



ENTSISEWATA'KARI:TEKE

You Will Become Healthy Again

*Diabetes Prevention Program  
Facilitator Manual*



'AMANAKI FO'OU



NEW HOPE FOR THE FUTURE

[www.hopefordiabetes.org](http://www.hopefordiabetes.org)

## Acknowledgement of Thanksgiving

"Today we have gathered and we see that the cycles of life continue. We have been given the duty to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give greetings and thanks to each other as people."

—Sakowenionkwas, Bear Clan, Mohawk Nation, Elder Tom Porter

We give thanks to all who have contributed to the creation of this program. Through the wisdom and generosity of many, this program has been designed to bless current and future generations.

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### We would also like to acknowledge the following locations for allowing us to film on location:

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Ganondagan State Historic Site, Victor, New York

Mohawk Seedkeepers Garden, Terrylynn Brant, Six Nations of the Grand River

New York State Fair Indian Village, Syracuse, New York

Oakridge Acres, Mark Gerber, Cambridge, Ontario

Six Nations of the Grand River, Chiefswood Park

*We give thanks to the Creator for all things that have contributed to the creation of this program. It was not our intention to leave anyone or anything out. If something was forgotten, we leave it to each individual to give thanks in their own way.*

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### 'Amanaki Fo'ou

The Tongan word '**Amanaki**' brings together the sense of hope, faith, and high expectation. It contains spiritual overtones as well as logical reasons to look forward to a good or even better result. Adding the word **Fo'ou** (meaning new or fresh) creates a sense of high anticipation and hope based on new knowledge, experience, or information. In context, the two strong positive words inspire a more optimistic outlook going forward than we've ever had before.



## Nya:wëh sgë:nö'

We come from a heritage of holistic living which celebrates harmony in mind, body, and spirit. We honor the interconnectedness between the creations of the land, the water, the sky, and our bodies. We recognize the relationship between our great grandparents, grandparents, parents, ourselves, our children, grandchildren, and great grandchildren. And finally, we give thanks for Creator and our sacred relationship with Creator. Our place is significant, and should be carefully preserved.

Unfortunately, destructive influences have crept into our culture. Changes in eating and decreased physical activity have robbed our minds, bodies, and even spirits of their ability to be strong and active. These changes have progressed, causing a rise in preventable diseases such as heart disease and diabetes. Diabetes was virtually non-existent a few generations ago, but today it affects twice as many among the indigenous population as among their white counterparts. People in our communities are suffering from the negative effects of diabetes — loss of eyesight, serious wounds that often lead to amputations, kidney failure, and even death.

But these effects will only happen only if we let them. 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.

This program was made possible and funded through the generous donation of The Church of Jesus Christ of Latter-day Saints. It was created by 'Amanaki Fo'ou, a diabetes prevention organization that has been working with the Indigenous people of the South Pacific for the past 7 years. Its name means "A New Hope" in the Tongan language. As you participate in these lessons, you will find there is much to hope for and to work for. It is the hope of The Church of Jesus Christ, 'Amanaki Fo'ou, and all of the other partners involved that this program will be a catalyst for community support, personal healing, and intergenerational building.

Niawen'kó:wa - thank you very much (Mohawk)

## The 'Amanaki Fo'ou Team



**The Hiawatha Belt:** Now our flag, the Hiawatha Belt is our wampum of the Haudenosaunee confederacy as united nations. Named after Hiawatha, the wampum treaty shows our five, later to be six, nations surrounding the Great Tree of Peace. We are joined in one council to govern in peace, with one heart and one mind.

From left to right:

Mohawk Kanien'kehá:ka—"People of the Flint"—Keepers of the Eastern Door

Oneida On Lyote?a'ká—"People of the Standing Stone"

Onondaga, or Onoñda'gega'—"People of the Hills"—Keepers of the Central Fire

Cayuga, or Gayogqhó:nq'—"People of the Great Swamp"

Onödowa'ga:—"People of the Great Hill"—Keepers of the Western Door

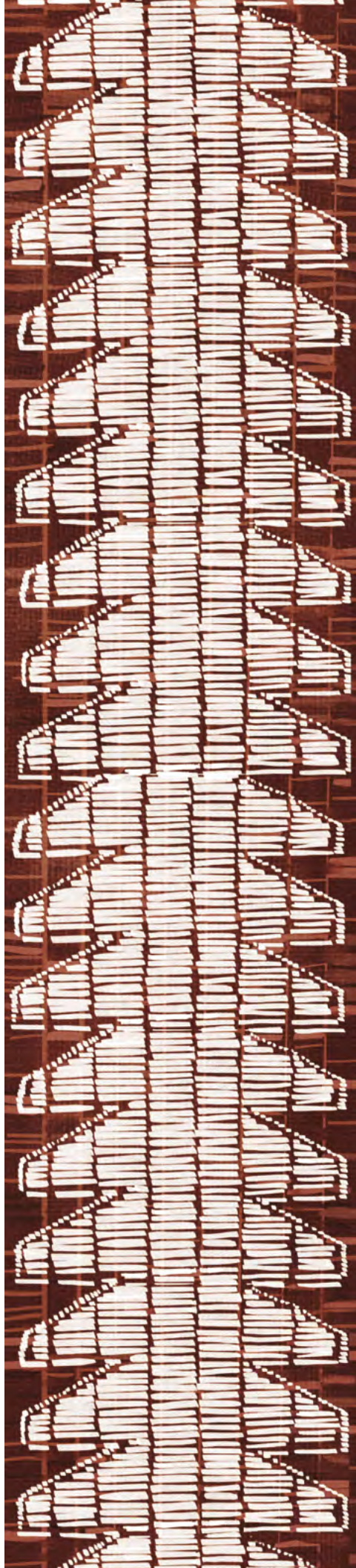




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# Program Overview

## 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 sacred gift from the Creator.
- Create a space for people to gain appropriate knowledge and skills to tap into the Creator'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 are 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 (this 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, to keep commitments, participants will report their progress to the group. They will make mistakes and experience trials. This is normal and healthy. It is critical that participants feel they are in a safe environment as they 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 61).

### 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
View the video materials on the USB flash drive	Discuss the questions given; or what has been taught	Apply what has been taught throughout the week

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

# 1 Beginning the Journey

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## The Sun

We now send greetings and thanks to our eldest Brother, the Sun. Each day without fail he travels the sky from east to west, bringing the light of a new day. He is the source of all the fires of life. With one mind, we send greetings and thanks to our Brother, the Sun.

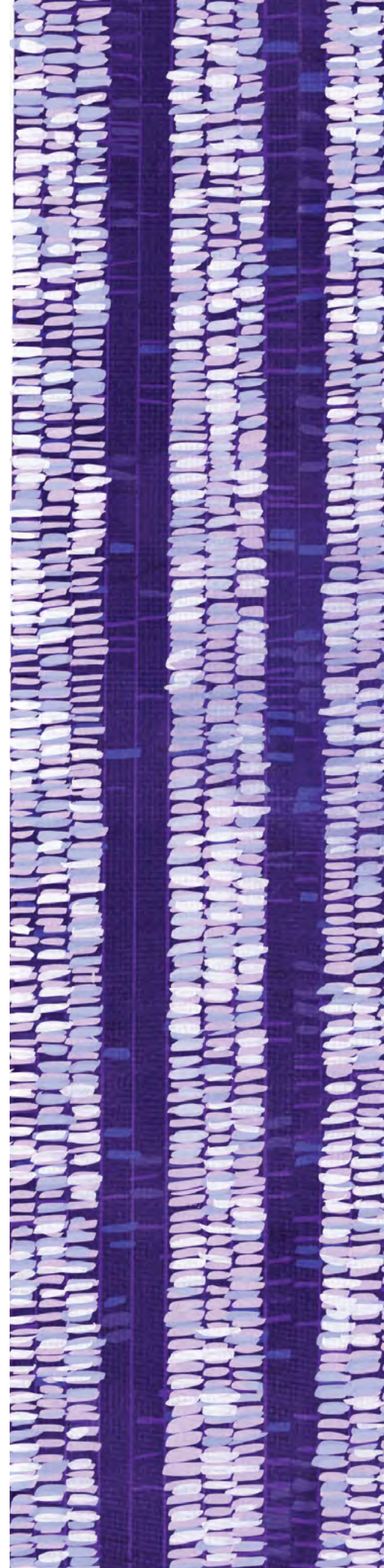
Now our minds are one.

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### Lesson Objectives:

- **Knowledge:** Introduce the principle of Agency
- **Action:** Help participants identify their 'Whys' and create a vision board
- **Outcome:** Share vision boards with others both in and outside of the class

**Two Row Wampum:** *Guswenta or Kaswetha is our Two Row Wampum, deeply revered and respected as embodying principles of peace and non-interference. The Guswenta is an exchange and agreement of the distinct identities of two people mutually agreeing to coexist in peace without interference in the affairs of the other. It was used in history as a treaty with settlers to denote equal, peaceful, and coexisting relations.*



## Remind members ahead of the class:

**DO NOT EAT for AT LEAST 2 HOURS** before they come to the class because the class will start out with taking their blood glucose. NOTE: This test is more accurate when individuals have fasted for 8 hours. Drinking water is OK.

## GETTING STARTED Lesson preparation:

- Review lesson thoroughly
- Set up chairs
- Prepare area for health indicator readings (See instructions, Appendix p. 61)
- Bring TV and computer
- Photocopy pp. 64-69 Pre-assessment form if participants do not have manuals and are not using QR code
- Photocopy Vision Board pp. 68-69 if participants do not have manuals
- Photocopy pp. 70-73 Creating Your Turtle Island Puzzle. Cut apart squares
- Have enough manuals for each class member to receive their own

## FACILITATOR

- Begin with a Opening Circle.
- Introduce yourself and each member of the group.
- With the group, review instructions for completing the Pre-assessment form and recording the Health Indicator measurements. (See Appendix p. 61)
- Have participants complete pre-assessment and Health Indicator measurements.

# Beginning the Journey

A significant governing principle of this life is agency. **Agency is the power to act or choose for ourselves.** Properly exercising agency is to choose actions that will lead to the desired outcome. Taking responsibility for our choices gives us power. When we know that we are responsible for our actions we can begin to create a life that we are proud of.

*“Every human has four endowments—self awareness, conscience, independent will and creative imagination. These give us the ultimate human freedom . . . The power to choose, to respond, to change.”*

—Stephen Covey, Author and Educator



## 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 discussion, and commitments. The concepts shared in these lessons build upon one another, and as you actively participate from week to week, your knowledge will grow!

You will be able to write personal goals in your manual. You’ll have partners with whom you can share challenges and successes. You will have many opportunities to progress towards your healthy vision of your life.

 **WATCH** Video Lesson 1

**DISCUSS** How can you draw on the Creator as you make these important changes in your life?

*“I believe that we always have what we need. Sometimes we call it a wellness bundle that we were born with. We were given intuitive awareness from the Creator and ancestral wisdom that has been passed down. This bundle is always there, and we can strengthen it with additional knowledge we gain on our life path. I think that as we access our wellness bundle, we can be very powerful despite challenges we may come upon — perhaps even a diabetes diagnosis.”*

—Crystal Bomberry, Diabetes Wellness Worker, Indigenous Diabetes Health Circle





## Read the following story:

Before we create our personal journey, let's reflect on the example of our ancestors. The Haudenosaunee Confederacy was created through healing wampum and a desire for peace. It is known around the world and heralded by nations for inspiring Peace and Unity among many for centuries and maybe millennia.

Our elders tell of a great warrior named Hiawatha whose wife and daughters were killed by an enemy, Tadodaho. Grief stricken, Hiawatha was visited by the Great Peacemaker who gave him the Ne Gaynesha'gowa / Kaianere'ko:wa the Great Law of Peace. Hiawatha sought the help of the first clan mother, Jigonseseh ("The Peace Mother") who approved the Great Peacemaker's message and helped Hiawatha unite the Haudenosaunee nations.

The Great Peacemaker's message was to end violence and war among the Five Nations (later to be joined by the Tuscarora). The Great Peacemaker could only provide the condolence ceremony Hiawatha needed because he was of a Good Mind. First, he dried the eyes of the weeping mourner, so that he could see. Then he opened the ears of Hiawatha so that he could hear, and finally he cleared his throat so he could speak. The league of nations went on to follow Hiawatha and the Great Law of Peace and bury their weapons of war.

Our nations' people are once again in conflict, but not against one another; it is a conflict between mind, body and spirit and it is affecting our community in large proportions. Today, we are creating a new vision that includes harmony within so we can have strength like that of our ancestors and be led with a Good Mind.

As with Hiawatha, we must draw upon the strength of our community and make a personal commitment to walk a new trail towards change. Like the journeys of our ancestors to bring about peace and harmony, this journey will not be easy.

It will require a lot of personal determination as well as the help and support of your community. 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 of us is on this journey.

Our reason for taking this journey - simply called our "WHY" - is the long term vision that will keep us moving forward towards 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...

- so that I can get up and move around without my body hurting
- to be able to play with my children or grandchildren
- in order to serve others and contribute to my community
- to pay tribute to my ancestors

## DISCUSS

Just as our ancestors buried their weapons of war - what is an example of a bad habit that you have with your health that it is time to bury?

## 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 or friend.

## 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? Take a few minutes to draw out a vision of how you would like your long term future to be.



