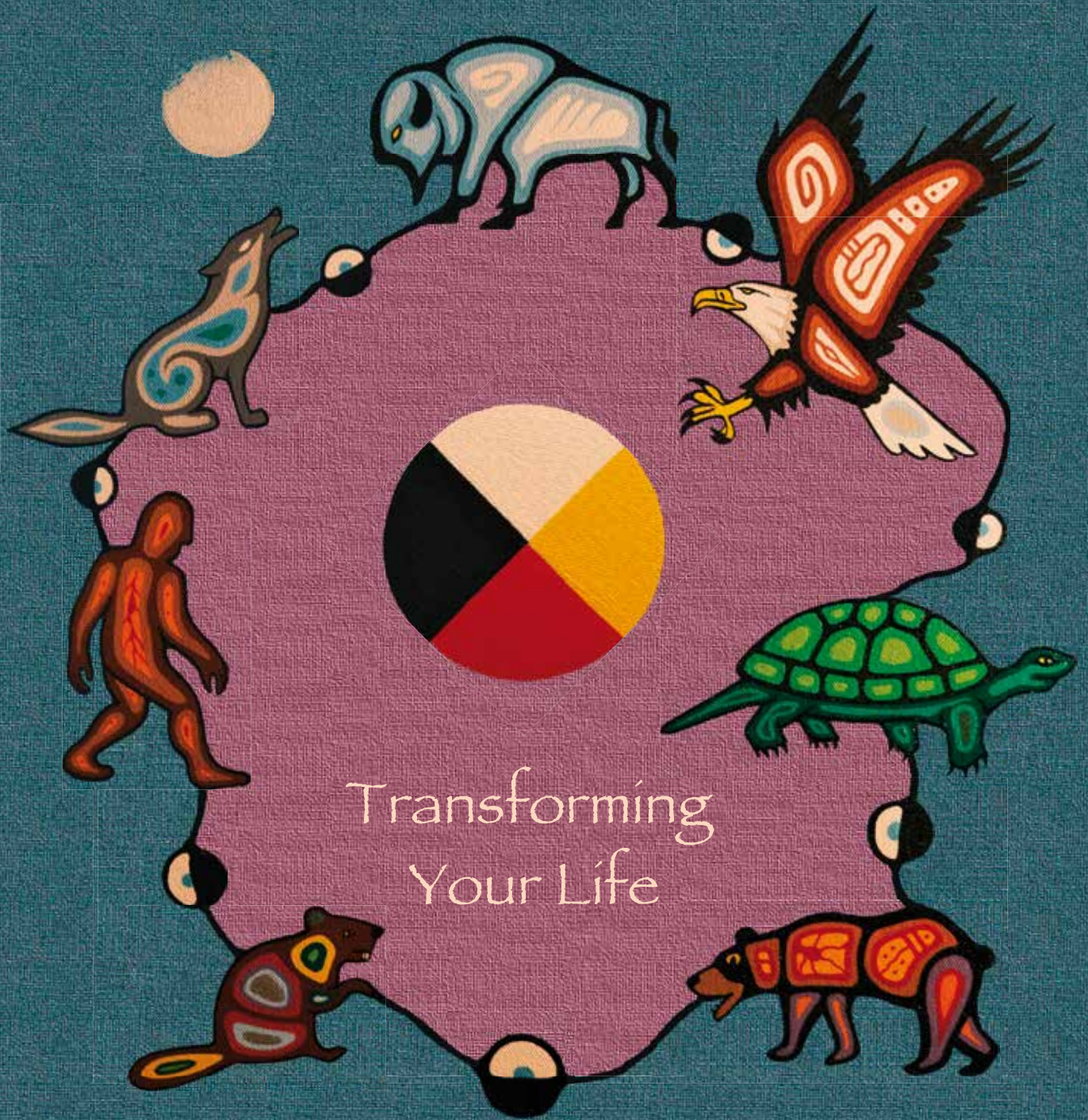


# AANJI-BIMAADIZING



## Expression of Sincere Gratitude

"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."

—Elder Sakokwenionkwas, Bear Clan, (Tom Porter), Kanien'kéha'ka or Kanyen'kéha'ka (Mohawk) from Six Nations of the Grand River Ohsweken (Where the two rivers meet or split)

We give thanks to all who have contributed to the creation of this program; it has been created as a gift for future generations. Contributors to the book have been referenced according to their wishes, where possible.

