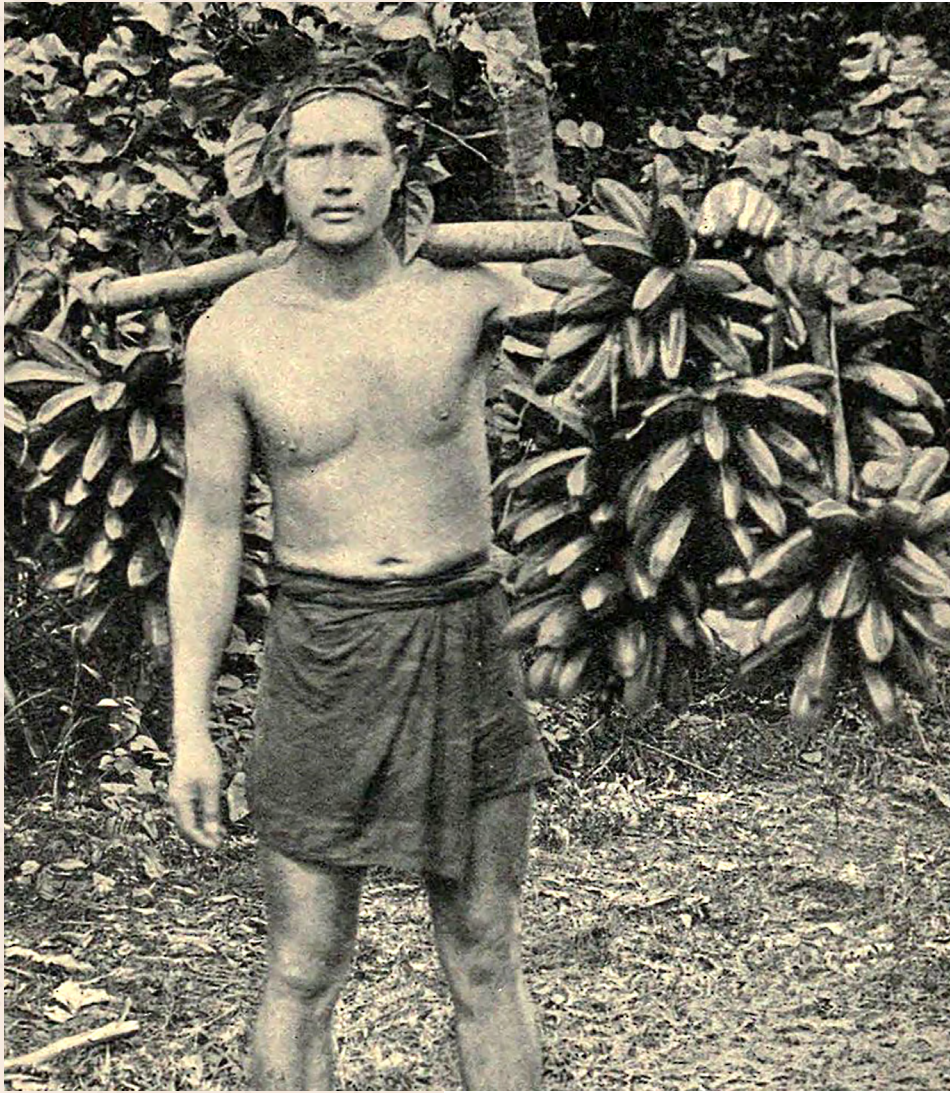
Describe personal benefits that come from engaging in healthy coping strategies. (OUTCOME)

7 MY HERITAGE; MY CULTURE

LESSON OBJECTIVES:

- **KNOWLEDGE:** Contrast the health promotion habits of Polynesian ancestors with the present time, and understand the influence of culture in our lives
- **ACTION:** Recognize the interrelationship of culture between self, family, the community, the country, and God
- **OUTCOME:** Commit to promote a culture of healthy living within your sphere of influence





GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Bring TV and computer

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

FACILITATOR

- Begin with prayer.
- Invite class member to share their success in replacing negative thoughts with positive, productive thoughts.

MY HERITAGE

Early explorers that landed on the Polynesian islands described with great detail the healthy condition of the people.

Read the following quote:

"The most beautiful race of people I ever beheld... I did not observe a single one either remarkably thin, or disagreeably corpulent but they were all in fine order and exquisitely proportioned."

Charles Clerke, 1774 (Early explorer)

Read the following quote:

"The men... are generally tall, of muscular and well-proportioned frame, very rarely inclining to embonpoint (obesity), but varying in size as much as Europeans do."

"The teeth are white, even, and regular, and last to old age."

Ernest Dieffenbach, 1843 (German physician and naturalist)

DISCUSS

1. What are the root causes of the tremendous changes that have robbed your people of their usual image in ancient days as tall, muscular, strong and well-proportioned people to the current state, where they are numbered among the most obese and highly predisposed to non-communicable diseases in the world?
2. How does understanding the strength and health of your ancestors give you motivation to make personal changes?
3. How could your health changes affect the next generation?

ACTIVITY: "STORYTIME" (20 MINUTES)

Invite class members to share a story of one of their ancestors who embodied principles of healthy living.



Physical activity was the basis of all aspects of our ancestors' lifestyle. Gathering food, traveling, and recreation all required a great deal of physical exertion. Food came from the source; they did not have packaged foods.

With the influence of western countries during war times, many new foods were introduced. Traditional foods such as fish, fresh fruits, and vegetables were replaced by processed foods such as corned beef, mutton flaps, and ramen noodles.

ACTIVITY: "CHARACTER CHARADE" (10 MINUTES)

FACILITATOR

ACTIVITY INSTRUCTION:

Divide the class into two groups. One group represents ancestors in the pre-colonial era; the second group represents present-day people. Each group then pantomimes typical activities of their particular characters while the other group guesses what each activity is. Each correct guess is recorded on the board. Afterward, the whole class identifies whether these typical activities contributed to physical development and health promotion or not. Give individuals opportunities to comment on their overall impressions and what they have learned from their observations of the charade activity.

PRE-COLONIAL AND POST-COLONIAL DIET

PRE-COLONIAL DIET

(PRE-1793)



FISH, FRESH FRUITS, AND VEGETABLES



POST-COLONIAL DIET

(TO THE PRESENT)



COWS: beef, corned beef, salted beef, dairy

SHEEP: lamb flaps (mutton belly lining)

TURKEYS: tail glands

CHINESE: rice, noodles (sapasui = chop suey)

INDIANS: curry

PROCESSED FOOD: SPAM, canned meat, tinned fish, white sugar, white flour, alcohol, tobacco, soft drinks



DISCUSS

1. How has the introduction of the bicycle then the automobile affected the activity level on the islands?
2. How has importing processed foods such as mutton flaps, corned beef and ramen noodles affected the way that people eat?
3. Traditionally, roasting a pig was reserved for special events such as the coronation of the king. How has this tradition changed through the years?

TRAIL OF TEARS

Beginning in 1830 the United States Government began a policy of removing Native American tribes from the South Eastern United States. This included the Seminole, Cherokee, Choctaw, and Chickasaw Tribes. The tribes were forced to leave their homelands where they knew the plants and animals and how to survive. They were sent to the Oklahoma territory which in some cases was over 5,000 miles away. Many died on the journey, distinguishing it as the Trail of Tears. When they arrived and found it difficult to survive in a foreign environment, the government gave them flour and lard as basic food supplies.