## FACILITATOR

### Read and Instruct:

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

## FACILITATOR

### Read and Instruct:

Take a few minutes to envision your "WHY". Draw it out.

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

## ACTIVITY: CREATING YOUR TURTLE ISLAND (10 MINUTES)

Elders share that when Skywoman fell from the heaven and was delivered safely to the back of the Turtle, a new land began to form; this land we know now to be Turtle Island. You are also creating something new and big, and this may feel overwhelming. Just as Skywoman needed the help of animals to bring mud and place it on the Turtle's back, so you too will need the help of community and others. Each week we will be like the animal helpers who created Turtle Island. We will break down the challenge of change into smaller more manageable steps. Together, the Turtle Island of change is achievable with each mouthful of soil, each step we take, towards your vision of change.

### DISCUSS

1. What does the phrase "Create your Turtle Island" mean to you?
2. How does it relate to the healthy lifestyle changes you are making?

### GOAL SETTING

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



## FACILITATOR

### Read and Instruct:

Today you will help each other create your Turtle Island. Like Skywoman's animal helpers, you will each be responsible for pieces of the creation. You will share the ideas written on the back of your pieces with each other as you create your Turtle Island. (Hand out puzzle pieces.)

These ideas will motivate you to act for yourself so you will enjoy success on your journey of change. (One at a time, class members share thoughts on the back of their puzzle pieces as they create their Turtle Island together.)



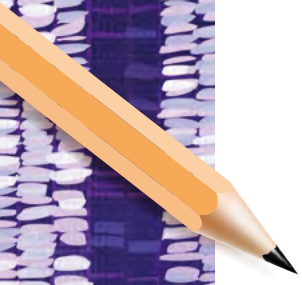
**LESSON PREPARATION FOR NEXT WEEK:**

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 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 Agency. (KNOWLEDGE)**

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

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

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# 2 My Heritage My Culture

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## The Trees

We now turn our thoughts to the Trees. The Earth has many families of Trees who have their own instructions and uses. Some provide us with shelter and shade, others with fruit, beauty and other useful things. Many people of the world use a Tree as a symbol of peace and strength. With one mind, we greet and thank the Tree life.

Now our minds are one.

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### Lesson Objectives:

- **Knowledge:** Contrast the health promotion habits of Haudenosaunee ancestors with the present time, and understand the influence of culture in our lives
- **Action:** Recognize the interrelationship of culture between self, family, ancestors, community, and nation
- **Outcome:** Commit to promote a culture of healthy living within your sphere of influence

**Dust Fan Belt:** *Using the everlasting Tree of Peace as a symbol, this wampum reminds our confederacy to make peaceful decisions for the betterment of our people, and faces yet to come. The Dust Fan is a symbol of sweeping away dust to see the best path forward, and a reminder of the everlasting nature of our confederacy and desire for peace. Here, the Dust Fan belt depicted is aged and shown as brown rather than the original purple and white.*





## GETTING STARTED

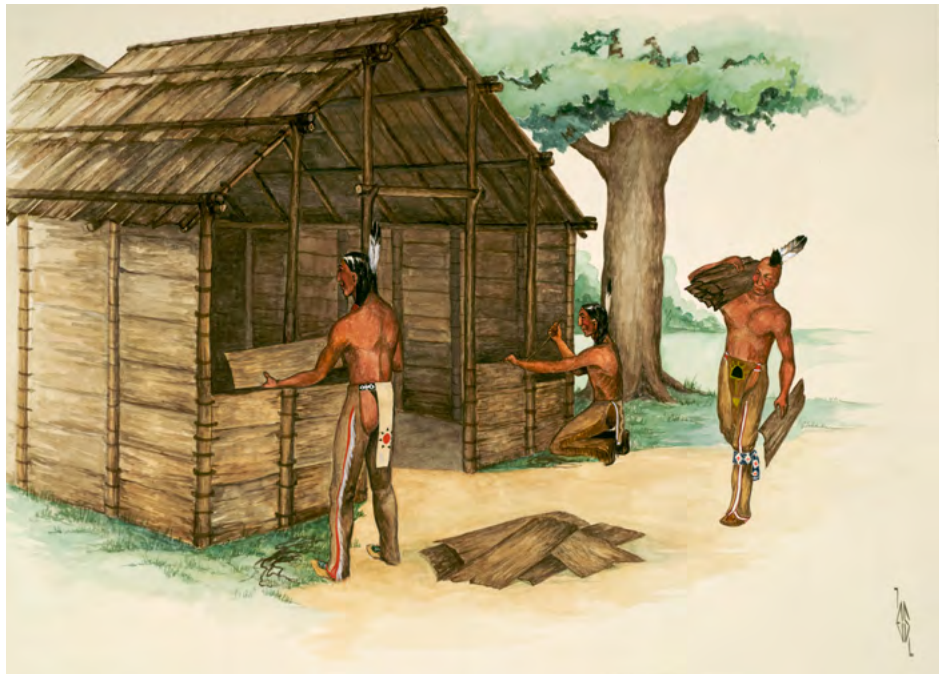
### Lesson preparation:

- Review lesson thoroughly
- Set up chairs
- Bring TV and computer
- Gather necessary supplies for activities

### Before class begins:

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

**WPR:** Check progress with a friend.



## My Heritage

Physical activity was the basis of all aspects of our ancestors' lifestyle. Gathering food, hunting, tending crops, building longhouses, and playing Lacrosse all required a great deal of physical exertion. Their food came from the source.

Boys learned to hunt at a very young age. Clan uncles taught them how to make and use the bow and arrow, the traditional first hunting tools. The boys practiced by hunting small game like rabbits and birds.

Girls helped their mothers, grandmothers and aunts with women's responsibilities such as leadership, helping clan mothers, farming, cooking, weaving and sewing. Women worked together to harvest more than one million kilos of corn each year.



*Top: Longhouse Under Construction*

*Middle: Gathering Artichokes*

*Art by Ernest Smith, Rochester Museum, used with permission*







*The Hunter* by Ernest Smith, Rochester Museum, used with permission

## DISCUSS

1. How has your activity level changed from that of your ancestors?
2. How can your choices to live a more healthful lifestyle bring you into greater harmony with your community and ancestors?
3. How could your health changes affect the next seven generations?

### Read and discuss the following poem:

*"Our heritage, like life itself,  
We keep and yet pass on.  
In doing so, we pay the debt  
We owe to those now gone."*

—Boyd K. Packer, Educator

### ACTIVITY: STORYTIME (20 MINUTES)

Invite class members to share a story of one of their ancestors who embodied principles of healthy living. How long did they live?

### ACTIVITY: CHARACTER CHARADE (10 MINUTES)

## FACILITATOR

### Character Charade Activity Instructions

Divide the class into two groups. One group represents ancestors in the pre-western 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

# Pre-Colonial and Post-Colonial Diet

With the influence of colonial cultures, many new foods were introduced. Traditional foods such as fish, wild game, berries, and vegetables were replaced by processed foods such as canned meats and vegetables, and white flour.

## PRE-COLONIAL DIET



### 3 SISTERS Corn, Beans, Squash, Berries, Fish, Game



## POST-COLONIAL DIET

### 5 WHITE DEVILS Flour, Sugar, Lard, Salt, Baking Soda

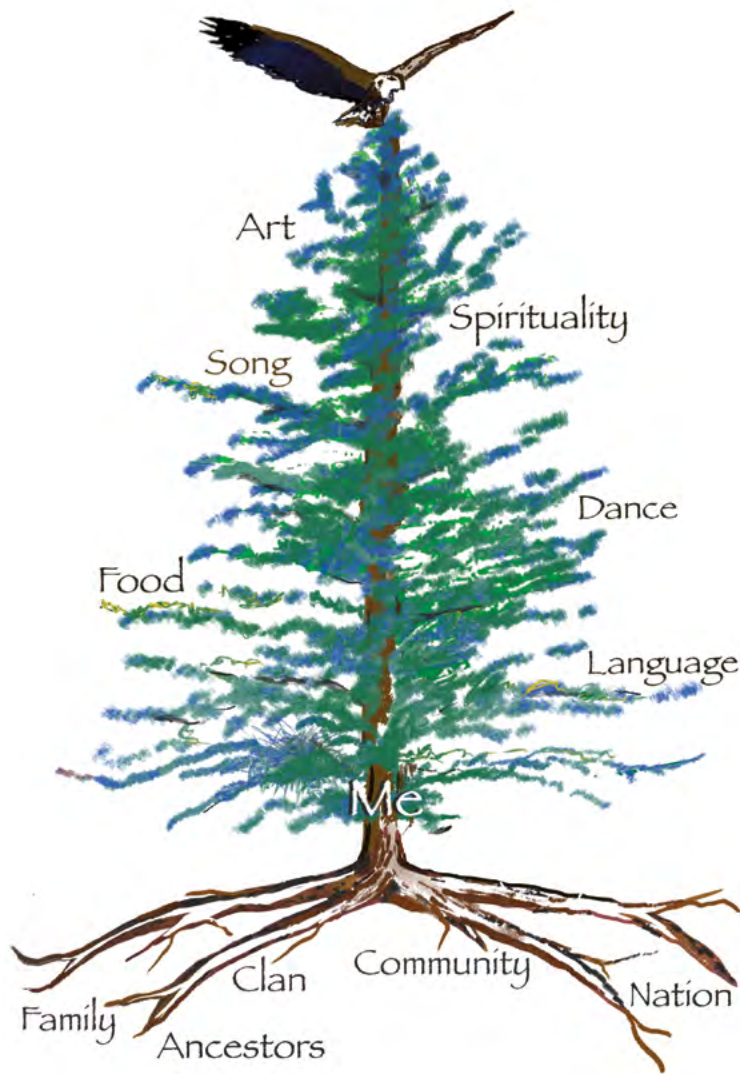


### DISCUSS

1. How does your diet compare to that of your ancestors?
2. How have processed foods affected the way that people eat?
3. Thinking of your ancestors, how do you think the amounts of food they ate differ from how much we eat today?

## The 5 White Devils

Reducing the expense of food was a necessity because indigenous people were forced onto reservations and not allowed access to traditional land areas where hunting and gathering or agriculture previously happened. Primary government rations included white flour, white sugar, lard, salt and baking soda, later appropriately named the five "white devils." Incredibly resilient, our ancestors took these rations and made something sustaining, "fry bread." This new food became a primary food staple, but unfortunately also contributed to high rates of diabetes and other health problems.



## My Culture

In the image of the White Pine, the green branches can represent cultural elements of: song, dance, art, food, language, and spirituality. The roots of the tree include family, ancestors, clan, community, and nation.

Consider how each cultural element enriches and impacts the different roots of an individual. For example, think of the cultural aspect of food. How has the environment of food impacted our families and clans? Did you notice that the trunk of the tree 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 nation!





**CONSIDER:** Create a culture of shared vision for a healthier future.  
**COMMIT:** Think of ways to share these principles with other people.

# My Journey Journal

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

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

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

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# 3 What is Diabetes

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## The Medicine Herbs

Now we turn to all the Medicine herbs of the world. From the beginning they were instructed to take away sickness. They are always waiting and ready to heal us. We are happy there are still among us those special few who remember how to use these plants for healing. With one mind, we send greetings and thanks to the Medicines and to the Keepers of the Medicines.

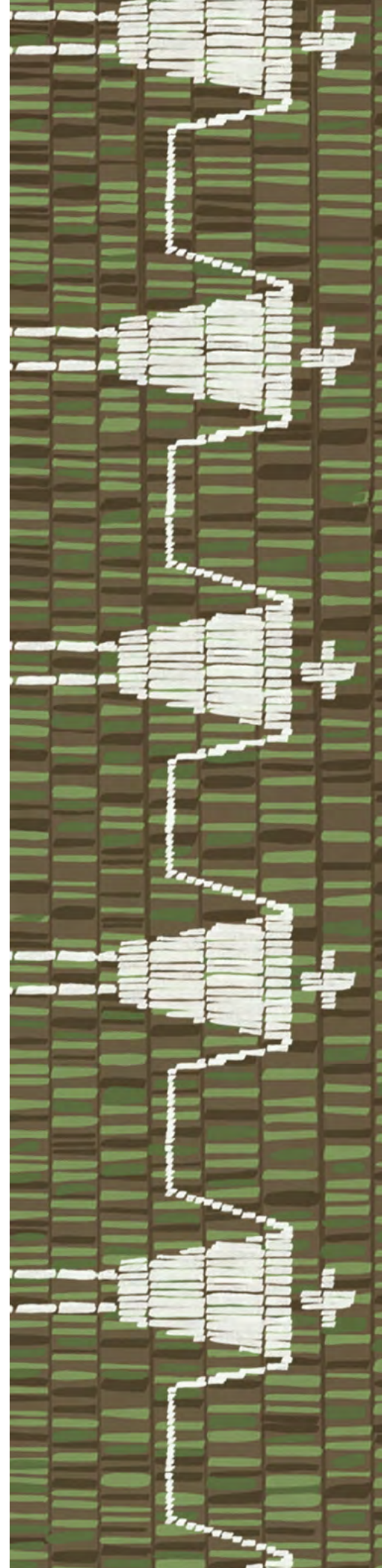
Now our minds are one.