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### Contributors:

Colin Barrett, Creative Writer

Cam Bomberry, Mohawk Nation, Wolf Clan,  
Canada Hall of Fame Inductee, Lacrosse

Crystal Bomberry, Mohawk Nation, Turtle Clan,  
Diabetes Wellness Worker, Indigenous Diabetes Health Circle

Cindy Cook, Program Development, 'Amanaki Fo'ou

Andrea Ferguson, Director, 'Amanaki Fo'ou

Karen Fetzer, Physicians Assistant, Emphasis in Positive Applied  
Psychology

Anangkwe (Star Woman), Name Dodem (Sturgeon Clan),  
Wabauskang First Nation, Charity Fleming, MSW

Trevor Free, Videographer, Black Rabbit Monolith

Gail

Stephen Harvey, Welfare and Self Reliance Manager, The Church of  
Jesus Christ of Latter-day Saints

Jane Henhawk, Cayuga Nation, Wolf Clan

Henhawk family

Kanekatatie, (Amanda Dale-St Pierre) Onkwehonweh Bear clan Six  
Nations, paternal family L'nu from Listuguj Mi'gma'gi Mima Kearl,  
Editor

Kelly Gibbons, Registered Dietician / Wellness Coach,  
ARUP Laboratories

Sandy Kerman, Graphic Designer, Kerman Design

Crystal Keung, Owner and Principal, Whanau Tahī USA

Afua Khumalo, Dietician, Indian Health Council, California

Joel Reece, Exercise and Sports Science Association Professor,  
Brigham Young University, Hawaii

Derek Sands, videographer/filmmaker, Walpole Island First Nation

Asayenes, Snipe Clan, Seneca Nation, Elder Dan Smoke

Asayenes Kwe, Bear Clan, Batchawana Bay, Lake Superior,  
Elder Mary Lou Smoke

Elder Tekasatstennserake (Strength Of Two Buffalo) Dale, birth clan  
Wolf, adoptive clan Turtle, Kanien'kéha'ka (Mohawk) from Six Nations  
of the Grand River Ohsweken (Where the two rivers meet or split)

Lisa Ure, Graphic Designer

Sarah Whisenant, Program Development, 'Amanaki Fo'ou

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

Bear Waters Gathering, Ontario

City of Brantford Farmers' Market, Brantford, Ontario

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. If something was forgotten, we have not done this with ill intention and hope that anyone reading this will also offer gratitude to those we have forgotten with us. Contributors to the book have been referenced according to their wishes where possible.*

### '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.

# Bozhoo!

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.

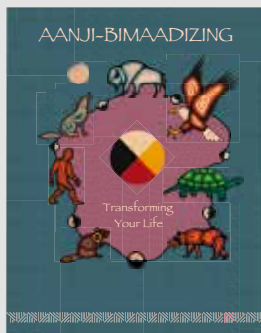
Unfortunately, destructive influences have crept into our culture. Changes in eating and decreased physical activity have robbed our minds, bodies, and even spirits of their ability to be strong and active. These changes have progressed, causing a rise in preventable diseases such as heart disease and 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 10 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 of Latter-day Saints, '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.

Chi Miigwech - thank you very much

## The 'Amanaki Fo'ou Team



**Cover:** According to Anishinaabe Elder Dave Courchene, the Seven Grandfather Teachings is ordered as follows, one building upon another.

From left to right:

1. Love- Eagle
2. Respect – Buffalo
3. Courage – Bear
4. Honesty - Sabe
5. Wisdom - Beaver
6. Humility - Wolf
7. Truth – Turtle

On the cover of this manual they are presented by Ojibwe artist Jeffrey "Red" George according to his design. The order we have selected for the manual does not intend to teach the proper sequence of the Seven Teachings. Rather, our intention is to complement or reinforce learning about diabetes prevention within the context of Anishinaabe culture.