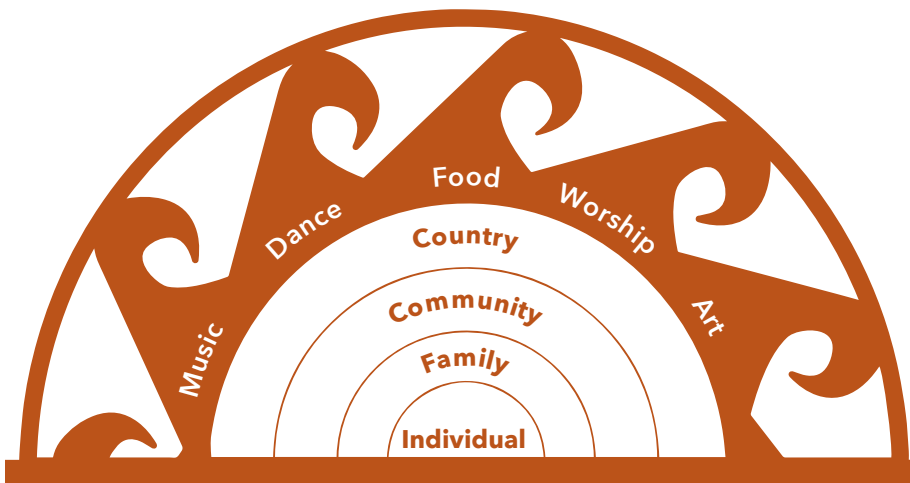
The resilient Native Americans adapted to their new circumstances by using the flour and lard to make "Fry Bread." This new food became their primary food staple. Unfortunately, this food has contributed to high rates of diabetes and other health problems amongst this population.

DISCUSS

1. How has the acceptance of a main diet of refined flour and oil affected the health of this population?
2. What has become "traditional" in your culture that is not something shared with your ancestors? (Give examples of positive and negative cultural influences.)
3. How might we change specific elements of culture in a positive way?

MY CULTURE

Culture can be defined as the customs, arts, language, social institutions, and achievements of a particular nation, people, or other social group. Culture can reflect the greatest contribution that a people has to offer such as magnificent dance, delicious foods, and resonating music. It can bring people together under these beautiful common threads.



This image shows the richness and connections between different cultural elements.

In the waves of the image you will see cultural elements of: music, dance, food, worship and art. Consider how each element enriches and impacts the different layers of individuals, families, communities, and countries. For example, think on the cultural aspect of food (How has the environment of food impacted our country? Our Community? Our homes?) Did you notice that at the center of all of the levels is you?! You have the ability to make change in yourself. You can support your family in change. Your influence can even impact your community and your country!

Read the following simple story:

Peti and Mary learned in a school presentation of the importance of eating fruits and vegetables and the benefits of exercise. When they were at home with their parents, they suggested it would be better to eat more healthily.

Their father was a driver at the school nearby. When it was time to leave for school, he expected to drive them, as he always did. They insisted on walking instead. So the father walked with his daughters to school, and then walked back home to get his car for his job.

"My strength does not come from me alone, but from many."

Samoa

DISCUSS

1. How did the actions of the daughters affect the decisions of an entire family?
2. How can culture strengthen our ability to make good, healthy choices?
3. What are the relationships between you and the different concentric circles?
4. How does the knowledge that there is a loving God who cares about your people affect the way you make food choices? The way you treat your body? The way you view your personal potential?

GROUP DEBATE

Divide class into two or more groups (depending on the size of the class) to debate any one of the following topics:

Your health is entirely a matter of personal choice.

Development is to be blamed for the declining health of Pacific Islanders.

Governments should regulate against the influx of health-demoting food.

FACILITATOR

Invite class members to share a story of one of their ancestors who embodied principles of healthy living.

WATCH Video Lesson 7

"Beware lest any man spoil you through philosophy and vain deceit after the tradition of men, after the rudiments of the world, and not after Christ."

Colossians 2:8

"And in thy seed shall all the nations of the earth be blessed; because thou hast obeyed my voice." Genesis 22:18

CONSIDER: Create a culture of shared vision for a healthier future.

COMMIT: Pray to identify ways to share these principles with other people.



MY JOURNEY JOURNAL

Review what new insights you gained through the discussions about your culture. (KNOWLEDGE)

Identify things about your culture that contribute to your life in a positive way. What cultural practices have a negative impact? (ACTION)

What cultural practices could you improve in your circles of influence? (OUTCOME)

8 SPREAD THE MAT

LESSON OBJECTIVES:

- **KNOWLEDGE:** Discuss the significance of 'spreading the mat'
- **ACTION:** Participate in learning activities that clarify the need to help others make needed change in their lives
- **OUTCOME:** Anticipate potential challenges to your efforts to change and make appropriate plans to strengthen your resolve and help others do the same



GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Bring TV and computer
- Bring a mat large enough for the whole group to sit on

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

FACILITATOR

- Begin with prayer.
- Invite class member to share success in replacing fizzy drinks with water.

FACILITATOR

Groups can choose to debate or role play the following discussion questions.

SPREAD THE MAT

Read the following quote:

"There is a large educational component and lifestyle change component that needs to happen on an individual basis, as well as a family, home and patient level. The community and environment need to support that type of lifestyle. There are societal, political, and economic changes that need to happen in order to assist people in making THE RIGHT CHOICE THE EASY CHOICE."

Jacki Tulafono, Former NCD Program Coordinator, American Samoa Department of Health



WATCH Video Lesson 8

DISCUSS

1. What will it take in your family to change your eating habits and your lack of exercise or activity?
2. This chapter of the program talks about some of the "enemies" of good health including laziness, mockery, addiction. What other enemies have you been confronted with?
3. If your Government were to be effective in implementing a national strategy to promote and ensure the health and wellbeing of the nation, what would be their top priorities?
4. How can a greater number of people be recruited to participate in the promotion and perpetuation of this work to reduce or eradicate non-communicable diseases?

THE RAGING STORM

In February 2018, the Islands of Tongatapu and 'Eua were hit by cyclone "Gita", the worst cyclone in Tonga's written history. Winds reached 230 km/h. Houses were destroyed, crops were wiped out, and power and water was lost for much of the islands. Fortunately, there were very few injuries, mainly due to the almost 6,000 people who heeded warnings and sought shelter in a safe place. After the storm, people began to clean up from the storm, in their own properties as well as in the surrounding areas. Help also came from New Zealand, Australia, and India.



Similar to the cyclone, diabetes has hit our people very hard. Like responses to Gita, we must heed the warnings and seek a safe place. There are people around, both within the island and outside, who can help bring people to a safer place. As we seek better health as a community, we can begin to repair the damages already inflicted by this deadly disease.

Read the following quote:

"In the cyclone, every person chose to protect himself or herself in the best way they could from the ravages and destruction of the wind. Likewise we must all choose to do whatever it takes to care for this temple from the ravages of the hurricane that is still with us, namely diabetes."

Elder 'Aisake Tukuafu (Area Seventy, The Church of Jesus Christ of Latter-day Saints, Tonga)



DISCUSS

In what ways is diabetes similar to a cyclone?

What are ways we can protect ourselves and others from the ravages of diabetes?



FACILITATOR

READ AND INSTRUCT:

We all would like to help motivate and support those around us with their health. With a partner, each of us is going to practice two different ways to do that. Pay attention to the differences in the two approaches, and see which one you think is more effective in helping others change. Follow these steps exactly.

SUPPORTING CHANGE

ACTIVITY: "TALK ABOUT IT" (10 MINUTES)

SCENARIO 1

PARTNER #1- Think of something in your life you have been considering changing but haven't quite decided on. (example- starting to walk every day or go on a diet).

Share this with your partner.

PARTNER #2- Do everything you can to persuade this person to change.

1. Explain WHY they should make this change.
2. Give them three benefits that would result from the change.
3. Tell the person HOW to change.
4. Emphasize how IMPORTANT it is for them to make the change.
5. Tell the person they just need to do it!!

SCENARIO 2

PARTNER #2- Think of something in your life you have been considering changing but haven't quite decided on. (example- starting to walk every day or go on a diet).