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### Lesson Objectives:

- **Knowledge:** Define type 2 diabetes and explain its destructive effects on the body
- **Action:** Assess understanding of type 2 diabetes 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

**Friendship Belt:** *A symbol of friendship, peace, and unity this wampum belt shows dedication and commitment to friendship and diplomacy. By interlocking arms and making a human chain with a clear path between figures, it represents clear and honest communication and an open path of peace. This wampum is also called the Covenant Chain and has been used to mark treaties with the British Crown and then later, George Washington. Here is a depiction of the George Washington Belt, aged and shown as green rather than the original purple and white.*



## 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. 74-77)

### Before class begins:

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

**WPR:** Check progress with a friend.

## FACILITATOR

- Begin with an Opening Circle
- Invite a class member to share a healthy habit of their Handenosaunee ancestors.

## 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 contemplate question: I'm afraid of getting or having diabetes because.... Allow participants 5 minutes to consider. Ask "Who would like to share?"

# Understanding Diabetes

*"I think that when people have information about diabetes, it truly is power. I really believe knowledge is power."*

—Dan Smoke, LL.Ds (Hon), Smoke Signals First Nations Radio



*"Diabetes is an epidemic in Canada and First Nations. People are growing concerned, especially as they see more children and adolescents having type 2 diabetes."*

—Charity Fleming, MSW, Qualia Counseling Services



## 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 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 3

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

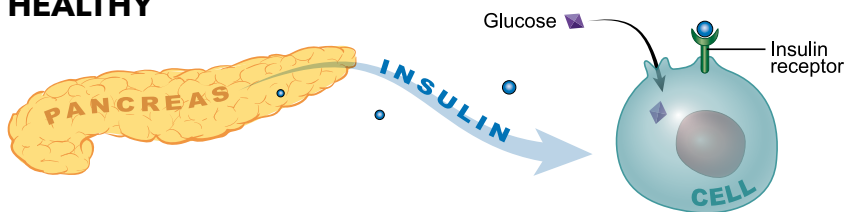
is a hormone made by the pancreas that helps the glucose from food get into your cells to be used for energy.

In type 2 diabetes, your body produces insulin, but doesn't use it well. Glucose then stays in your blood and doesn't reach your cells.

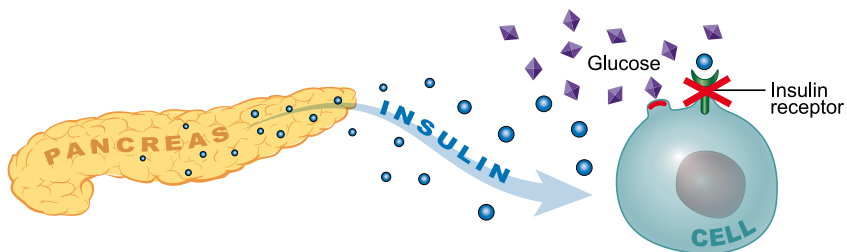
Over time, having too much glucose in your blood can cause health problems. Although diabetes has no cure, you can take steps to manage your diabetes and stay healthy.

### ACTIVITY: DIABETES ROLE PLAY (20 MINUTES)

#### HEALTHY



#### TYPE 2 DIABETES



### 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".

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

*"We see the big problem with diabetes in 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, Tongan Ministry of Health



## 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. 74-77)

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 class what they have learned. We will place our cards on the area of the body that is affected by diabetes. (Play the game.)

## FACILITATOR

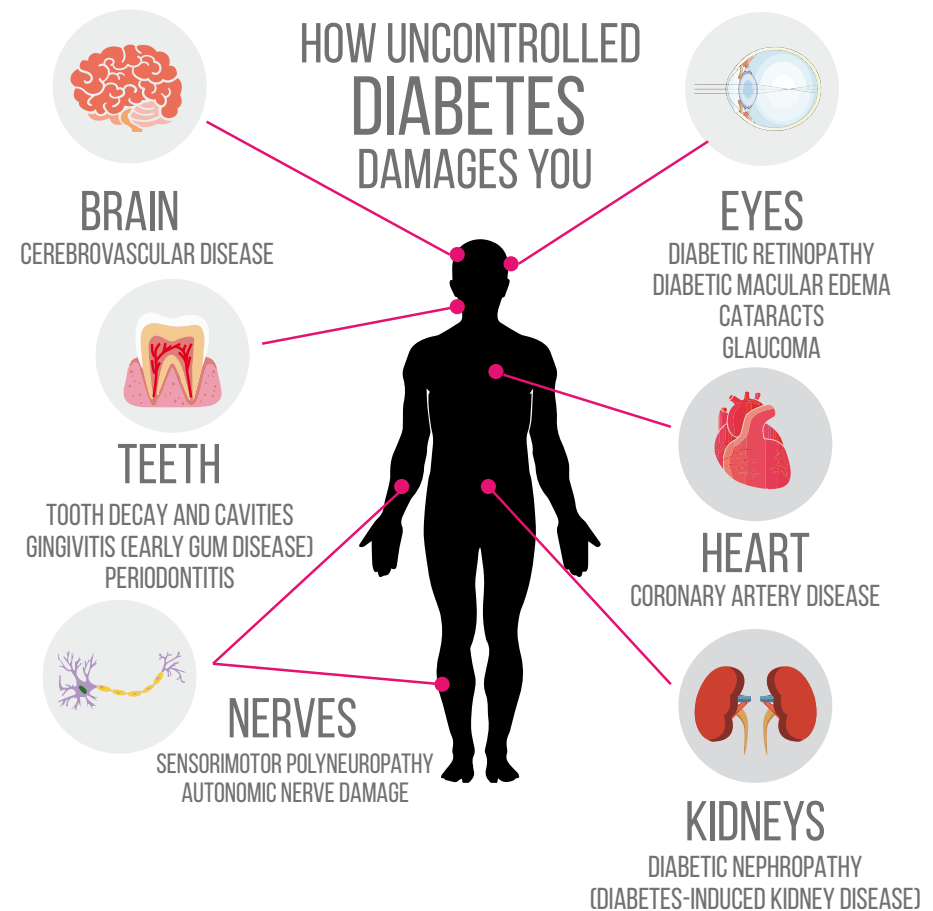
### Read and instruct:

- We have explained what causes diabetes and the damaging effects diabetes can have on the body. One devastating effect is amputation. In this activity we will highlight the loss of a leg.
- Ask a class member to carry a chair across the room. Ask if that was difficult or easy.
- Now ask the class member to carry the chair again using only one leg. Ask them how that felt.
- If you lost a leg, you would likely use crutches. Try to move the chair without using your hands and one leg.
- If you had an amputation and had to use crutches to get around, how would your life be different?

# Diabetes Affects the Whole Body

## ACTIVITY: BECOME THE EXPERT (25 MINUTES)

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.



**DISCUSS** How has diabetes affected you, your family & community?

## ACTIVITY: 1 LEGGED ACTIVITY (15 MINUTES)

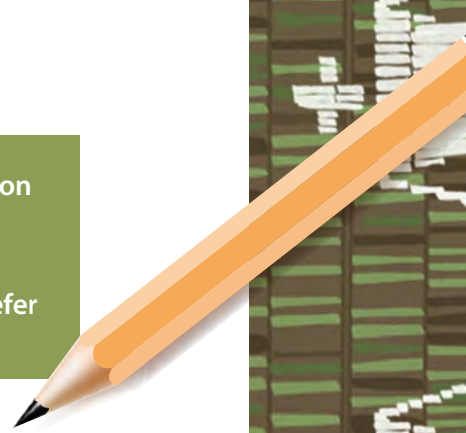
It is important to understand that even if your family has been affected by diabetes, you can make changes so that you, your children and grandchildren can have a healthier life.

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



**CONSIDER:** Create a culture of making healthy choices based on 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

**Define type 2 diabetes and explain its destructive effects on the body, family, and community. (KNOWLEDGE)**

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

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

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# 4 Exercise is Medicine

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## The Four Winds

We are all thankful to the powers we know as the Four Winds. We hear their voices in the moving air as they refresh us and purify the air we breathe. They help us to bring the change of seasons. From the four directions they come, bringing us messages and giving us strength. With one mind, we send our greetings and thanks to the Four Winds.

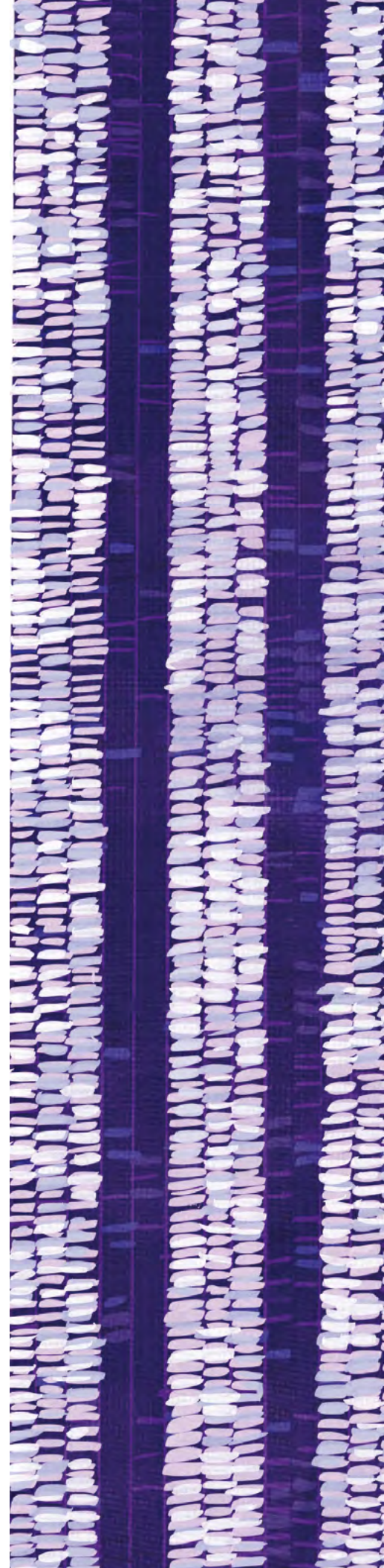
Now our minds are one.

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### Lesson Objectives:

- **Knowledge:** Explore more fully the idea of showing gratitude for your body as a gift from Creator
- **Action:** Participate with class in physical exercise activities to understand the related health benefits
- **Outcome:** Invite participants to start an exercise group and/or increase personal activity level

**Two Row Wampum:** *Guswenta or Kaswetha is our Two Row Wampum, deeply revered and respected as embodying principles of peace and non-interference. The Guswenta is an exchange and agreement of the distinct identities of two people mutually agreeing to coexist in peace without interference in the affairs of the other. It was used in history as a treaty with settlers to denote equal, peaceful, and coexisting relations.*





## 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
- Bring a ball for ACTIVITY: THE SHARING BALL

### Before class begins:

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

**WPR:** Check progress with a friend.

## FACILITATOR

- Begin with an Opening Circle.
- Ask a class member to review what diabetes is.
- Assign each participant a question to read before viewing the video.
- Discuss answers as a group.

# My Body is a Sacred Gift from the Creator



### Lacrosse - More Than a Game

Lacrosse, or dewa'é:o, is an important part of the Haudenosaunee heritage. For thousands of years, the Haudenosaunee played "The Creator's Game" to heal the sick, settle disputes, train warriors, and give thanks to the Creator. Today Haudenosaunee athletes play lacrosse at every level, from backyard pickup games to inter-reservation competitions and world championships.

*"Exercise contributes to our holistic health - the whole spiritual, mental, emotional, and physical being."*

—Cam Bomberry, Canada Hall of Fame Inductee, Lacrosse



**DISCUSS** How does knowing your body is a sacred gift from the Creator change the way you treat your body?

 **WATCH** Video Lesson 4

1. How is exercise medicine for your community?
2. How does exercise feed your body, mind, emotions, and spirit?
3. 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?
4. What suggestions do you have for working exercise into an already full schedule?
5. 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 community?



# Exercise Intensity Guide

## FACILITATOR:

### Facilitator demonstrate:

Following "Exercise Tips".

Demonstrate through breath and talking the different exercise intensity levels:





**"Full exertion"** show: *heavy breathing, with inability to speak.*

**"High intensity"** show: *heavy breath . . . heavy breath . . . "it is" . . . heavy breath . . . "difficult to" . . . heavy breath . . . "speak."*

**"Moderate intensity"** show: *"I can breathe better" . . . breath . . . "but I am still stretching myself" . . . breath.*

**"Low intensity"** show: *"I can breathe easily; I can talk normally.*

Exercise Tips
<ol style="list-style-type: none"> <li>In order to gain the benefit of exercise, you should do it in increments of at least 10 minutes per day. The recommendation is 30 minutes of moderate intensity exercise per day, 5 days per week.</li> <li>If you have not been physically active, increase your exercise intensity slowly.</li> <li>A consistent effort over a long period of time provides the greatest benefit . . . so, keep on trying!</li> <li>Avoid inactivity. Some exercise is better than nothing.</li> <li>To increase your chances of success: <ul style="list-style-type: none"> <li>• Make exercise fun!</li> <li>• Exercise with family or friends!</li> <li>• Choose activities that you enjoy!</li> </ul> </li> </ol>

Exercise Intensity Level	Heart Rate	Breathing	Ability to Talk	Personal Application
<b>Full exertion</b> 	very fast heart rate	working hard to breathe	can't get a word out	cannot sustain this effort for very long
<b>High intensity</b> 	fast heart rate	breathing hard and fast	broken sentence between each deep breath	can start with smaller increments of time, then increase with practice
<b>Moderate intensity</b> 	heart rate increases	breathing rate increases	can still talk normally in spite of deep breathing	can do for 30 minutes, while still being challenged
<b>Low intensity</b> 	heart rate may increase minimally	normal breathing	no problem talking	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)



**GIVES FEELING OF ACCOMPLISHMENT FOR DOING SOMETHING DIFFICULT**



**FACILITATES INCREMENTAL PROGRESS OVER TIME**



**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

1. Benefits of exercise happen incrementally, over a long period of sustained effort. Although some emphasize weight loss as the measure of success, it is not the only, or even most important measure.
2. What other factors could be considered measures of success?
3. How can you stay motivated to exercise as change sometimes feels slow?
4. What can you do to celebrate your achievements, both big and small?