In Loving Memory of:

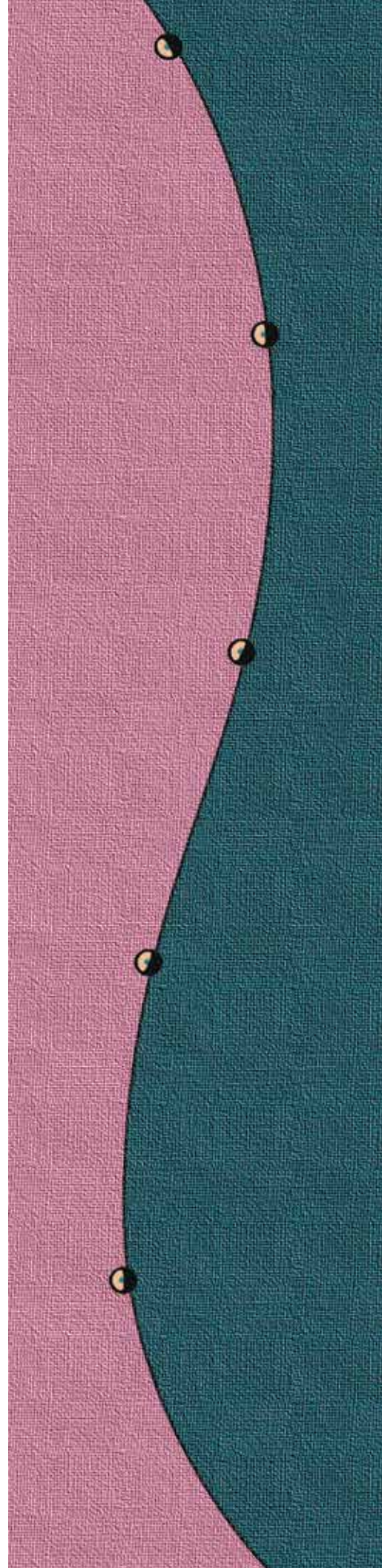
Elder Strength of Two Buffalo Dale, 1968-2024

Elder Elder Dan Smoke, 1954-2024

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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 sacredness of the human body and that it is equal in importance as all other aspects of our being (mind, spirit, emotion) to Kitchi Manitou (Creator).
- Create a space for people to gain 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 healthy changes.

## A NOTE TO PARTICIPANTS

During this program you are invited to:

- Actively engage in class or circle 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, it's important for student success to seek ways to support group members learning of course materials. Facilitating in a non-judgemental, loving way promotes safety for all participants. The facilitator is encouraged to participate in the circle or classroom setting as a guide and equal group member, keeping commitments and learning together.

**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.
- **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 create a space that is conducive to learning.
- 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.
- Choose a person to support in making sure we take breaks and don't take too much of their time.
- 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.
- Mindfully 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-IN (WCI)</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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## Gwekwaadziwin: Honesty

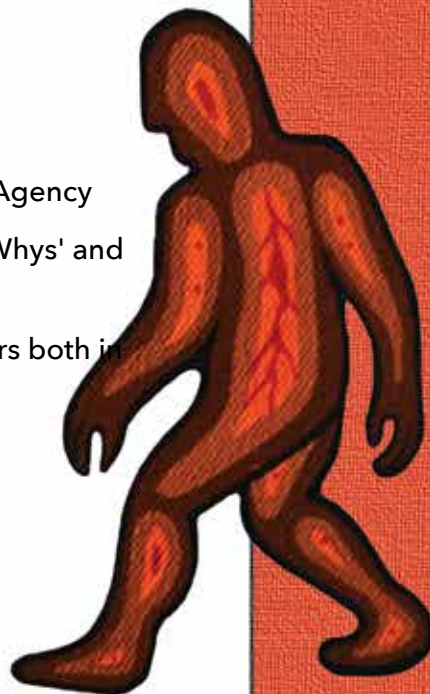
The symbol of honesty is the Sabe. The Elders say that when you are honest and have nothing to hide, your spirit is the size of the Sabe. To be truly honest is to keep promises made to others, and to oneself. Honesty is the best policy.

– Elder Hazel Dixon, Royal Saskatchewan Museum,  
*Grandfather Teachings with Elder Hazel: Wisdom, YouTube 2020*

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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



## Remind participants 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.** Effectively 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.

*"Being Responsible, is to be Response-able because we realize that we have the power to choose how we are going to respond. When we exercise this superpower, we have conquered self doubt and dis ease. Live a doubt free vision."*

—Elder Tekasatstennserake (Strength Of Two Buffalo) Dale, birth clan Wolf, adoptive clan Turtle, Kanien'kéha'ka (Mohawk) Six Nations of the Grand River Ohsweken (Where the two rivers meet or split)



## 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?

*"When we are honest with ourselves, we can achieve health and happiness and live in harmony."*

—Elder Conrad Spence, National Museum of the American Indian, Smithsonian, 2000

## Read the following story:

Before we create our personal journey, let's reflect on the example of our ancestors. When our people, the Anishinaabe, were young, life was good. However, there was a time when they neglected the teachings, and life deteriorated. There was too much suffering, too much disease, too much death. At that time the Seven Prophets came to our ancestors and gave them seven prophecies. One of these prophecies said they should move Westward to the land where they would find "the food that grows on water" - manoomin or wild rice.<sup>1</sup>

Throughout this migration, our ancestors had many obstacles, and even times of conflict. It was a long and arduous journey, but our ancestors persevered and relied on each other along the way to reach a place of harmony and balance.