Share this with your partner.

PARTNER #1- Ask these four questions, one at a time, and listen carefully to the responses:

1. Why would you want to make this change?
2. If you decide to make this change, how might you go about it in order to succeed?
3. What are the three best reasons to do it?
4. How important would you say it is for you to make this change, on a scale from 0-10, where 0 is not at all important and 10 is extremely important?
5. Summarize back to your partner what you have heard. Ask one final question: So, what do you think you'll do?

DISCUSS

1. What were the differences in these two approaches?
2. In the first situation, did you feel motivated to change?
3. How can we most effectively support our loved ones in their health journey?

ACTIVITY: "ROLE PLAYS" (30 MINUTES)

ROLE PLAY #1 KUALANI (3-4 PEOPLE NEEDED)

Kualani was doing very well with her goals to have a healthy lifestyle. She was exercising 3 or 4 times each week. She had planted a small vegetable garden and was eating vegetables she had grown and learned to cook herself. Her husband didn't like some of her meals and started to complain. He wanted her to go back to the way she cooked before. He wanted meals that had more salty meat and sweet fruits. Her children also made fun of her meals and wanted more desserts.

What were some of the challenges that Kualani was facing?

What are some things you could tell Kualani that might help her stay strong in keeping her goals for herself and her family?

ROLE PLAY #2 FETU'U (3 PEOPLE NEEDED)

Fetu'u was working on the steps for planting a garden so he could begin to grow some healthy green vegetables for his family. He noticed that all the hard work was helping him lose weight and that he had started to feel better. He was happy that he was learning about eating nourishing meals. He believed a garden would help him and his family be more healthy. Two of Fetu'u's older brothers made fun of him. They wouldn't help him do the work to get the garden ready. They said he was wasting his time and should give it up.

What were some of the challenges that Fetu'u was facing?

What are some things you could tell Fetu'u that might help him stay strong in keeping his goals for himself and his family?

DISCUSS

What life storms have you experienced as you have tried to implement change in your own life over the past 7 weeks?

FACILITATOR

*For the role plays: divide into two groups.
Each group takes one role play example.
Prepare at the same time.
Take turns role playing.*

FACILITATOR

*Suggestions on accommodating a larger group:
If the group is small (<10) divide into two groups. If the group is larger- consider dividing into 4 groups: 2 groups to role play and 2 groups to facilitate the discussion questions. These role play scenarios are optional. They can be replaced by 'real life' scenarios shared by group members. In order to elicit scenarios from class members, consider asking the question: 'what life storms have you experienced as you have tried to implement change in your own life over the past 7 weeks?'*

"And I myself also am persuaded of you, my brethren, that ye also are full of goodness, filled with all knowledge, able also to admonish one another." Romans 15:14

LESSON PREPARATION FOR NEXT WEEK:

Next week we will have a pot luck to learn how to balance your plate. Each participant is invited to bring a dish that illustrates one of the skills learned during this program. For example, a dish representing a rainbow of colours or a food coming straight from the source. We will learn more about the concept of moderation. Please bring a friend so that they can have exposure to the program.

CONSIDER: Create a culture of action.

COMMIT: In the next month, become involved in helping a larger group to make change. It could be helping your family, church congregation, or community implement a healthy eating change or exercise program.



MY JOURNEY JOURNAL

Describe how your understanding of at least one concept introduced today was greatly improved by the class activities. (KNOWLEDGE)

Explain how you felt while spreading the mat with a friend or family member. (ACTION)

Record how you plan to overcome social obstacles and help others do the same. (OUTCOME)

9

BALANCE IN ALL THINGS; CELEBRATE SUCCESS

LESSON OBJECTIVES:

- **KNOWLEDGE:** Identify and celebrate the accomplishments of the group and the notable changes of individual members
- **ACTION:** Practice proper portion sizes through participating in the group lunch
- **OUTCOME:** Provide opportunity for participants to share testimonials on significant changes made over the course of the training period



Remind group members ahead of the class: **DO NOT EAT** for **AT LEAST 2 HOURS** before they come to the meeting because we will start out with taking their blood glucose. (This test is more accurate when participants have fasted for 2 hours.) Drinking water is OK.

GETTING STARTED

LESSON PREPARATION:

- Review lesson thoroughly
- Set up chairs
- Prepare area for blood pressure and blood glucose readings
- Print out Graduation Certificate, and fill in names of participants (Appendix - p. 79)
- Prepare physical activity - volleyball, zumba, or rugby. Bring equipment and identify location for game
- Call participants at least 1 day ahead to remind them of the last class
- Ask them to come without eating for 2 hours prior to class, as we will be taking blood glucose and blood pressure readings. Water is OK

BEFORE CLASS BEGINS:

WCU: Record weight and waist-to-height measurement.

WPR: Check progress with a friend.

Take blood pressure and blood glucose readings.

FACILITATOR

- Begin with prayer.
- Welcome everyone back!
"Today we celebrate completing our program and the personal changes you all have made."
- Recognize each individual for a specific accomplishment that they have had during the 12-week training.

BALANCE IN ALL THINGS

Read the following quotes:

"If we do not control our appetite, our appetite will completely control us and rob us of our good health."

Eric Shumway (Former President, BYU-Hawaii, USA)



"Unfortunately our present eating habits cause us to consume too much food. We pile our food up as much as the plate will hold. If we continue to overindulge in this manner, we put our lives and good health at great risk.."

Beta Hikilá (Assistant VP over Food Services, Polynesian Cultural Center, USA)



DISCUSS

Last week we watched the video segment on food. Remember back to what we learned from that video segment as we consider the following questions:

1. What are some measures that can help our people take control of their cravings so that they will eat more health-promoting foods?
2. If you were to teach a group of young people how to use more care and prudence when eating starchy, sweet and fatty food, what would be some of the things you would include in your plans?
3. When you understand your body's need to be fed sufficiently at regular intervals of at least three times a day, what personal plans do you envision implementing for your family?
4. How can we collaborate to build a stronger foundation for the health and wellbeing of our children, the future of our families and the resilience of our country as a whole?

ACTIVITY: "BEGINNING WITH THE END IN MIND"

Divide into 4 groups. Each group will take one of the above questions. Discuss the question and prepare a short presentation to illustrate an answer to the question. Be creative. Presentations might include writing a poem or a song, using illustration, or creating a short drama or skit.

MODERATION

In lesson 4 we learned about eating in moderation.

Moderation applies to many areas of a healthy lifestyle: how much we eat, how often and when we eat, what types of food we eat, how much we exercise, how physically active we are, and how much we sleep.

MODERATE

EXCESS



What are some other examples of moderate vs. excess?

DISCUSS

1. Eating too much food makes us feel sick and tired. The body expends a lot of energy to process the excess food that we eat. Reconsider what is a healthy amount of food to eat at each meal. Notice how you feel when you have eaten enough but not too much. Try taking one plate and eating slowly. Do not return for a second helping.

2. We should choose healthy foods every time. However, sometimes we have cravings for unhealthy foods. Committing to healthy eating does not mean that we can never have some of the unhealthy foods we love. Think of eating in a ratio of 80:20, where 80% represents the portion of healthy foods we eat, while 20% or less represents eating an unhealthy food, for example on a special occasion. If we use the 80:20 rule, we can occasionally have the foods we crave, while maintaining a healthy eating habit overall.

3. When we eat is also important. If we eat at regular times, we will control our hunger. This prevents us from eating large amounts of food at one sitting. Eat small amounts of food on a regular schedule.

CONGRATULATIONS EVERYONE!

Read the following quote:

"A healthy people are a happy people, energetic, hard working. They are people who accomplish great things and are able to contribute and bless their land."