## 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 share either 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.



*"The harder you play, the better the medicine."*

—Cam Bomberry, Canada Hall of Fame Inductee, Lacrosse

**CONSIDER:** Create a culture of fitness.

**COMMIT:** Establish a regular time to physically exercise your body this week. 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)**

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**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)**

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

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# 5 All Foods are Not Created Equal

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## The Food Plants

With one mind, we turn to honor and thank all the Food Plants we harvest from the garden. Since the beginning of time, the grains, vegetables, beans and berries have helped the people survive. Many other living things draw strength from them too. We gather all the Plant Foods together as one and send them a greeting of thanks.

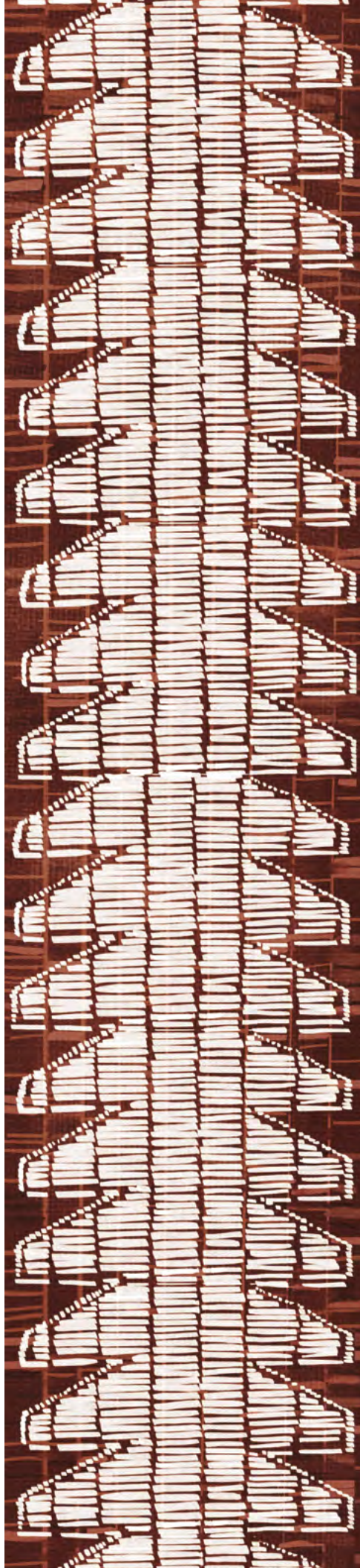
Now our minds are one.

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### 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 colorful, fresh foods over processed foods

**Dust Fan Belt:** *Using the everlasting Tree of Peace as a symbol, this wampum reminds our confederacy to make peaceful decisions for the betterment of our people, and faces yet to come. The Dust Fan is a symbol of sweeping away dust to see the best path forward, and a reminder of the everlasting nature of our confederacy and desire for peace. Here, the Dust Fan belt depicted is aged and shown as brown rather than the original purple and white.*





**Remind members ahead of the class:**

**DO NOT EAT for AT LEAST 2 HOURS** before they come to the class because the class will start out with taking their blood glucose. NOTE: This test is more accurate when individuals have fasted for 8 hours. Drinking water is OK.

**GETTING STARTED**  
**Lesson preparation:**

- Review lesson thoroughly
- Set up chairs
- Prepare area Health Indicator readings. (See instructions, Appendix p. 61 )
- Bring TV and computer
- Bring basket of food

**Before class begins:**

**WCU:** Record Health Indicator measurements.

**WPR:** Check progress with a friend.

# Fruits, Vegetables, Proteins, and Starches

*"It was fine land and with large fields covered with corn of the country . . . They live on this as we do wheat . . . They have also a considerable quantity of melons, cucumbers, pumpkins, pease, and beans of various colours and unlike our own."*

—Jacque Cartier, 1535- *The Voyage of Jacque Cartier*, University of Toronto Press, Toronto. 1993

*"We want to restore the traditional knowledge of Haudenosaunee foods and food systems to heal our own people. Revitalizing the planting of traditional foods, cultivation, harvest, and food preparation is our goal."*

—Angela Ferguson, Onondaga Nation, Eel Clan

**WATCH** Video Lesson 5

**DISCUSS** What are some things that can be done to encourage others to plant and eat more vegetables and fruits?

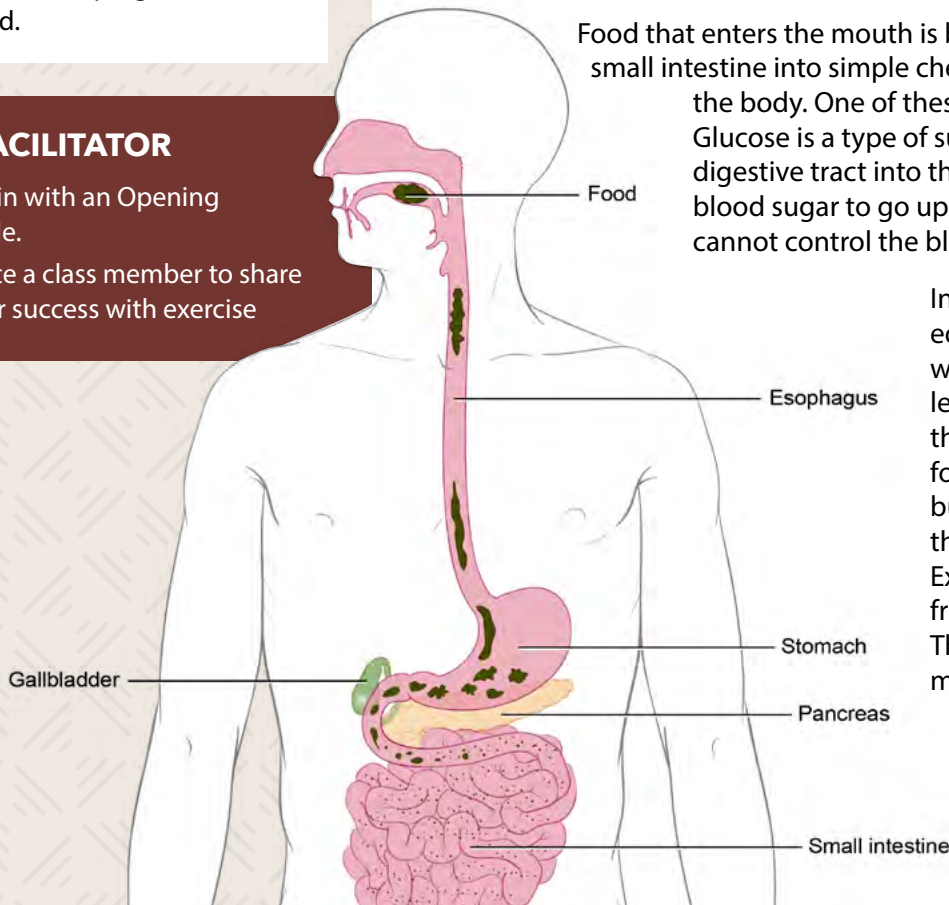
Before discussing food in detail, let's review how food is processed into glucose in the body.

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 in moderation.

**FACILITATOR**

- Begin with an Opening Circle.
- Invite a class member to share their success with exercise





*"The deepest way of embodying our own ancestral memory is by ingesting foods that come from the seeds our ancestors stewarded since time immemorial. By taking in that food, we're connecting with our ancestors."*

—Stephanie Morningstar, Mohawk Nation - Food & Wine July, 2021

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.



## EXAMPLES

### FRUITS & VEGETABLES

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

**Examples:** summer squash, green beans, berries, apples, leafy greens



### PROTEINS

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

**Examples:** fish, poultry, game meat, beans, nuts



### STARCHES

**Function:** Provide energy and fiber.

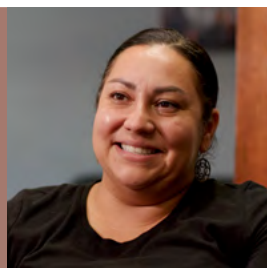
**Examples:** corn, rice, bread, pasta, potatoes, winter squash



These are desirable sources of good nutrition. Foods such as chips, noodles, soda, and snacks do not give nutritional benefits.

*"Quality food is more expensive, but what you'll find is that you're eating half as much as you normally would by having things that are good for you and your body. You're nutritionally satisfied, so you're not eating as much."*

—Chef Tawnya Brant, Head Chef at Yawékon



## FACILITATOR

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

# THREE KEY CONSIDERATIONS WHEN CHOOSING FOODS

## 1. SOURCE

Eat food as close to the source as possible.

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



**Good:** canned/frozen fruits and vegetables

**Better:** fresh from the market

**Best:** garden produce

## 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 food should be eaten 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 you can eat?  
(examples: green vegetables, orange carrots, yellow squash, purple berries, red tomatoes)

## 3. MODERATION

Eat only what your body needs and not more.

- The proper amount of food provides energy and necessary nutrients.
- When you eat more than your body can use, the excess is stored as fat.



### PORTION SIZE

**PALM = PROTEIN**  
(MEAT, FISH, POULTRY)



**FIST = STARCHES**  
(CORN, RICE, BREAD)



### QUESTIONS FOR REFLECTION:

1. What are some of your favorite colourful foods?
2. How can your plate be improved to reflect a healthier diet?

## **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)**

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

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

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# Water is Life

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## The Waters

We give thanks to all the waters of the world for quenching our thirst and providing us with strength. Water is life. We know its power in many forms- waterfalls and rain, mists and streams, rivers and oceans. With one mind, we send greetings and thanks to the spirit of Water.

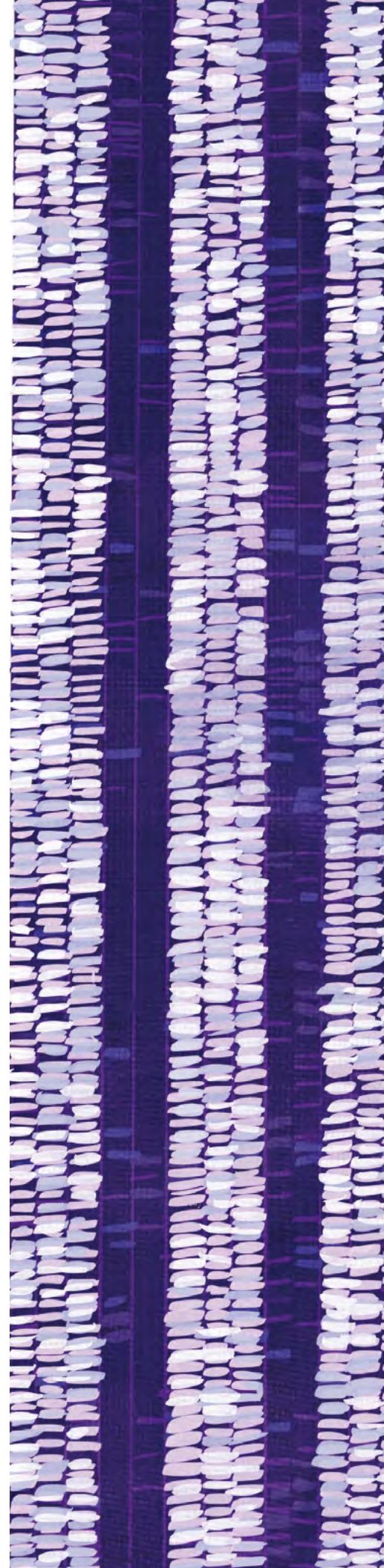
Now our minds are one.

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### 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

**Two Row Wampum:** *Guswenta or Kaswetha is our Two Row Wampum, deeply revered and respected as embodying principles of peace and non-interference. The Guswenta is an exchange and agreement of the distinct identities of two people mutually agreeing to coexist in peace without interference in the affairs of the other. It was used in history as a treaty with settlers to denote equal, peaceful, and coexisting relations.*







## GETTING STARTED

### Lesson preparation and materials needed:

- Set up chairs
- Items to bring to class:
  - 6 different drinks:
    - See chart pg. 33
    - 6 bowls
    - 2 cups sugar
    - A teaspoon
    - TV and computer
- 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.
- 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.

## Water

Water regulates the Earth's temperature. It also regulates the temperature of the human body, carries nutrients and oxygen to cells, cushions joints, protects organs and tissues, and removes wastes.