Today, the Anishinaabe face a new imbalance, a new disease: diabetes. A hundred years ago, it was unheard of among our people. Now it affects more than half of all Anishinaabe, taking far too many of our loved ones, far too soon. But the Seven Grandfathers showed us that we don't just have to accept a life of disease and despair. With those same seven gifts, we can learn. We can change. We can find harmony. Diabetes was not a part of our past, and it doesn't have to be a part of our future.

Like the journeys of our ancestors, this journey will not be easy. We must draw upon the strength of our community and make a personal commitment to walk a new trail towards change.

Each of us will commit to setting goals each week, and we will track our progress as we move along the path.



*"Wild rice has always been regarded by the Ojibway as the sacred gift of their chosen ground."  
—Photo by Jenn Ackerman and Tim Gruber*

<sup>1</sup> THE MISHOMIS BOOK *The Voice of the Ojibway*,  
by Edward Benton-Banai

# 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 had to leave things behind when they left on their journey to find the land where food grows on water, what habits are holding you back from a healthy body?

## 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

To get the most success out of this program, you will want to put every effort into reaching 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, after the Great Flood, Muskrat returned from deep in the water with a small piece of mud in his paw. It was placed on Turtle's back and a new land began to form, the land we now call Turtle Island<sup>1</sup>. You are creating something new and big, and this may feel overwhelming. Just as all the animals tried to help Waynaboozhoo after the flood, you too will need the help of community members 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. The Turtle Island of change is achievable with each small effort we make, towards your vision of a different future.

<sup>1</sup>THE MISHOMIS BOOK *The Voice of the Ojibway*, by Edward Benton-Banai

### 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 Muskrat, you will be responsible for a piece of the creation. You will share the ideas written on the back of your pieces together as you share your creation of 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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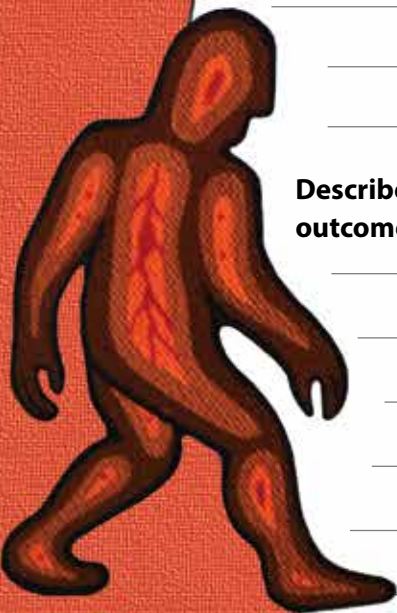
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# 2 My Kinship My Culture

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## Zaagidwin : Love

Migizi (the Bald Eagle) symbolizes love. The Eagle has the ability to fly highest and closest to the Creator and also has the sight to see all the ways of being from great distances. The Eagle's teaching of love can be found in the core of all teachings. To know love is to know peace. As you view your inner-self from the perspective of all teachings, you will know love and truly love yourself. Then you will be at peace with yourself.

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### Lesson Objectives:

- **Knowledge:** Contrast the health promotion habits of Anishinaabe 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



## 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.

## FACILITATOR

- Begin with Opening Circle
- Invite a class member to share their vision board with the class.



## My Heritage

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



Top: The Picture Art Collection/Alamy Stock Photo  
Bottom: Photo by Jenn Ackerman and Tim Gruber

Men were responsible for hunting, fishing, and building lodges, and taught young men to follow in their footsteps. Adult women, elders and young girls had the responsibility for raising children. They harvested and preserved food, cooked, tanned animal skins, made clothing and utensils, and labored to create beauty through hand-beading and quillwork.<sup>1</sup>

Women were also responsible for passing down traditional knowledge to children through song and story, preserving cultural identities.<sup>2</sup>

*"A feast in the teaching lodge is a celebration of thanks to the Creator and an appeal for times of plenty in the future. Sharing traditional foods – berries, meat, fish, wild rice, and bannock – binds people to one another. It also reminds Anishinaabe people to be thankful for the plants and animals that sustain them."*