Eric Shumway (Former President, BYU-Hawaii, USA)



DISCUSS (read quietly to yourself)

During the past 12 weeks, we have learned many things that, through your effort, have the potential to make your life even better! We have learned about:

- The importance of goals and vision for your life
- Diabetes and how it affects your body
- How exercise can improve your health and help control diabetes
- How eating balanced and fresh foods can give your body the vital nutrients it needs
- The emotional side of diabetes and how to help the brain stay healthy
- Moderation and portion control in creating your plate
- Water as an essential part of your health
- Your rich heritage of health
- How to make an impact on the larger community to affect change

Through all of these lessons, you have practiced making and keeping commitments. You have also learned how to be a support to one another.

ACTIVITY: "THE YARN THAT TIES US TOGETHER" (20-30 MINUTES)

FACILITATOR

"THE YARN THAT TIES US TOGETHER"

The objective of this activity is to literally and figuratively tie everyone together through the yarn and through sharing stories of challenges overcome, lessons learned and/or successes celebrated. The person who starts the activity will first share an experience that they have had while going through the program. They will then hold the end of the yarn as they throw the ball of yarn to the next person, across the room, thereby 'tying' the two people together. As the ball of yarn continues around the room, each person holds on to the yarn as they share a take away lesson that they have gained over the past 12 weeks. Each person continues to hold their segment of yarn until the ball has been passed to everyone in the room and everyone has had an opportunity to share. At this time, all participants should be 'tied together'.

"And all saints who remember to keep and do these sayings, walking in obedience to the commandments, shall receive health in their navel and marrow to their bones;

And shall find wisdom and great treasures of knowledge, even hidden treasures;

And shall run and not be weary, and shall walk and not faint."

Doctrine & Covenants 89:18-20

FACILITATOR AWARD CERTIFICATES:

(After handing out certificates, enjoy your pot luck dinner!)

FACILITATOR

READ AND COMMIT:

Now that you have graduated from this program, it is time to move on to the next level. Now you are ready not only to continue to make and keep healthy commitments, but you are prepared to inspire those around you to have the courage to make change in their life.

Who would benefit from this class? Will you invite them to participate in the next set of classes?



"I have fought a good fight, I have finished my course, I have kept the faith." 2 Timothy 4:7

CONSIDER: Creating a culture of enjoying healthy living!

COMMIT: Invite at least two people to join the next training session.

MY JOURNEY JOURNAL

Make a list of the concepts you have come to understand over the 12-week period of training. (KNOWLEDGE)

Write about some of the personal changes you have made in terms of healthy living. (ACTION)

Identify the two or more people you will invite to join the next series of training and explain the reasons for your choices. (OUTCOME)



APPENDIX

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Instructions: Record your progress EACH WEEK In the chart below:

| | Waist-to-Height (cm) | | Risk | | | Weight (kg) | Blood Pressure (mmHg) | Blood Glucose (mmol/L) | A1C (%) | Resting Heart Rat (bpm) |
|----------------|----------------------|--------|------|-----|------|-------------|-----------------------|------------------------|---------|-------------------------|
| | Waist | Height | Low | Mod | High | | | | | |
| <i>Example</i> | 80 | 170 | ✓ | | | 80 | 130/80 | 9.9 | 6.1 | 85 |
| Week 1 | | | | | | | | | | |
| Week 2 | | | | | | | | | | |
| Week 3 | | | | | | | | | | |
| Week 4 | | | | | | | | | | |
| Week 5 | | | | | | | | | | |
| Week 6 | | | | | | | | | | |
| Week 7 | | | | | | | | | | |
| Week 8 | | | | | | | | | | |
| Week 9 | | | | | | | | | | |
| Week 10 | | | | | | | | | | |
| Week 11 | | | | | | | | | | |
| Week 12 | | | | | | | | | | |

WHY ARE BLOOD PRESSURE AND BLOOD GLUCOSE IMPORTANT?

BLOOD PRESSURE:

The heart pumps blood to your body through a network of arteries (blood vessels). This pumping creates pressure in the same way as when water is pumped through a hose. Blood pressure is reported using two numbers, one on top of the other. The top number (systolic) represents the pressure in the arteries when the heart is pumping. The bottom number (diastolic) represents the pressure in the arteries when the heart is relaxed. A reading of less than or equal to 130/80 mmHg is considered normal subject to age and medical conditions. **High blood pressure puts strain on the heart and blood vessels. Over time, this extra strain increases your risk of heart disease/heart attack, stroke and kidney disease.**

BLOOD GLUCOSE:

Glucose is a type of sugar that is found in most foods, especially carbohydrates. The body breaks down carbohydrates into glucose that travels through the blood and, with the help of insulin, gets absorbed into the cells, providing energy for the body. When glucose is not absorbed into the cells, it remains in the blood stream and can cause problems. Diabetes is a result of the body not being able to control the level of glucose in the blood.

A non-fasting blood sugar reading of 7.8-11 mmol/L is indicative of pre-diabetes. A reading of 11.1 mmol/L is indicative of diabetes. All values obtained through screening should be confirmed by a medical provider in order for the diagnosis of diabetes to be made accurately.

WEEKLY PROGRESS REPORT

FACILITATOR:

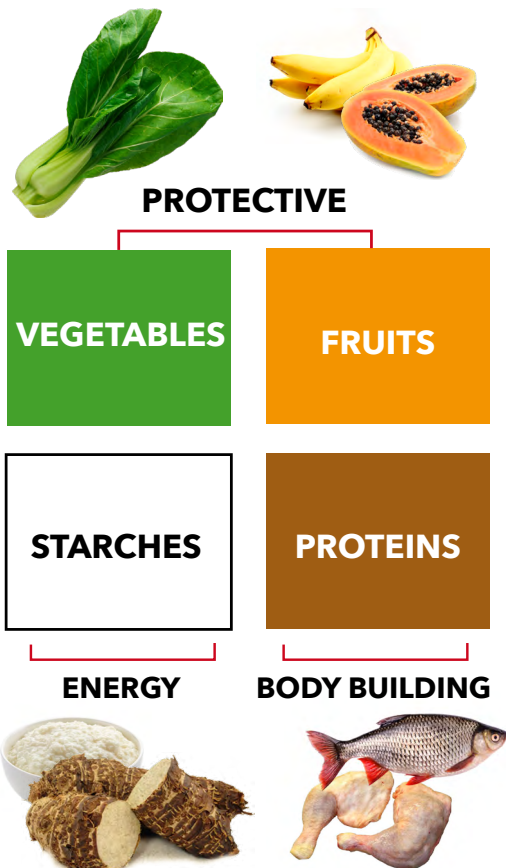
At the end of each week, we will monitor our progress and mark how well we kept our weekly commitment. (Explain how to record commitments and monitor them each week in the WPR evaluation.)

Instructions: Evaluate your progress each week. Ponder ways you can continue to improve as you practice forming important habits. Put an O for completed tasks and an X for tasks not completed.

| | Daily - Eat 4 colours | Smaller Portions | Avoid fats, sugars & salt | Drink 8 glasses of water per day | 30 minutes Physical Activity per day | Teach Someone |
|---------|-----------------------|------------------|---------------------------|----------------------------------|--------------------------------------|---------------|
| Example | X | O | X | O | O | X |
| Week 1 | | | | | | |
| Week 2 | | | | | | |
| Week 3 | | | | | | |
| Week 4 | | | | | | |
| Week 5 | | | | | | |
| Week 6 | | | | | | |
| Week 7 | | | | | | |
| Week 8 | | | | | | |
| Week 9 | | | | | | |
| Week 10 | | | | | | |
| Week 11 | | | | | | |
| Week 12 | | | | | | |

EVERY DAY WE WILL TRY TO:

- 1 Eat a variety of four colours (BROWN, WHITE, GREEN, and ORANGE)
- 2 Eat more fruits and vegetables (GREEN and ORANGE)
- 3 Eat LESS foods that are highly processed
- 4 Eat SMALLER PORTIONS
- 5 Participate in AT LEAST 30 minutes of physical activity
- 6 Drink AT LEAST 8 Glasses of water or Niu drink



STANDARDIZED PROTOCOL FOR HEALTH INDICATOR MEASURES

At the beginning of each lesson, waist, height and weight are measurements will be taken. Blood pressure and blood glucose levels, or A1C and resting heart rate, will be screened three times during class in lessons 1, 5, and 9. The glucose screening test, which will involve having a needle prick to obtain a blood sample, is to be done by a person certified or licensed in your community to do this procedure. The three glucose screening tests can also be completed at a local medical facility.