Approximately 66% of the human body consists of water. The human brain is approximately 75% water, human bones are 31% water, human lungs are 90% water, and human blood is 83% water.

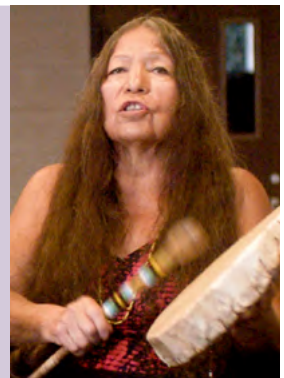
A living tree is 50 – 75% water, a tomato is about 95% water, and an apple, a pineapple, and an ear of corn are each 80% water.

A person can live about a month without food, but only 3-7 days without water.

Our Haudenosaunee people recognize the sacredness of water, the interconnectedness of all life, and the importance of protecting water from pollution, drought, and waste. Water is the giver of all life, and without clean water all life will perish.

*"Water protects us as we grow and develop in the womb. When it's time for us to be born, that water breaks and cleanses the way as we come out into the world. From that time on, we need clean water to survive. It's really important that we keep water clean for the next seven generations to come."*

—Elder Mary Lou Smoke, LL.D (Hon.)  
Smoke Signals First Nations Radio  
Bear Clan, Batchawana Bay, Lake Superior



## FACILITATOR

- Begin with an Opening Circle.



## ACTIVITY: SUGARY DRINKS (20 MINUTES)

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.

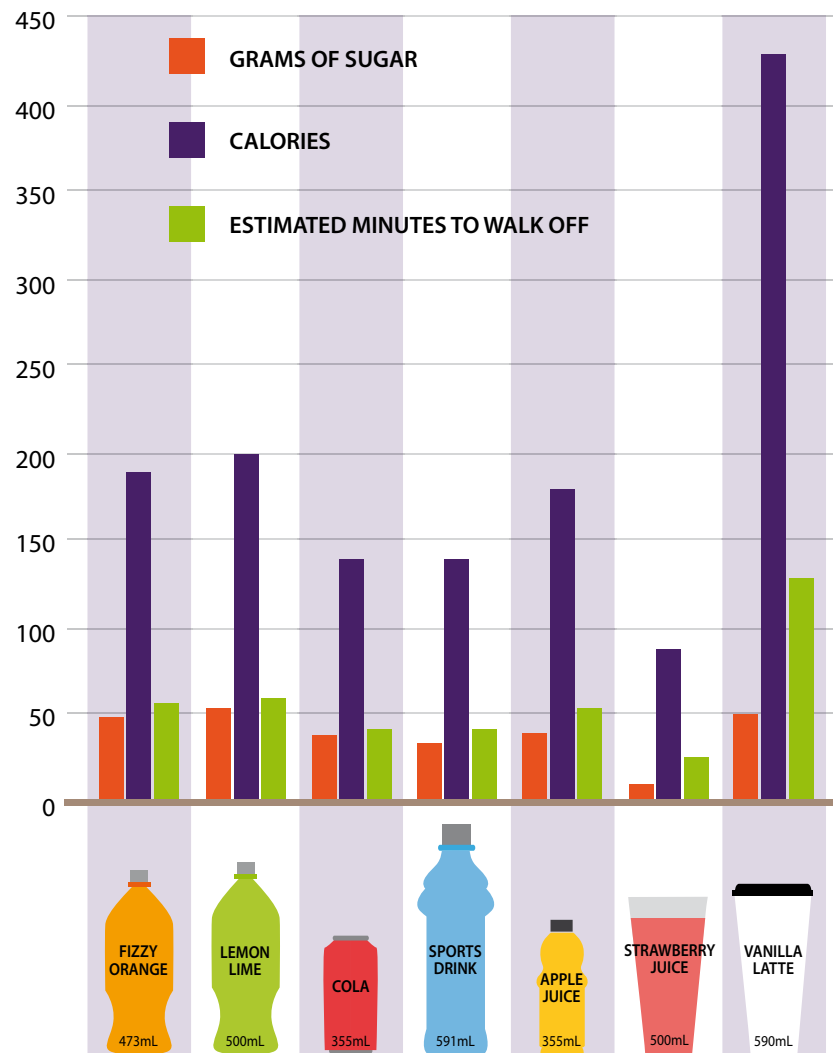
**DISCUSS** What are alternative ways to hydrate?

### 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.

**Do you know how much sugar you're drinking and how long you'd have to walk to burn it off?**

Diet soda is sometimes recommended for people who have diabetes because the sugar-free soda will not cause blood sugar to rise. However, in 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.



## FACILITATOR

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.



### **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 and community members, drink more water on a daily basis?

*“Water sustains us, flows between us, within us, and replenishes us. Water is the blood of Mother Earth and, as such, cleanses not only herself, but all living things. Water comes in many forms and all are needed for the health of Mother Earth and for our health.”*

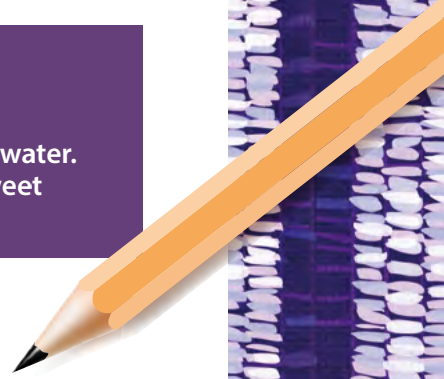
*—Honouring Water / Assembly of First Nations*

### **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?)

**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)**

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

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

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# 7 Kariwiio: The Good Mind

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## The People

Today we have gathered and we see that the cycles of life continue. We have been given the duty to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give greetings and thanks to each other as people.

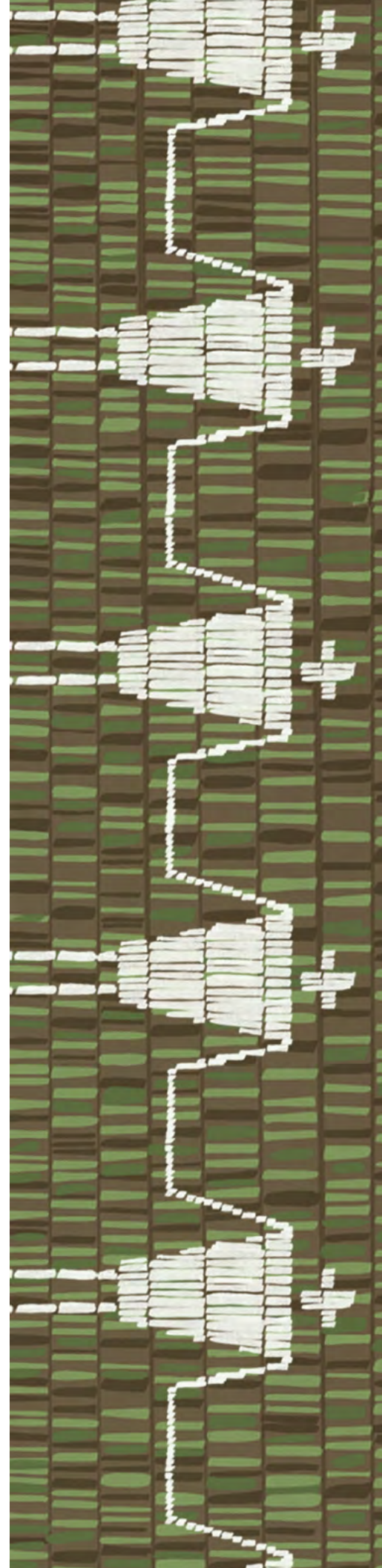
Now our minds are one.

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### 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

**Friendship Belt:** A symbol of friendship, peace, and unity this wampum belt shows dedication and commitment to friendship and diplomacy. By interlocking arms and making a human chain with a clear path between figures, it represents clear and honest communication and an open path of peace. This wampum is also called the Covenant Chain and has been used to mark treaties with the British Crown and then later, George Washington. Here is a depiction of the George Washington Belt, aged and shown as green rather than the original purple and white.



## GETTING STARTED

### Lesson preparation:

- Review lesson thoroughly
- Set up chairs
- Gather necessary supplies for activities
- Bring TV and computer
- Bring CD of soothing native music and a CD player
- Bring a ball for the ACTIVITY: HEALTHY COPING TECHNIQUE

### Before class begins:

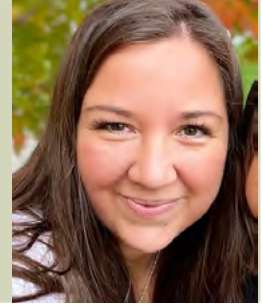
**WCU:** Record weight and waist-to-height measurement.

**WPR:** Check progress with a friend.

# Mental Health

*"It is something beautiful to be able to look at tragedy and pain, however ugly it is, and to be able to walk through it and rise above it and have grown because of it."*

—Charity Fleming - Anangkwe, Psychotherapist, Sturgeon Clan



Our people have been practicing the teachings of the Good Mind ever since the Peacemaker helped us bury our weapons of war under the Great Tree of Peace. The concept of the Good Mind teaches us to be aware of our thoughts and their intent, resulting in more kind and loving thoughts.

Our people believe peace is a state of mind obtained through a strong connection to Spirit. Our Elders teach us that practicing the Good Mind will cause our spirit to grow, and our communities to be strengthened.

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

As you remember from lesson 3, diabetes affects many different parts of the body. In this lesson, we will discuss how diabetes affects our brain which in turn can affect the Good Mind.

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.

Your mind, body, and spirit are deeply connected. When your blood sugar is too high, you don't think clearly, and you don't feel well. This can impact your emotions and behavior, making it difficult to be your best self.

Ongoing feelings like sadness, grief, and stress are linked to poor diabetes management and control. Depression and anxiety also lead to lack of energy, and avoidance of healthy actions and habits.

*"No matter what happened in the past, no matter what you've been going through lately, no matter what diagnosis you've been given, how stuck you feel, how much trauma you've experienced . . . Remember, you have the innate ability to heal. And you are surrounded by helpers, guides, and ancestors who support your greatest good. Even if you feel alone right now, trust that they are there for you. Look around. See them. Feel them. Invite them in. They are here for you as you rise and step onto your sacred path."*

—Nanook Gordon Fareal

## FACILITATOR

- Begin with an Opening Circle.
- Invite someone to share their success in drinking more water this week.
- Facilitator, be aware the subject matter included in this lesson may illicit strong emotions. The tone is intended to be positive and helpful. All discussions should be directed to this end.



"With diabetes, people can have a lot of sudden mood changes. They can feel sadness, flashes of anger, or irritability, and not realize that it is connected to blood sugar levels."

—Charity Fleming - Anangkwe, Psychotherapist, Sturgeon Clan

## ACTIVITY: NAME THAT EMOTION (5 MINUTES)



**stressed**



**shame**



**denial**



**angry**



**unmotivated**



**hopeless**

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



**WATCH** Video Lesson 7

### DISCUSS

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

## FACILITATOR

Put a piece of paper on class members' backs with an emotion written down: stressed, shame, denial, angry, unmotivated, hopeless. Ask them to guess their word as other class members give them clues about their word.

## FACTS AND FIGURES

**18-25% of people with type 2 diabetes meet criteria for major depression disorder**

—2018 Darwish, L., Beroncal, E., Sison, M. V., & Swardfager, W.

**Diabetes has been said to be the second leading cause of all mental health conditions**

—2013 Blackburn, Swidrovich & Lemstra

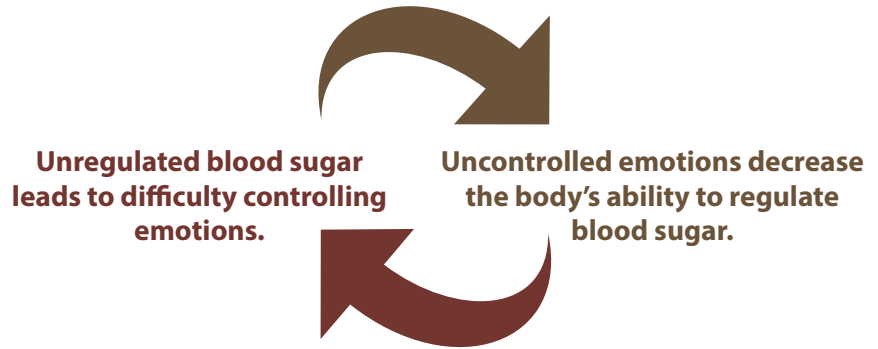
**Insulin resistance correlates to decreased levels of serotonin neurotransmitters in the brain.**

—2014 Kleinridders, A., Ferris, H. A., Cai, W., & Kahn, C. R.

**FACILITATOR**

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

**IT IS A DIFFICULT CYCLE:**



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

**NOW WE WILL DISCUSS A PATIENT WHO TOOK CONTROL OF HIS DIABETES.**

**DISCUSS**

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

**More control of emotions**

**Better regulation of blood sugars**



**HEALTHY THOUGHTS LEAD TO HEALTHY ACTIONS**



# Emotions Require Management in Diabetes:

As we have learned in previous lessons, you can take control of your physical, mental, and emotional well-being by making choices such as eating healthy and exercising regularly. In addition, as we saw in the examples of Mele and Lisiate, the way you think about a challenge has a significant impact on what you DO about that challenge.