—Elder Mark Thompson, National Museum of the American Indian, Smithsonian 2000

<sup>1</sup> Garry Raven, 2000 Smithsonian Institute

<sup>2</sup> Elder Amanda Dale





*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:

*"You are a story fed by generations  
You carry songs of grief, triumph  
Thankfulness and joy..."*

—Joy Harjo, "Prepare" from *Poet Warrior*

## 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)

# Pre-Colonial and Post-Colonial Diet

With the influence of settler 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



### Squash, Wild Rice, Corn, Berries, Fish, Game



## POST-COLONIAL DIET

### THE FIVE WHITES Flour, Sugar, Lard, Salt, Milk



—Kaya Hill, *Indigenous Food Sovereignty*, May 30, 2021

### DISCUSS

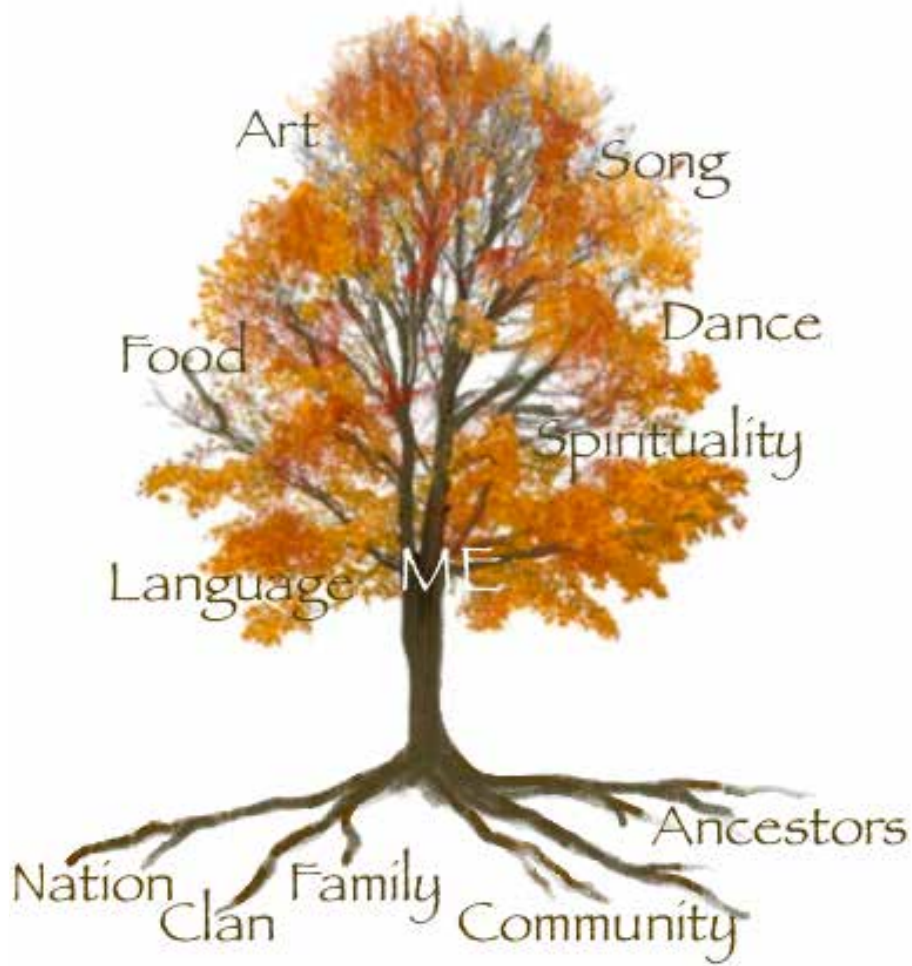
1. How does your diet compare to that of your ancestors?
2. How have processed foods affected the way that people eat?
3. Thinking of your ancestors, how do you think the amounts of food they ate differ from how much we eat today?

## The Five Whites

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.