NOTE: In this manual, the person certified, licensed, or approved by the relevant government agency to perform this procedure and obtain a blood sample will be referred to as a "Qualified Medical Professional."

INSTRUCTIONS FOR SCREENING BLOOD PRESSURE AND BLOOD GLUCOSE:

FACILITATOR

Self Report Program Evaluation

The preferred method of measuring program evaluation is through utilization of the follow QR Codes (QRC). The purpose of these QRCs is to electronically capture information that will allow for program evaluation by 'Amankaki Fo'ou. Participants will be asked to voluntarily complete both QRCs at the beginning and end of the program. To use a QRC, just follow the following steps:

Step 1: Open your camera on your smartphone device

Step 2: While aiming your camera at the QRC (See p. 63), click on the link that pops up "qualtrics.com"

Step 3: Complete the survey connected through the Qualtrics link.

QRC Health Screening: Waist Circumference, Height, Weight, Blood Pressure, Fasting Status, Blood Glucose, A1C, Resting Heart Rate

QRC Survey: Demographics, Knowledge Survey, Wellness surveys

EQUIPMENT REQUIRED FOR SCREENING PROCEDURES:

- Table and chairs
- Scale (for weight)
- Measuring tape (for waist and height)
- Rubbish bin and rubbish bag
- Blood pressure monitor
- Blood pressure cuff (2 sizes)
- Batteries (BP monitor when needed)

ITEMS REQUIRED FOR BLOOD GLUCOSE TEST OR A1C BY QUALIFIED MEDICAL PROFESSIONAL:

- Paper towels
- Disposable gloves
- Cotton balls
- Container with fresh water
- Tissues for drying fingers
- Glucometer
- Test solution
- Test strips (in-date, airtight container)
- Lancet device
- Lancets
- Separate disposable container for items contaminate by blood

STANDARDIZED PROTOCOL FOR HEALTH INDICATOR MEASURES

| Measure | Instructions |
|--------------------------|--|
| Waist Circumference (cm) | <ul style="list-style-type: none"> • The participant stands erect with the abdomen relaxed and arms at the sides • The measurement is taken over the abdomen at the smallest diameter between the coastal margin and the iliac crest (the hip) • This is best done with the participant facing the subject and identifying the natural waist (i.e., the point of narrowing) • The measurement is taken to the nearest 0.1 cm at the end of a normal expiration, using a nonstretchable standard tape measure attached to a spring balance exerting a force of 750 g • The tape must be kept horizontal • Record the measurement on the Health Indicator Form (HIF); refrain from rounding • Record the measurement on the Weekly Check-Up graph (WCU), Appendix (TBD) |
| Height (cm) | <ul style="list-style-type: none"> • Measure against a convenient, flat wall • Participant must be shoeless with arms hanging freely at the side • Stand with the heels together and the feet naturally placed at an angle of approximately 60 degrees • The shoulder blades, buttocks, and heels must be in contact with the measuring wall • The head is held so that the eyes and ears are in horizontal alignment (Frankfort plane) • The measurement is recorded to the nearest 0.1 cm after the participant inhales fully and maintains the erect position without altering the load of the heels • Record the measurement on the HIF; refrain from rounding • Record the measurement on the WCU, Appendix (TBD) |
| Weight (kg) | <ul style="list-style-type: none"> • Ensure that the scale is “zeroed” before taking the weight • The participant is measured in minimal clothing and must be shoeless with arms hanging freely at the side • Record the obtained value on the HIF; refrain from rounding |
| Blood Pressure (mmHg) | <ul style="list-style-type: none"> • The measurement is performed on the right arm using a blood pressure monitor • Participant must be resting and calm for more than 5 minutes; should not have smoked, exercised, or eaten in the last 30 minutes; and should not have climbed stairs in the last 15-30 minutes before taking this measurement • Participant should be seated upright and relaxed with the right arm supported at heart level and legs uncrossed • The measurement is taken using the brachial artery • The readings should be recorded for systolic and diastolic pressures • Record exact value on the HIF; refrain from rounding |

| | |
|--------------------------|--|
| Blood Glucose (mmol/L) | <p>Questions here remain about who will administer and, therefore, what other instruction is required</p> <ul style="list-style-type: none"> • Participant must have fasted the past 2 to 8 hours from food and drink, other than water • Record exact value on the HIF; refrain from rounding |
| A1C (%) or (eAG mg/dl) | <ul style="list-style-type: none"> • Prior to testing, the testing administrator makes sure the DCA machine is calibrated for the specific lot of reagent in use • The testing administrator prepares for the test by retrieving the A1C reagent cartridge and capillary holder from the reagent kit • Participant washes/cleanses hands/finger, warms hands, & lightly massages finger for finger prick • Using a lancet, the participant can prick their own finger or have the testing administrator prick their finger. Wipe off the first droplet with a gauze pad. You may put slight pressure on the finger to draw another droplet • Place the capillary holder next to the blood droplet. After a sample has been collected (1µL of blood), place the capillary holder into the reagent cartridge • Swipe the reagent cartridge through the DCA Vantage analyzer to swipe the cartridge. Next follow the instructions on the screen. Generally, lift the lid and insert cartridge, pull the tab, and close the lid. The test will run for about 6 minutes • Place a gauze pad on the finger and apply pressure for about 1 minute. Use a band-aide if needed • Record exact value on the HIF; refrain from rounding • Additional information may be found in the DCA operators guide |
| Resting Heart Rate (bpm) | <ul style="list-style-type: none"> • Participant must be resting and calm for more than 5 minutes; should not have smoked, exercised, or eaten in the last 30 minutes; and should not have climbed stairs in the last 15-30 minutes before taking this measurement • Participant should be seated upright and relaxed with legs uncrossed • Check the pulse at the participant's wrist by placing two fingers between the bone and the tendon over the radial artery — which is located on the thumb side of the wrist • Upon feeling the pulse, count the number of beats for 15 seconds, then multiply this number by four to calculate the beats per minute • Record exact value on the HIF; refrain from rounding |



Source: Adapted from - Entsisewata'karí:teke (You Will Be Healthy Again): Clinical Outcomes of Returning to a Traditional Haudenosaunee Diet

PRE-ASSESSMENT FORM

Please print

Participant Name: _____ Date: _____

Program Location: _____

To which sex do you most identify?

- Male Female Intersex

What is your age? _____

What state/province/territory do you live in? _____

What is your race or ethnic background?

- American Indian or Alaska Native Asian/Chinese/Japanese/Korean
 Native Hawaiian or Other Pacific Islander Black or African American
 Hispanic/Latino/Mexican White/Caucasian
 Other _____

What is your marital status?