Your thoughts impact your actions, and your actions impact your outcomes. One way to change your thoughts is to ask yourself the question, "Is this thought helping or harming me?" Often, just asking this one question can help you shift the focus of your thoughts and take control of your actions. When you think better, you act better. This is a way to embrace the good mind.

## SHIFT THE FOCUS, TAKE CONTROL

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

SHIFT THE FOCUS	TAKE CONTROL
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 this 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

### FACILITATOR

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













## FACILITATOR

While sitting in a circle, play music while participants pass a ball. When the music stops, ask the person with the ball to share an emotion associated with diabetes and a healthy coping technique. The chart demonstrates some ideas.

Note: The Emotions on this chart do not correlate with any one behavior in the Embrace the Good Mind list. All emotions can be helped by all the behaviors.

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

Emotions	Embrace the Good Mind
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	 engage in ceremony, go to longhouse, see an Elder or Clan Mother
overwhelmed	 connect with Creation
stress	 see a doctor
fatigue	 focus on strengths
hopelessness	 take a nap of 20 minutes or less, mid day

# I Can Find Hope through connecting to the Creator and Creation

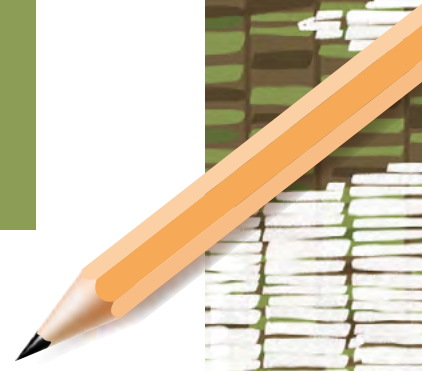
Draw on the power of Creator to gain the strength you will need to make these important changes.

**DISCUSS** Invite someone to share a time of when teachings, ancestral knowledge or Creator has helped them in a time of struggle.

**CONSIDER:** Create a culture of Kariwii.

**COMMIT:** 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)**

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

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

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# 8 Extend the Longhouse

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## The Sun

We gather our minds to greet and thank the enlightened Teachers who have come to help throughout the ages. When we forget how to live in harmony, they remind us of the way we were instructed to live as people. With one mind, we send greetings and thanks to these caring teachers.

Now our minds are one.

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### Lesson Objectives:

- **Knowledge:** Discuss the significance of 'extending the longhouse'
- **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

**Dust Fan Belt:** *Using the everlasting Tree of Peace as a symbol, this wampum reminds our confederacy to make peaceful decisions for the betterment of our people, and faces yet to come. The Dust Fan is a symbol of sweeping away dust to see the best path forward, and a reminder of the everlasting nature of our confederacy and desire for peace. Here, the Dust Fan belt depicted is aged and shown as brown rather than the original purple and white.*



# Extend the Longhouse

## 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.



*“When you are in the barn or even watching people eat, you can see and hear them laughing. The laughter there is good medicine, and the corn and the food is good medicine, and the work is good medicine. It’s contagious! It makes you want to go home and create the same environment there.”*

—Jeanette Jemison, Mohawk, Snipe Clan, Ganondagon



## FACILITATOR

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

## WATCH Video Lesson 8

### DISCUSS

1. Angel described his complicated relationship with food. If he hadn’t decided to make a change, how might his life be different?
2. How have his actions influenced his community?
3. Picture the long term effects of his changes, and talk about them.
4. How can you extend the influence of your healthy choices?

# Diabetes Affects the Whole Body, Family, and Community

*"The decisions we make today have a ripple effect on our community, well into the future. Good decisions are imperative for the health and wellbeing of the coming generations.."*

*—Crystal Bomberry, Diabetes Wellness Worker,  
Indigenous Diabetes Health Circle*



Family history of diabetes is associated with more obesity, reduced physical fitness and increased insulin resistance in the next generation. In contrast, a family culture of healthy living can affect the next generations in a positive way.

Bringing more people into a lifestyle of healthy living is a way to extend the longhouse. Not only will it affect your community today, but the influence will be felt for generations to come.



*7 Generations, artwork reproduction by Sandy Kerman*



# Supporting Change

## ACTIVITY: ROLE PLAYS (10 MINUTES)

### FACILITATOR

#### Read and instruct:

We all would like to help motivate and support those around us with their health. With a partner, each of you will 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.

### SCENARIO 1

**Partner #1** - Think of something in your life you have been considering changing but haven't started. (examples - starting to walk every day, or making changes to your 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 started. (examples - starting to walk every day, or making changes to your diet).

Share this with your partner.

**Partner #1** - Ask these 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 you most effectively support your loved ones and community in their health journey?

 **FACILITATOR**

For each scenario, ask a class member to read the scenario aloud. Ask another class member to read and lead a discussion on the questions.

**ACTIVITY: TALK ABOUT IT (30 MINUTES)**

**SCENARIO #1 MARY JANE**

Mary Jane was doing very well with her goals to have a healthy lifestyle. She was exercising 3 or 4 times each week. She had found a good place to buy fresh fruits and vegetables, 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 didn't want to eat so many vegetables. Her children also complained and wanted more desserts.

**What were some of the challenges that Mary Jane was facing?**

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

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**SCENARIO #2 ROBERT**

Robert 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 Robert's older brothers said he was wasting his time and should give it up.

**What were some of the challenges that Robert was facing?**

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

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## LESSON PREPARATION FOR NEXT LESSON:

Next lesson we will have a pot luck to learn how to balance your plate. Each of you is invited to bring a dish that illustrates one of the skills learned during this program. For example, a dish representing a rainbow of colors 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, work colleagues, 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)**

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**Explain how you felt while extending the longhouse with a friend or family member. (ACTION)**

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

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# 9 Balance in All Things; Celebrate Success

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## The Creator

Now we turn our thoughts to the Creator, Shonkwaia'tîson, and send our greetings and our thanks for all the gifts of Creation. Everything we need to live a good life is here on this Mother Earth. For all the love that is around us, we gather our minds together as one and send our choicest words of greetings and thanks to the Creator.

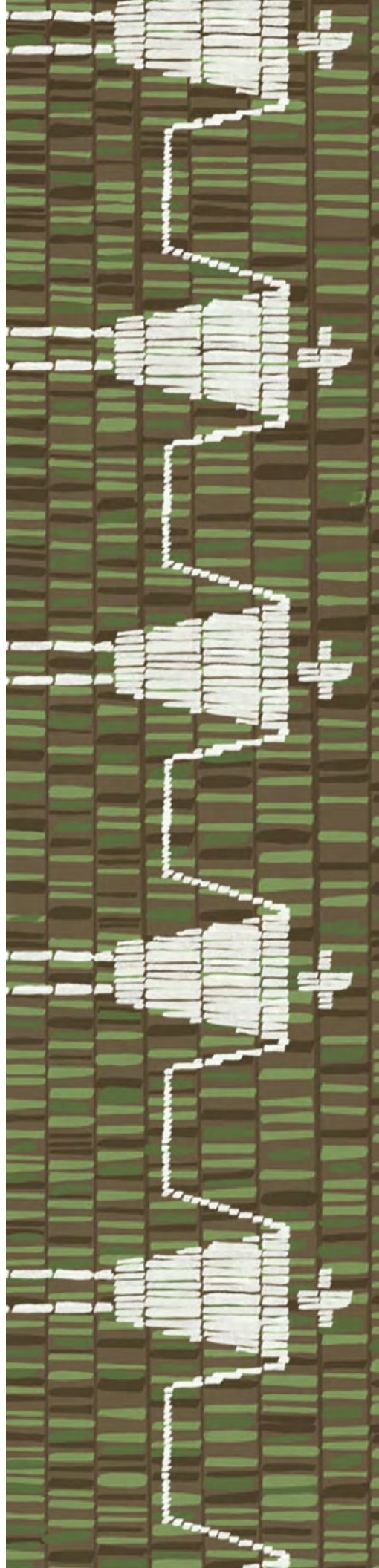
Now our minds are one.

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### 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 meal
- **Outcome:** Allow participants to share testimonials on significant changes made over the course of the training period

**The Friendship Belt:** *A symbol of friendship, peace, and unity this wampum belt shows dedication and commitment to friendship and diplomacy. By interlocking arms and making a human chain with a clear path between figures, it represents clear and honest communication and an open path of peace. This wampum is also called the Covenant Chain and has been used to mark treaties with the British Crown and then later, George Washington. Here is a depiction of the George Washington Belt, aged and shown as green rather than the original purple and white.*



## Remind members ahead of the class:

**DO NOT EAT for AT LEAST 2 HOURS** before they come to the class because the class will start out with taking their blood glucose. NOTE: This test is more accurate when individuals have fasted for 8 hours. Drinking water is OK.

## GETTING STARTED

### Lesson preparation:

- Review lesson thoroughly
- Set up chairs
- Prepare area for Health Indicator readings (Appendix - p. 61)
- Print out Graduation Certificate, and fill in names of participants (Appendix - p. 78)
- Prepare physical activity - Bring equipment, identify location for game
- Call participants at least 1 day ahead to remind them of the last class

### Before class begins:

Have participants complete Post-assessment and Health Indicator measurements. (On QR code or in Appendix - pp. 64-67)

**WCU:** Record Health Indicator measurements.

## FACILITATOR

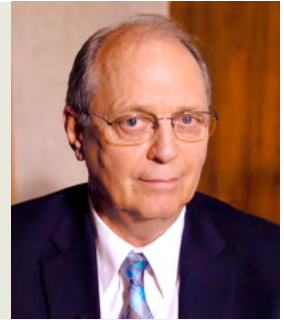
- Begin with Opening Circle.
- Welcome everyone back! "Today we celebrate completing our program and the personal changes you all have made."
- Recognize each individual for a specific accomplishment they have made during the 12-week program.

# Balance In All Things

Read the following quotes:

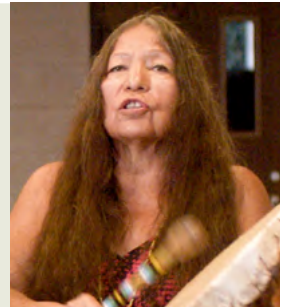
*"If we do not control our appetite, our appetite will completely control us and rob us of our good health."*

—Eric Shumway  
Former President, BYU-Hawaii



*"As we are seeing, our food has been killing us. So now we are going back to a more wholesome diet that's suitable for us. We eat more wild rice and hominy corn. We've got to balance things - the whole secret to life is keeping things in balance."*

—Elder Mary Lou Smoke, LL.D (Hon.)  
Smoke Signals First Nations Radio



In lesson 5 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



WE NEED RAIN  
TO WATER THE  
LAND



TOO MUCH  
RAIN CAUSES  
FLOODING



WE NEED FIRE  
TO COOK OUR  
FOOD



TOO MUCH  
FIRE IS  
DESTRUCTIVE



WE NEED SUN  
TO GROW OUR  
VEGETABLES



TOO MUCH SUN  
KILLS PLANTS  
AND ANIMALS





## WATCH Video Lesson 9

### I AM

Through this program, you have experienced personal growth. In the process hopefully you have had time to also reflect on your innate individual strengths.

Creator possesses all of the positive attributes. When we take time to reflect on our own strengths, we are actually connecting with the Creator. Through reflection we discover strength that we did not previously see in ourselves.

How do you feel when you articulate your personal strengths? What attributes have you learned about throughout your participation in this program that will help you sustain important changes?



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

### FACILITATOR

#### “THE YARN THAT TIES US TOGETHER”

Take a few minutes to think of an affirmation beginning with I am . . . that describes you, and also think of a personal ‘take away’ from participating in this program. Each person will share an affirmation and a lesson learned with your group. They will then hold the end of the yarn as they throw the ball of yarn to the next person. As the ball of yarn continues around the room, each person holds onto their part of the yarn, until everyone has had an opportunity to share. At this time, all participants should be ‘tied together.’