*“Our people had a deep connection to the land, to the water, to Creator, and to everything around them. A result of colonization and residential schools, and other external influences, has taken people away from connection... This loss of connection affects our people spiritually.*

—Chief Conrad Ritchie, Saugeen



## My Culture

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

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 we adopted that have had 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

## Etuaptmumk: Two-eyed Seeing

We often explain Etuaptmumk, “Two-eyed Seeing”, as learning to see with one eye the strengths of indigenous knowledge, and with the other eye the strengths of western knowledge. Learning to use both of these eyes together for strength and balance benefits all. Much like the braids of sweetgrass that are woven together, Etuaptmumk weaves strands of indigenous and western knowledge together for the unity, harmony and strength of both ways of seeing.<sup>1</sup>

### 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

<sup>1</sup>Elder Albert Marshall, L'nu (Mi'kmaq)



# Understanding Diabetes

## 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.

*"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.

## 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?"

## GLUCOSE

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

## INSULIN

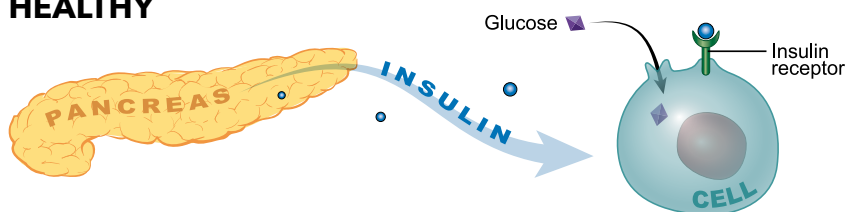
is a hormone made by the pancreas that helps the glucose from food get into your cells to be used for energy.

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.

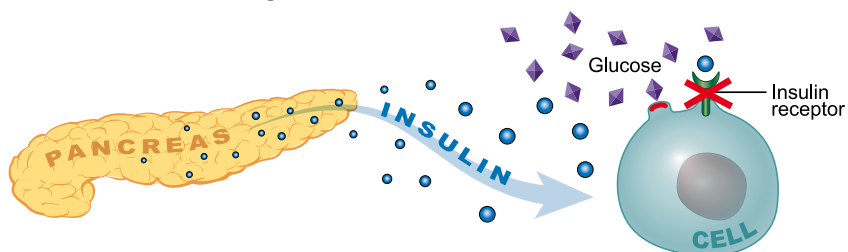
Over time, having too much glucose in your blood can cause health problems. Although diabetes has no cure, you can take steps to manage your diabetes and stay healthy.

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

#### HEALTHY



#### TYPE 2 DIABETES



**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

##### Instruct:

- Split up into groups of 4.
- Ask each group to come up with a role play to illustrate "what is type 2 diabetes".

## FACILITATOR

### Read and instruct:

We will be working in groups to learn about the effects of type 2 diabetes and some of the solutions that can help decrease or reverse these effects.

(Appendix - pp. 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

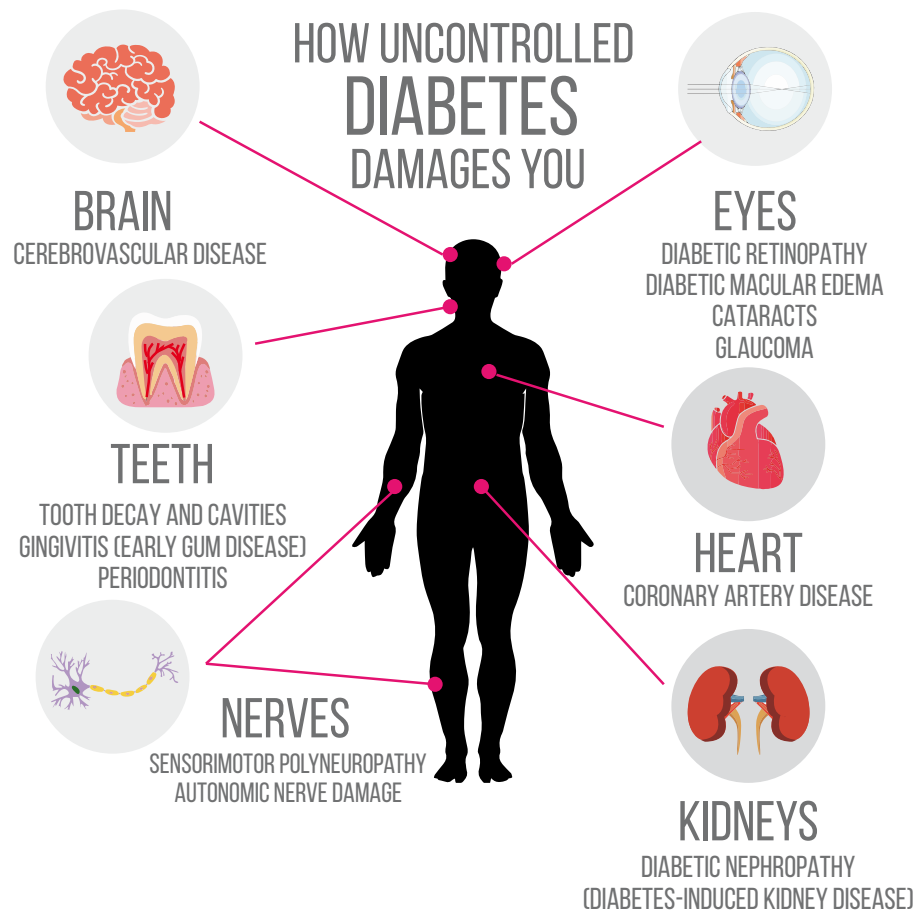
### Read and instruct:

- 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)**

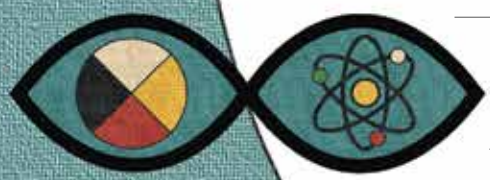
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# 4 Exercise is Medicine

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## Zoongide'ewin: Bravery/Courage

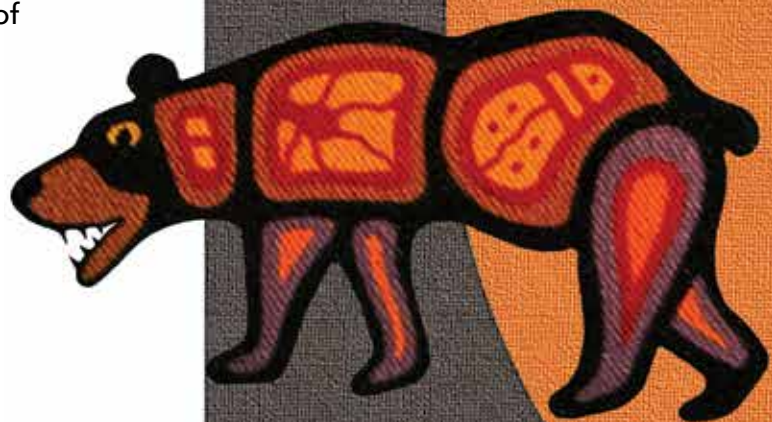
Bravery is represented by Makwa (the Bear). Bear also shows us how to live a balanced life with rest, survival and play.

You can face life with the courage to use your personal strengths to face difficulties, stand tall through adversity, and make positive choices. You must stand up for your convictions and have courage in your thinking and speaking. All of these actions together will lead to ceaseless bravery.

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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



## 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

Although originally a Haudenosaunee game, Lacrosse has also become an important part of Anishinaabe cultural practices. For thousands of years, people played “The Creator’s Game” to heal the sick, settle disputes, train warriors, and give thanks to the Creator. Today North American Indigenous play lacrosse at every level, from backyard pickup games to inter-reservation competitions and world championships.

#### Fun fact:

*One of the most famous games that is part of Anishinaabe heritage is lacrosse. The traditional game is quite different from its modern form. Originally it involved 100 to 1,000 men! It was a rough and tumble affair! Games of this size were usually cultural events. Smaller numbers of participants would play for fun. The Anishinaabe used sticks that were spoon-like and had a circle filled with netting made of deer sinew. Scoring would occur when a ball was tossed through a goal made of poles or goal posts. There was no net. Lacrosse is the oldest recorded game originating from North America.*

—Traditional Anishinaabek Life Skills and Games, nps.gov

**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 cultural practices 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.<br/>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><br>      | 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><br>     | 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><br> | 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><br>      | 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**



Top left photo: Jingle dress dancers circle the Grand Casino Hinckley powwow grounds during the grand entry at the Mille Lacs Band of Ojibwe Grand Celebration Powwow. Evan Frost | MPR News.  
Top right photo: Photography by Derek Sands.

## 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, (Mohawk) Six Nations, 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

## Nbwaakaawin: Wisdom

Amiki (the Beaver) represents wisdom because he uses his natural gift wisely for his survival. To cherish knowledge is to know wisdom. Listen with clarity and a sound mind. Respect your own limitations and those of all of your surroundings. The mixture of these teachings, combined with the experiences of life, is what is referred to as wisdom. It is given to you by the Creator to be used for good.