- Single Married Divorced Widowed Separated Living as Married

How many people live in your household? _____

Does anyone who lives with you have diabetes? Yes No

Prior to having your blood glucose screening, you have:

- Not fasted Fasted for 2 hours Fasted for 8 hours or more

| | |
|--------------------------|--|
| Waist Circumference (cm) | |
| Height (cm) | |
| Weight (kg) | |
| Blood Pressure (mmHg) | |
| Blood Glucose (mmol/L) | |
| A1C (%) or (eAG mg/dL) | |
| Resting Heart Rate (bpm) | |

For the following questions, please check the option you think is correct.
If you are not sure, please check the 'Don't know' option.

| | Yes | No | Don't Know |
|--|-----|----|------------|
| Eating too much sugar and other sweet foods is a cause of diabetes | | | |
| The usual cause of diabetes is lack of effective insulin in the body | | | |
| Diabetes is caused by failure of the kidneys to keep sugar out of the urine | | | |
| Kidneys produce insulin | | | |
| In untreated diabetes, the amount of sugar in the blood usually increases | | | |
| If I am diabetic, my children have a higher chance of being diabetic | | | |
| Diabetes can be cured | | | |
| A fasting blood sugar level of 210 is too high | | | |
| The best way to check my diabetes is by testing my urine | | | |
| Regular exercise will increase the need for insulin or other diabetic medication | | | |
| There are two main types of diabetes: Type 1 (insulin-dependent) and Type 2 (non-insulin dependent) | | | |
| An insulin reaction is caused by too much food | | | |
| Medication is more important than diet and exercise to control my diabetes | | | |
| Diabetes often causes poor circulation | | | |
| Cuts and abrasions on diabetics heal more slowly | | | |
| Diabetics should take extra care when cutting their toenails | | | |
| A person with diabetes should cleanse a cut with iodine and alcohol | | | |
| The way I prepare my food is as important as the foods I eat | | | |
| Diabetes can damage my kidneys | | | |
| Diabetes can cause loss of feeling in my hands, fingers and feet | | | |
| Shaking and sweating are signs of high blood sugar | | | |
| Frequent urination and thirst are signs of low blood sugar | | | |
| Tight elastic hose or socks are not bad for diabetics | | | |
| A diabetic diet consists mostly of special foods | | | |

Source: The Starr County Diabetes Education Study (DKQ-24)

Please select the answer that best describes your experience of each over the last 2 weeks.

| | None of the time | Rarely | Some of the time | Often | All of the time |
|--|------------------|--------|------------------|-------|-----------------|
| I've been feeling optimistic about the future | 1 | 2 | 3 | 4 | 5 |
| I've been feeling useful | 1 | 2 | 3 | 4 | 5 |
| I've been feeling relaxed | 1 | 2 | 3 | 4 | 5 |
| I've been dealing with problems well | 1 | 2 | 3 | 4 | 5 |
| I've been thinking clearly | 1 | 2 | 3 | 4 | 5 |
| I've been feeling close to other people | 1 | 2 | 3 | 4 | 5 |
| I've been able to make up my own mind about things | 1 | 2 | 3 | 4 | 5 |

Source: Warwick Edinburgh Mental Well-Being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved

Please answer the following questions:

On average, how many days per week do you engage in moderate to vigorous physical activity (like a brisk walk)?

_____ days per week

On average, how many minutes do you engage in physical activity at this level per day?

_____ minutes per day

How many days a week do you perform muscle strengthening exercises, such as bodyweight exercises or resistance training?

_____ days per week

Please check yes or no:

- Yes No I am currently physically active (at least 30 minutes per week).
- Yes No I intend to become more physically active in the next 6 months.
- Yes No I currently engage in regular physical activity (regular = at least 150 minutes of moderate physical activity, 75 minutes of vigorous, or combination of moderate and vigorous physical activity each week).
- Yes No I have been regularly physically active for the past 6 months.

Source: American College of Sports Medicine, Exercise is Medicine (PAVS)

Please select the answer that best describes your behavior over the last 2 weeks.

| My behaviors demonstrate that I love... | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Never | Sometimes | Often | Almost Always | Always |
| My Ancestors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Future Generations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A Higher Being | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What is your understanding of your ancestor's lifestyle, ie. diet and exercise?

How does that affect the choices you make today?

Over the past few months:

| | | | |
|---|--|---------------------------------------|---|
| How many times a week did you eat fast food meals or snacks? | <input type="checkbox"/> Less than 1 | <input type="checkbox"/> 1-3 | <input type="checkbox"/> 4 or more |
| How many servings of fruit did you eat each day? | <input type="checkbox"/> 5 or more | <input type="checkbox"/> 3 - 4 | <input type="checkbox"/> 2 or less |
| How many servings of vegetables did you eat each day? | <input type="checkbox"/> 5 or more | <input type="checkbox"/> 3 - 4 | <input type="checkbox"/> 2 or less |
| How many regular sodas or glasses of sweet tea did you drink each day? | <input type="checkbox"/> Less than 1 | <input type="checkbox"/> 1-2 times | <input type="checkbox"/> 3 or more |
| How many times a week did you eat beans (like pinto or black beans), chicken or fish? | <input type="checkbox"/> 3 or more | <input type="checkbox"/> 1 - 2 | <input type="checkbox"/> Less than 1 |
| How many times a week did you eat regular snack ships or crackers (not low-fat)? | <input type="checkbox"/> 1 time or less | <input type="checkbox"/> 2 - 3 | <input type="checkbox"/> 4 or more |
| How many times a week did you eat desserts and other sweets (not the low-fat kind)? | <input type="checkbox"/> 1 time or less | <input type="checkbox"/> 2 - 3 | <input type="checkbox"/> 4 or more |
| How much margarine, butter, or meat fat do you use to season vegetables or put on potatoes bread or corn? | <input type="checkbox"/> Very little | <input type="checkbox"/> Some | <input type="checkbox"/> A lot |

Source: The Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill, and North Carolina Prevention Partners

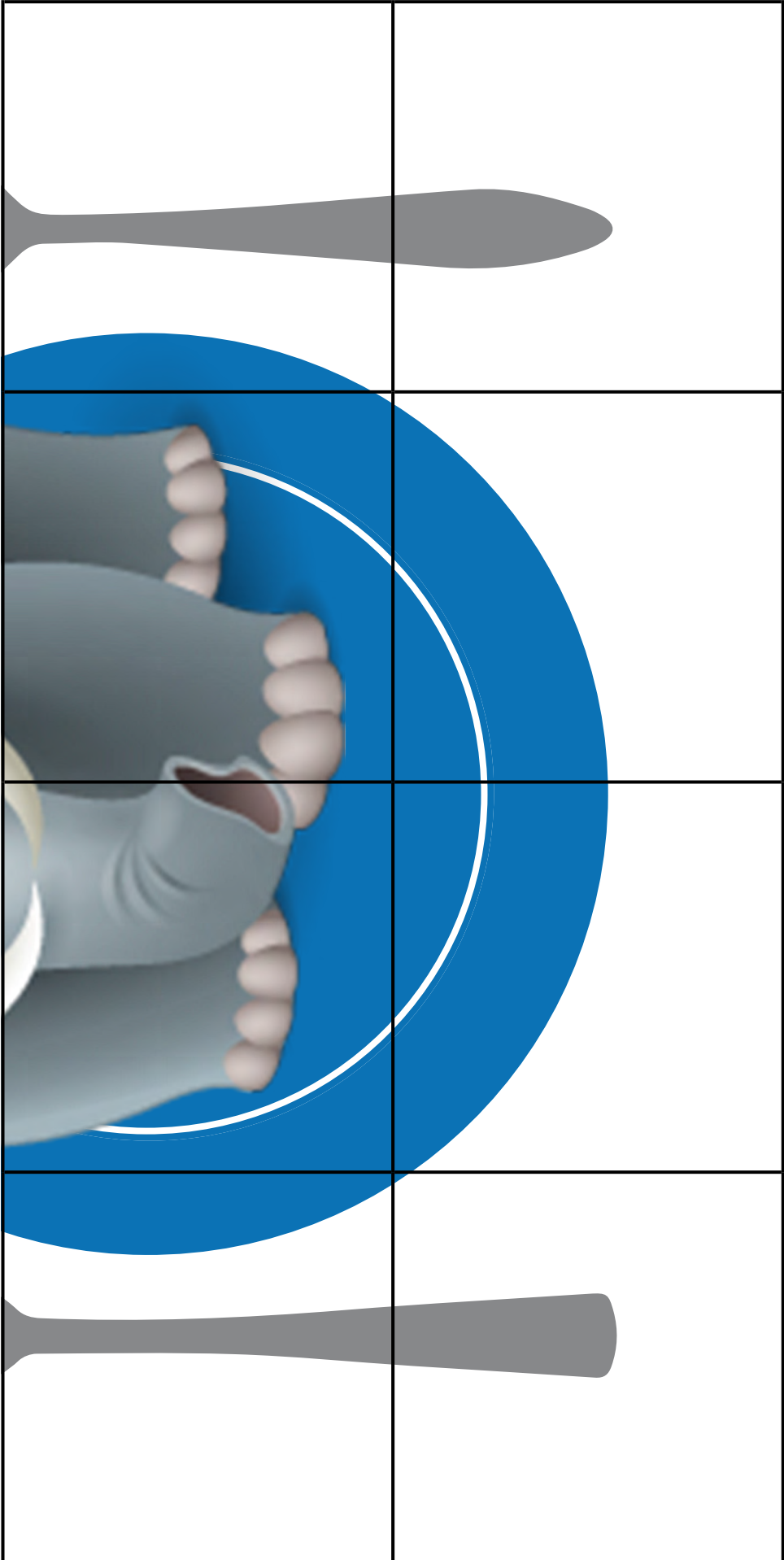
Thank you for your participation!