## 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?

# Congratulations Everyone!

## **FACILITATOR AWARD CERTIFICATES**

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

 **WATCH** Video Lesson 9

*"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



**Write down a concept that you have come to understand and a personal attribute that you have discovered as you have participated in this program. (KNOWLEDGE)**

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

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

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# Appendix

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## **PROGRAM OVERVIEW**

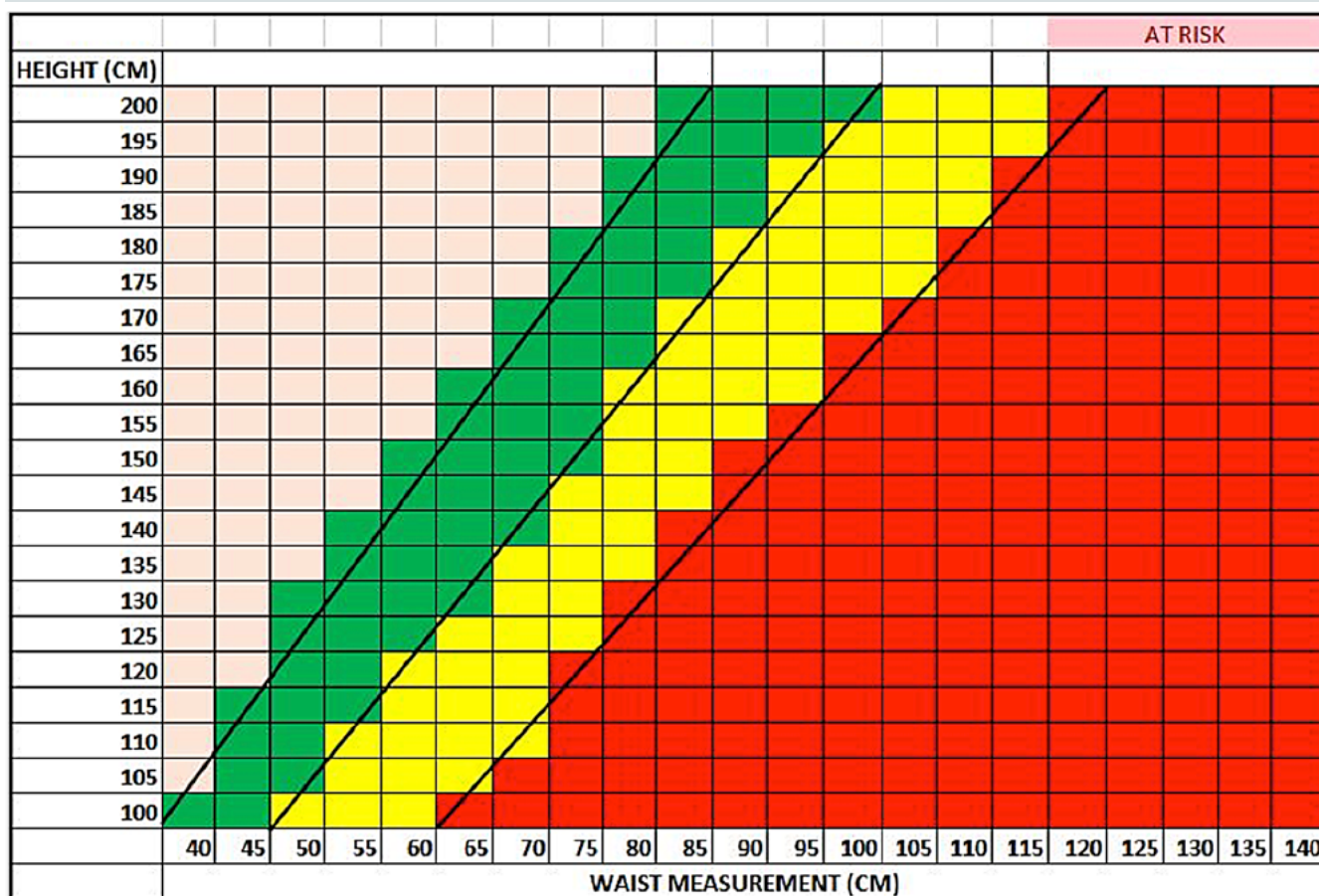
Weekly Check-Up	60
Weekly Progress Report	62
Standardized Protocol for Health Indicator Measure	64
Lesson 1 - Vision Board	70
Lesson 2 - Turtle Island Puzzle	72
Lesson 3 - "Become the Expert" Activity	76
Certificate of Achievement	80

# Weekly check-up (WCU)

## FACILITATOR:

**READ:** Each week we will check our progress by recording our **Weight** and **Waist-to-Height Measurement** and **BMI**. We will also monitor our **Blood Pressure** and **Blood Glucose** levels during the first group meeting, at week 5, and again at the end of the course.

**INSTRUCTIONS:** Read aloud the information on **Blood Pressure** and **Blood Glucose** so that the group understands the importance of these readings. Read the **“Waist-to-Height Measurement”** information with the group. Each group member should understand how to take that measurement and record it in the WCU chart. Make sure each member also records their weight by using the scales provided and that blood pressure, blood glucose levels, and resting heart rate are recorded during the weeks indicated.



**WAIST-TO-HEIGHT MEASUREMENT:** The waist-to-height measurement is used to determine if you are carrying unhealthy fat around your stomach.

Measure your waist by placing a tape measure around your stomach just above your belly button.

Measure your height.

Find where your height and your waist measurements intersect on the chart above. The colour indicates your risk for Diabetes. (Green = Low, Yellow = Moderate, Red = High).

Record height and weight measurements with risk colour on the next page.

**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 Rate (bpm)
	Waist	Height	Low	Mod	High					
<i>Example</i>	80	170	✓			80	130/80	9.9	6.1	85
<b>Week 1</b>										
<b>Week 2</b>										
<b>Week 3</b>										
<b>Week 4</b>										
<b>Week 5</b>										
<b>Week 6</b>										
<b>Week 7</b>										
<b>Week 8</b>										
<b>Week 9</b>										
<b>Week 10</b>										
<b>Week 11</b>										
<b>Week 12</b>										

## 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 (WPR)

## FACILITATOR:

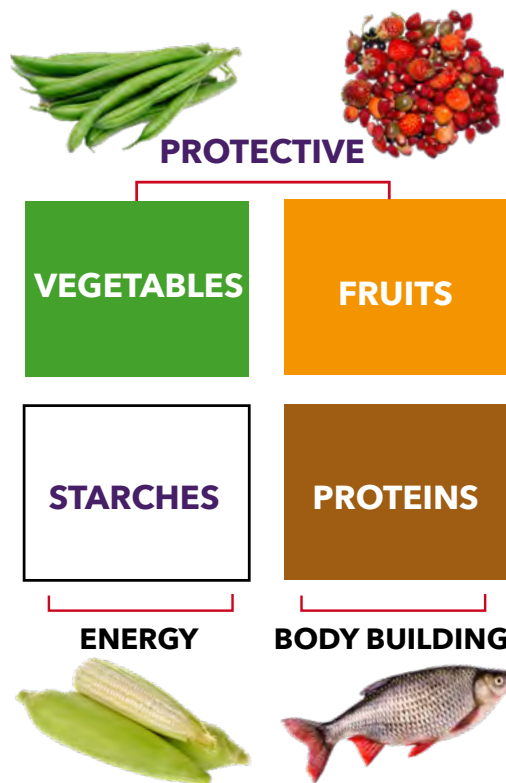
At the end of each week, we will monitor our progress and mark how well we kept our weekly commitment. (Explain how to record commitments and monitor them each week in the WPR evaluation.)

**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



# 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"> <li>• The participant stands erect with the abdomen relaxed and arms at the sides</li> <li>• The measurement is taken over the abdomen at the smallest diameter between the coastal margin and the iliac crest (the hip)</li> <li>• This is best done with the participant facing the subject and identifying the natural waist (i.e., the point of narrowing)</li> <li>• 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</li> <li>• The tape must be kept horizontal</li> <li>• Record the measurement on the Health Indicator Form (HIF); refrain from rounding</li> <li>• Record the measurement on the Weekly Check-Up graph (WCU), Appendix (TBD)</li> </ul>
Height (cm)	<ul style="list-style-type: none"> <li>• Measure against a convenient, flat wall</li> <li>• Participant must be shoeless with arms hanging freely at the side</li> <li>• Stand with the heels together and the feet naturally placed at an angle of approximately 60 degrees</li> <li>• The shoulder blades, buttocks, and heels must be in contact with the measuring wall</li> <li>• The head is held so that the eyes and ears are in horizontal alignment (Frankfort plane)</li> <li>• 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</li> <li>• Record the measurement on the HIF; refrain from rounding</li> <li>• Record the measurement on the WCU, Appendix (TBD)</li> </ul>
Weight (kg)	<ul style="list-style-type: none"> <li>• Ensure that the scale is “zeroed” before taking the weight</li> <li>• The participant is measured in minimal clothing and must be shoeless with arms hanging freely at the side</li> <li>• Record the obtained value on the HIF; refrain from rounding</li> </ul>
Blood Pressure (mmHg)	<ul style="list-style-type: none"> <li>• The measurement is performed on the right arm using a blood pressure monitor</li> <li>• 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</li> <li>• Participant should be seated upright and relaxed with the right arm supported at heart level and legs uncrossed</li> <li>• The measurement is taken using the brachial artery</li> <li>• The readings should be recorded for systolic and diastolic pressures</li> <li>• Record exact value on the HIF; refrain from rounding</li> </ul>



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"> <li>• Participant must have fasted the past 2 to 8 hours from food and drink, other than water</li> <li>• Record exact value on the HIF; refrain from rounding</li> </ul>
A1C (%) or (eAG mg/dl)	<ul style="list-style-type: none"> <li>• Prior to testing, the testing administrator makes sure the DCA machine is calibrated for the specific lot of reagent in use</li> <li>• The testing administrator prepares for the test by retrieving the A1C reagent cartridge and capillary holder from the reagent kit</li> <li>• Participant washes/cleanses hands/finger, warms hands, &amp; lightly massages finger for finger prick</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Place a gauze pad on the finger and apply pressure for about 1 minute. Use a band-aid if needed</li> <li>• Record exact value on the HIF; refrain from rounding</li> <li>• Additional information may be found in the DCA operators guide</li> </ul>
Resting Heart Rate (bpm)	<ul style="list-style-type: none"> <li>• 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</li> <li>• Participant should be seated upright and relaxed with legs uncrossed</li> <li>• 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</li> <li>• Upon feeling the pulse, count the number of beats for 15 seconds, then multiply this number by four to calculate the beats per minute</li> <li>• Record exact value on the HIF; refrain from rounding</li> </ul>



Source: Adapted from - Entsisewata'kari: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 I (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?

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How does that affect the choices you make today?

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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!