LESSON #2 ELEPHANT PUZZLE (BACK)

| | | | |
|--|---|--|---|
| <p>ASK FOR HELP WHEN YOU NEED IT.</p> | <p>ALWAYS HAVE POSITIVE THOUGHTS.</p> | <p>REWARD YOURSELF WITHOUT USING FOOD.</p> | <p>COMPARE YOURSELF WITH YOURSELF; NOT WITH OTHERS.</p> |
| <p>MAKE A LIST OF THE THINGS YOU ARE THANKFUL FOR.</p> | <p>REMEMBER TO MAKE THIS JOURNEY OF CHANGE FUN!</p> | <p>BE FLEXIBLE! IF SOMETHING DOESN'T WORK FOR YOU; TRY SOMETHING ELSE.</p> | <p>HAVE REALISTIC GOALS, AND WRITE THEM DOWN.</p> |

LESSON #2 ELEPHANT PUZZLE



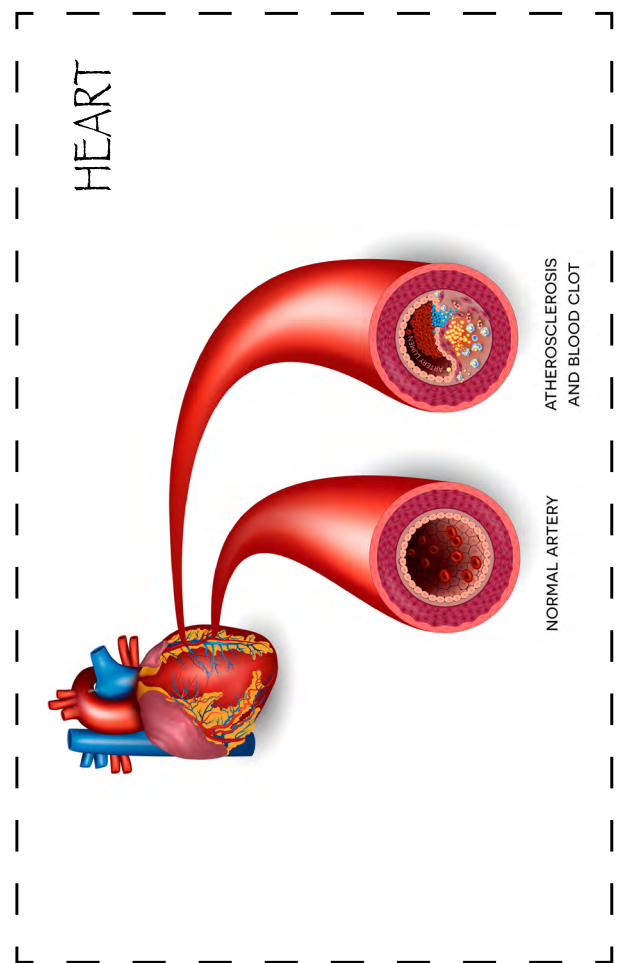
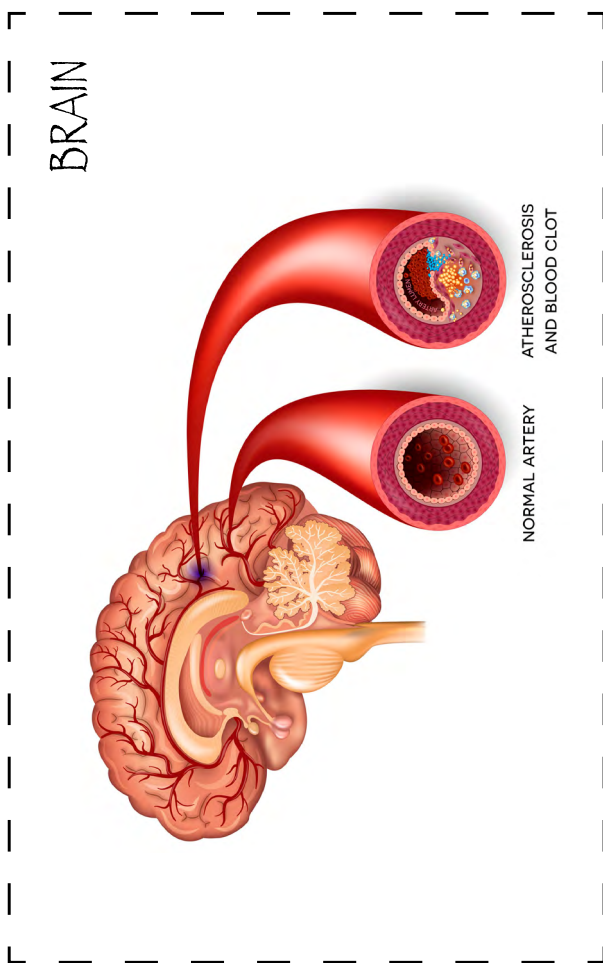
LESSON #2 ELEPHANT PUZZLE (BACK)

| | | | |
|---|--|--|---|
| <p>DISCOVER WHAT MAKES YOU HAPPY OTHER THAN FOOD.</p> | <p>FOCUS ON TODAY AND THE THINGS YOU WANT TO ACCOMPLISH.</p> | <p>SET UP YOUR ENVIRONMENT TO MAKE THINGS EASIER; REMOVE TEMPTATION!</p> | <p>USE YOUR CREATIVITY AND FIND SOMETHING MEANINGFUL TO DO.</p> |
| <p>DON'T BE AFRAID TO MAKE CHANGES IN YOUR LIFESTYLE.</p> | <p>REMEMBER THE REASONS WHY YOU WANT TO CHANGE.</p> | <p>FOCUS ON HOW YOU WANT TO FEEL.</p> | <p>DON'T LET A SETBACK GET YOU DOWN; TOMORROW IS A NEW DAY!</p> |

LESSON #3 "BECOME THE EXPERT" ACTIVITY

INSTRUCTIONS:

- Photocopy/print/cut out cards and body image. Place body image on board.
- Divide group members into 6 groups, and give each group a "Symptom and Solution" card.
- Each group will discuss the information on the card.
- After 5 minutes, each group in turn will teach the rest of the groups about the information on their card. Have them attach their card to the correct area of the body.



BRAIN AND STROKE

The brain is sensitive to the amount of glucose/sugar it receives as fuel. Diabetes can cause damage to our brains if we do not control our sugar level intakes. High levels of glucose over time can lead to memory loss and damage to the nerves in the brain, damage to our thought processes, and stroke.

SOLUTION: Reduce and control our glucose levels. Be sure to do 30 minutes of physical activity daily. This will help to prevent long term memory loss, damage to the nerves and will allow us to have a longer healthier life.

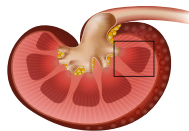
CARDIOVASCULAR and CIRCULATORY DISEASE

Diabetes causes an increased risk for poor circulation and heart disease. Over time, a large build-up of plaque on the inner wall of blood vessels causes damage. High glucose levels damage nerves and increase the build-up of fatty materials on the inside of blood vessels, increasing the chances for a heart attack.

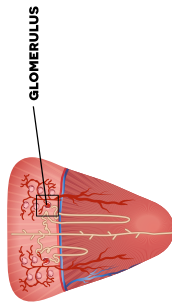
SOLUTION: Reduce glucose levels and get 30 minutes of physical activity every day.

KIDNEYS

KIDNEY



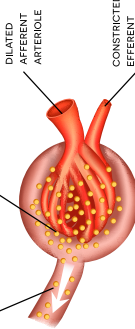
NEPHRONS



GLOMERULUS

PROTEIN IN URINE

SECRETION OF PROTEINS

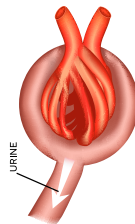


DILATED AFFERENT ARTERIOLE

CONSTRICTED EFFERENT ARTERIOLE (HIGH PRESSURE)

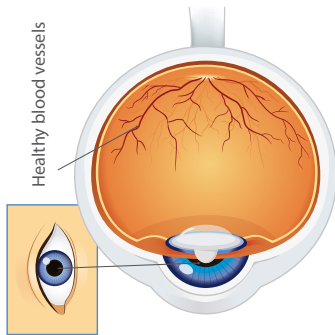
UNHEALTHY GLOMERULUS
PROTEIN MOLECULES SPILL
IN TO THE URINE BECAUSE OF

NORMAL GLOMERULUS
CAPILLARY KEEPS PROTEIN
MOLECULES IN THE BLOOD



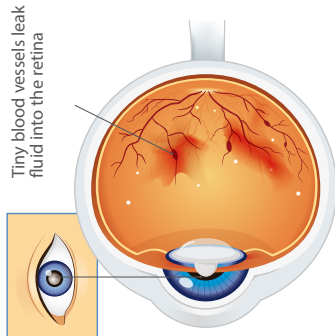
URINE

EYES



Healthy blood vessels

Normal Eye

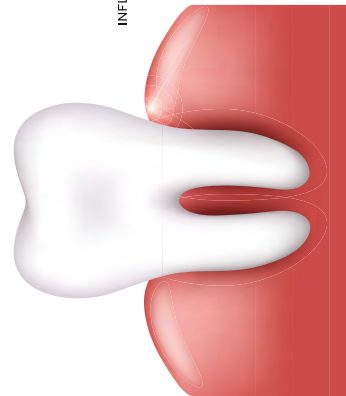


Tiny blood vessels leak fluid into the retina

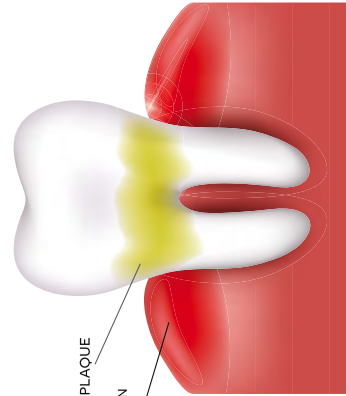
Eye with Retinopathy

TEETH

HEALTHY TOOTH



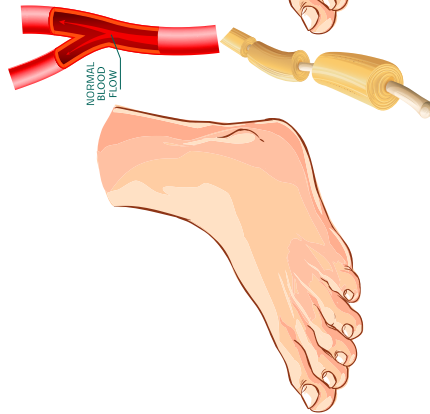
TOOTH WITH DENTAL BIOFILM (PLAQUE)



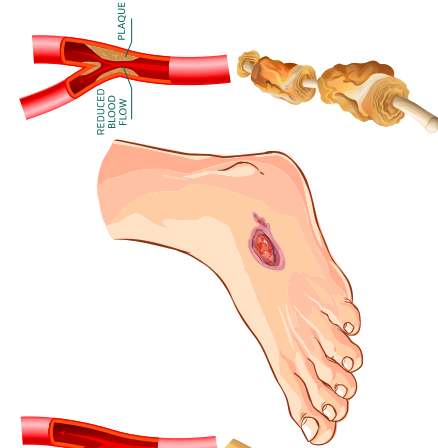
PLAQUE

INFLAMMATION

FEET



NORMAL BLOOD FLOW



REDUCED BLOOD FLOW
PLAQUE

EYE DISEASE

Diabetes affects the eyes and can cause severe vision loss or blindness. Diabetic retinopathy is the most common eye disease in people with diabetes. It is caused by changes in the blood vessels of the retina. People with diabetes are also at risk for cataracts (clouding in the lens of the eye) and glaucoma (increased fluid pressure inside the eye that damages the nerves and can cause vision loss).

SOLUTION: Lower the glucose levels in your blood and maintain a healthy blood pressure level. Eat fruits and vegetables, reduce your salt intake, and take part in regular physical activity.

KIDNEY DISEASE

Diabetes causes the small blood vessels in the body to become injured. When the blood vessels in the kidney are injured, your kidneys cannot clean your blood properly. This causes your body to retain more water and salt than it should, leading to weight gain and ankle swelling. Diabetes also damages the nerves in the bladder, making it difficult to empty the bladder. The pressure from a full bladder can cause injury and infection to the kidneys.

SOLUTION: Control glucose levels and decrease salt intake.

NEUROPATHY

Diabetes causes a nerve disorder called neuropathy. This disorder commonly affects the sensory nerves under the skin. Symptoms often include numbness or tingling or pain in the hands, feet, arms or legs. The nerves in the feet have the highest chance of being affected by neuropathy. Due to a loss of sensation, sores or injuries to the feet may not be noticed until they have become ulcerated and infected and need to be amputated.

SOLUTION: Maintain low levels of blood glucose and exercise 30 minutes a day.

PERIODONTAL DISEASE

Diabetes affects the mouth by causing gum disease. Diabetics with poor blood sugar control get gum disease more often and more severely. This can cause them to lose more teeth than someone who is controlling their sugar levels. When glucose (sugar) levels in the saliva (the fluid in your mouth) increase, harmful bacteria in your mouth can grow, and gum disease begins.

SOLUTION: Reduce sugar intake. Brush and floss teeth regularly.

LESSON #4 TRUE/FALSE:

1. **FALSE.** Eating foods closer to the source, like from the garden or market, is a healthier choice.
2. **TRUE.** The proper amount of food provides energy. Excess food actually decreases energy.
3. **FALSE.** In the Pacific, only 1 out of 10 people are getting enough fruits and vegetables to keep them healthy and protect them from developing diabetes and heart problems.
4. **FALSE.** A variety of colourful foods from all the food groups provides a variety of nutrients the body needs.





Certificate of Achievement

This acknowledges that

Has successfully completed the course "Your Health is in Your Hands"

Facilitator Signature

Completed on this date





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