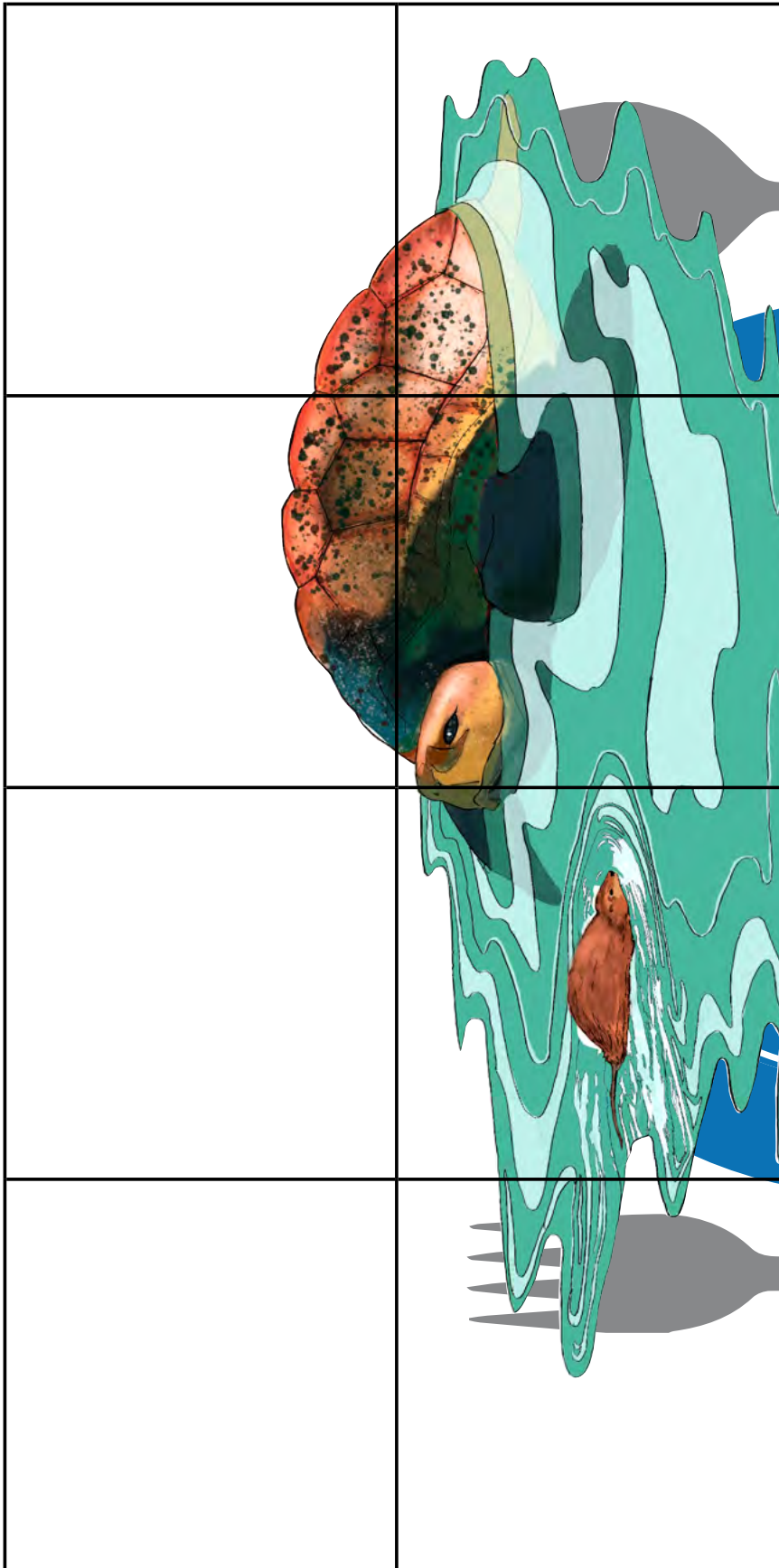




# Lesson #1

## Vision Board: Draw it out!

# Lesson #2 Turtle Island Puzzle



## INSTRUCTIONS:

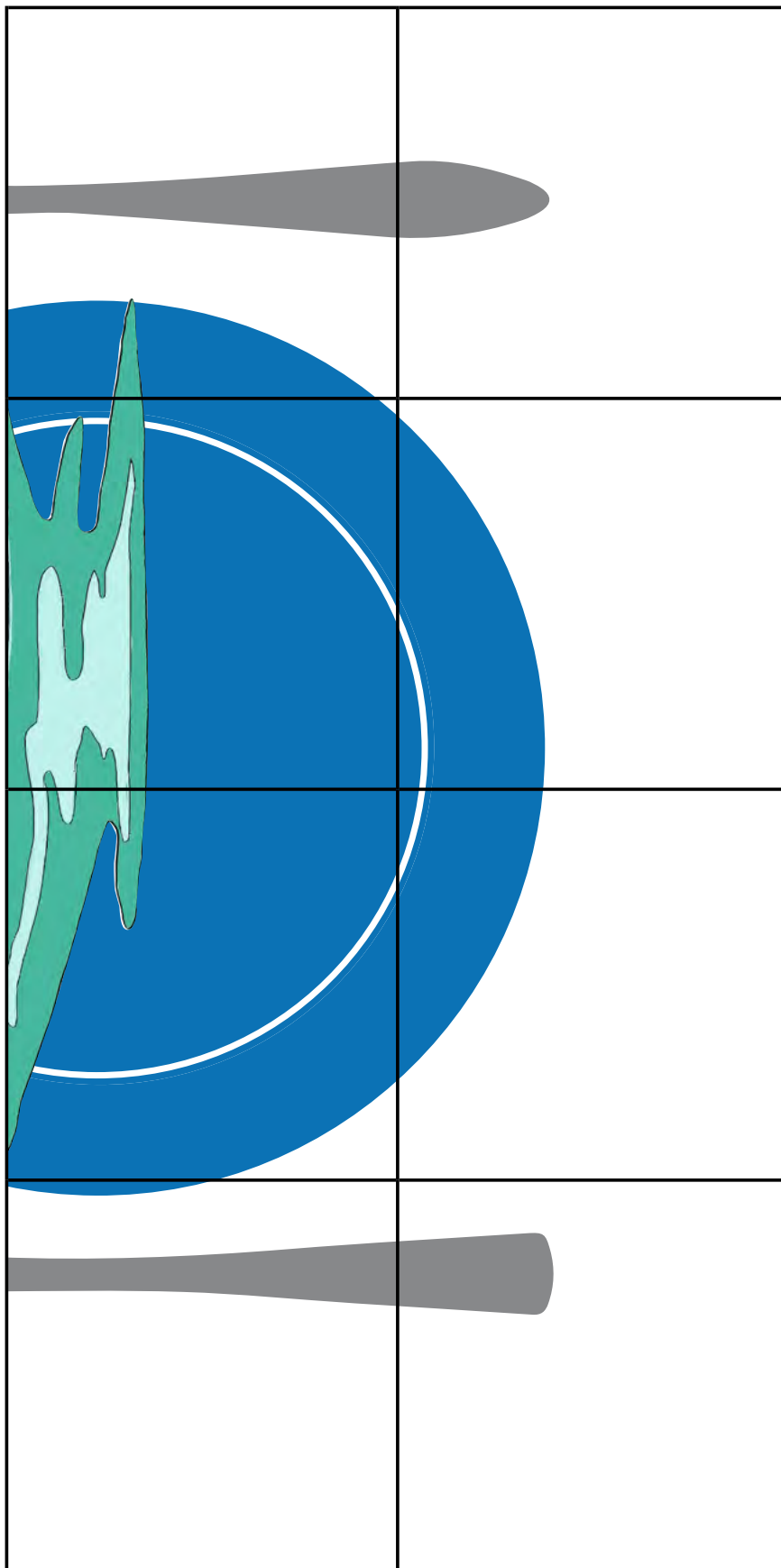
MAKE ONLY 1 PUZZLE FOR THE CLASS – NOT one per class member. Photocopy/print/cut out the pieces of the elephant puzzle and give one piece to each group member. Make sure ALL the pieces are distributed. Have each participant share their thoughts about the message on the back of their piece. Put the puzzle together using the picture of the elephant on page 10 as a guide.

# Lesson #2 Turtle Island Puzzle (back)

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



# Lesson #2 Turtle Island Puzzle



# Lesson #2 Turtle Island Puzzle (back)

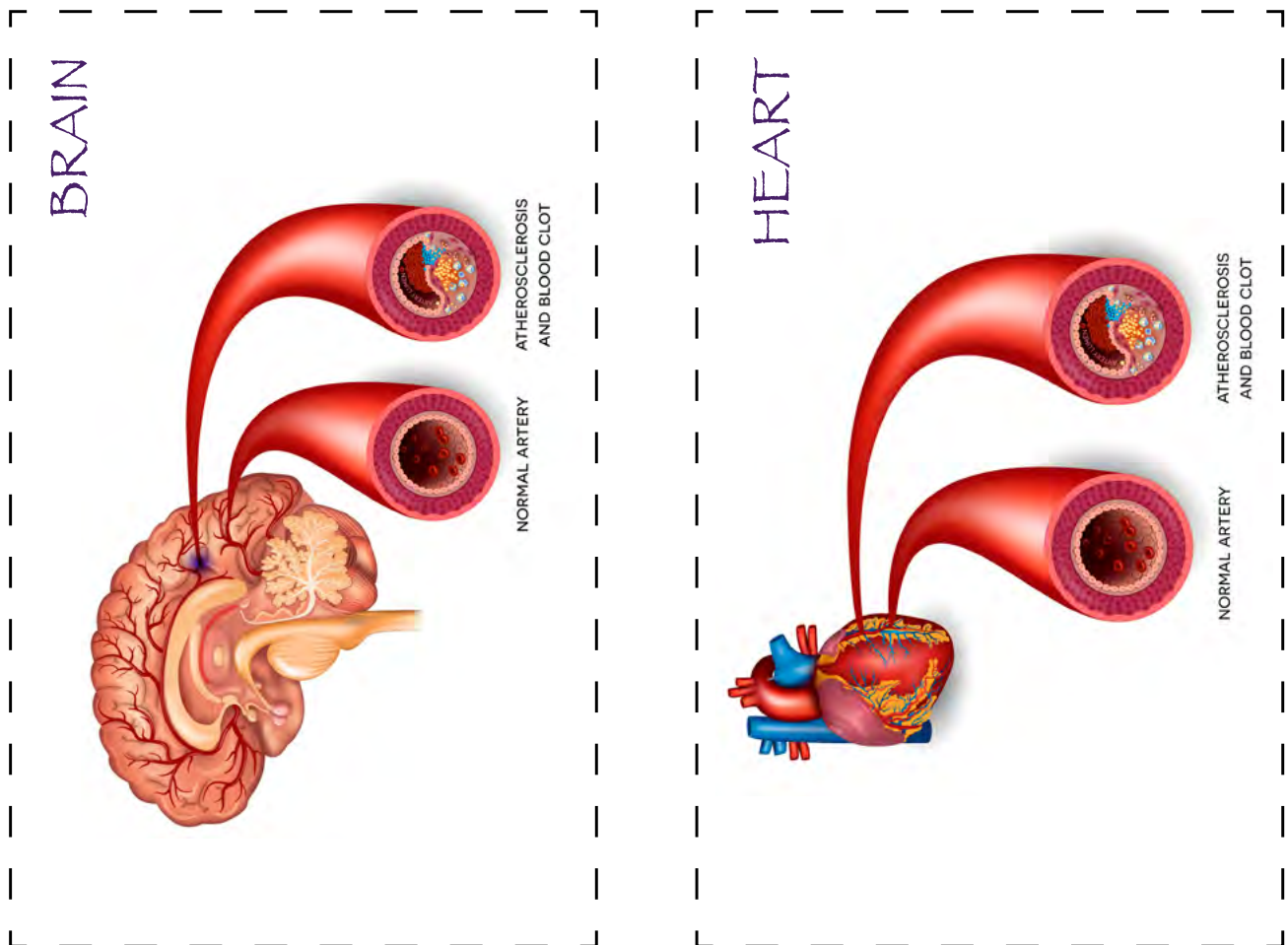
<p><b>DON'T BE AFRAID TO MAKE CHANGES IN YOUR LIFESTYLE.</b></p>	<p><b>DISCOVER WHAT MAKES YOU HAPPY OTHER THAN FOOD.</b></p>	<p><b>FOCUS ON TODAY AND THE THINGS YOU WANT TO ACCOMPLISH.</b></p>	<p><b>SET UP YOUR ENVIRONMENT TO MAKE THINGS EASIER; REMOVE TEMPTATION!</b></p>	<p><b>USE YOUR CREATIVITY AND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





## Lesson #3

# “Become the Expert” Activity (back)

### **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.

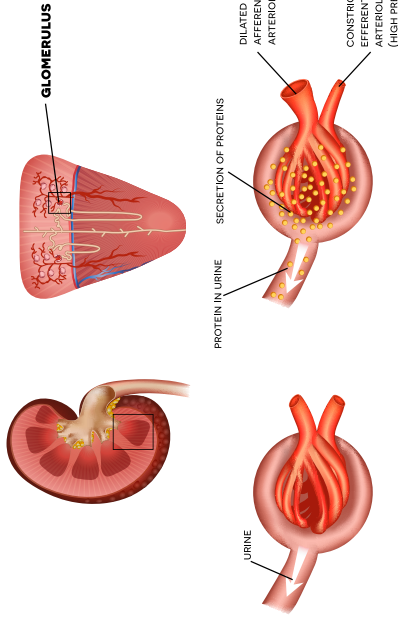
### **CARDIOVASCULAR AND CIRCULATORY DISEASE**

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.

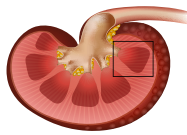
**SOLUTION:** Reduce glucose levels and get 30 minutes of physical activity every day.

# KIDNEYS

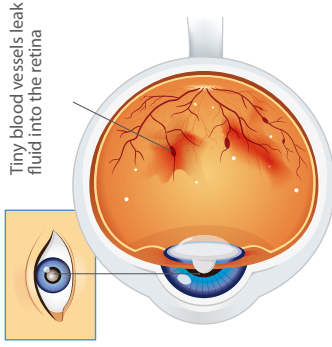
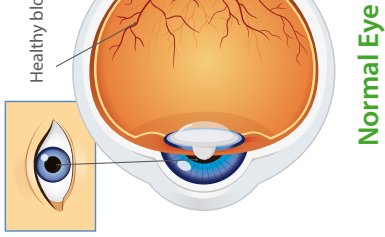
## NEPHRONS



## KIDNEY

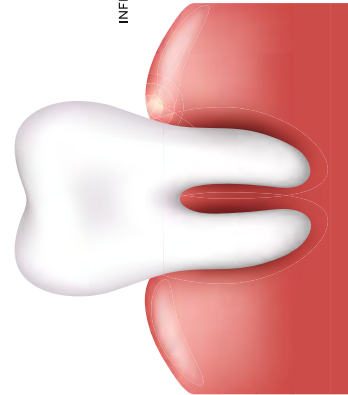


# EYES

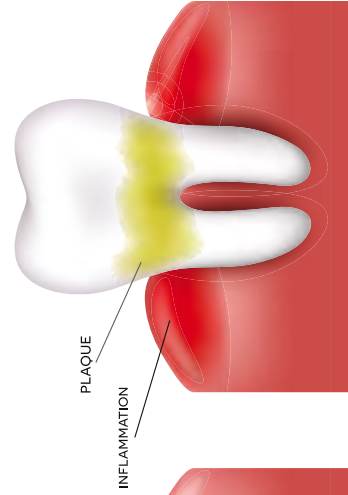


# TEETH

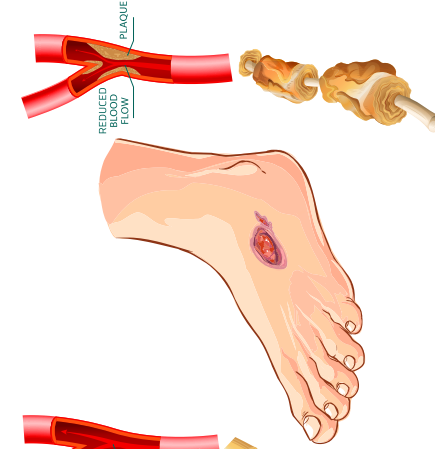
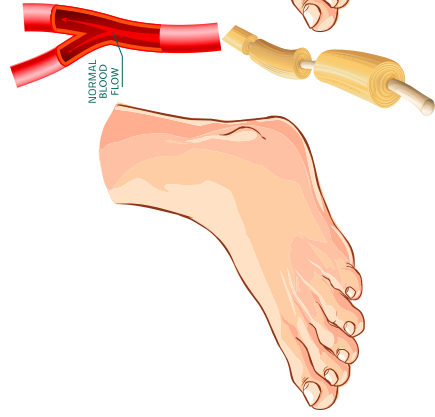
## HEALTHY TOOTH



## TOOTH WITH DENTAL BIOFILM (PLAQUE)



# FEET



### **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.





# *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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