Allow yourself to learn and live by wisdom.

### 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



**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

*“Prior to contact with Europeans and as late as the early twentieth century, Ojibwe people depended on wild rice as a crucial part of their diet, together with berries, fish, meat, vegetables, and maple sugar.”*

—Wild Rice and the Ojibwe, Mnopedia.org

*“To reclaim our health, we need to reclaim and honor our food heritage.”*

—Christopher Gomez, Ysleta del Sur Pueblo, “Reclaiming Food Sovereignty,” WERNATIVE.com

**WATCH** Video Lesson 5

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

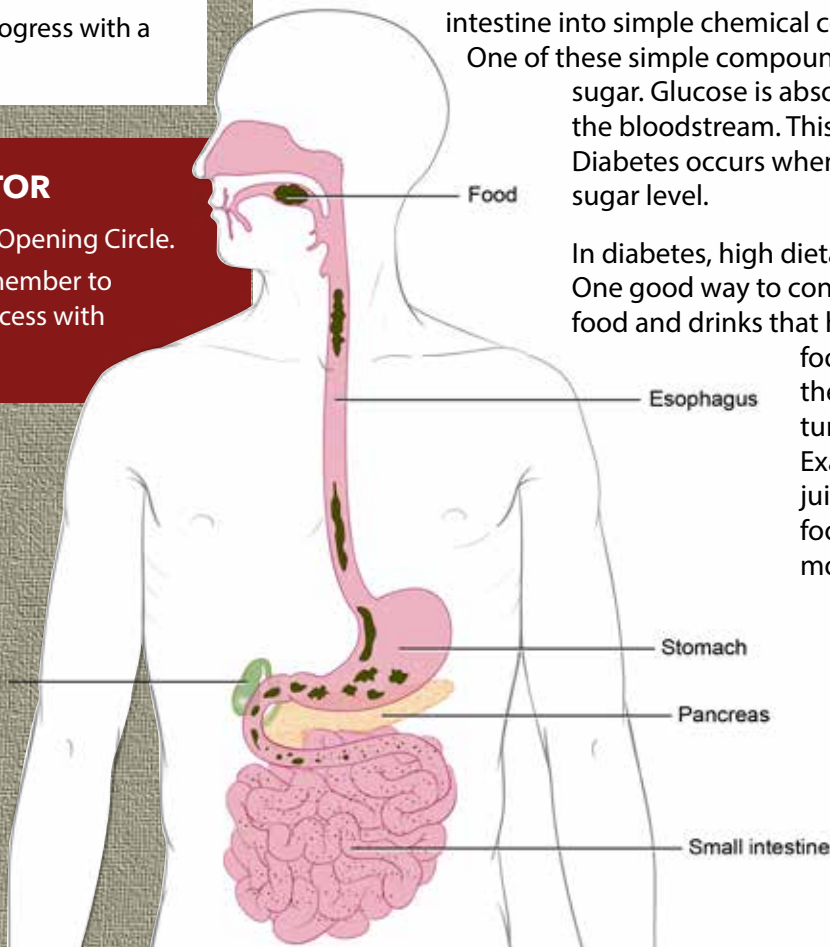
Before discussing food in detail, let’s review how food is processed into glucose in the body.

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.



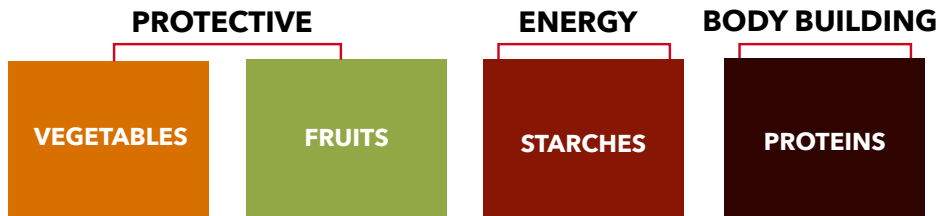
**FACILITATOR**

- 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.

*"Food sovereignty doesn't necessarily mean you need to have a farm. It can start with planting a small garden. Imagine the joy of eating fruits, vegetables, and herbs that you grew yourself! You can also make it a community project, where you work alongside your friends, family, and neighbors to grow foods your ancestors ate."*

—Christopher Gomez, Ysleta del Sur Pueblo, "Reclaiming Food Sovereignty," WERNATIVE.com

## 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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# 6 Water Gives Life

## Mnaadendimowin: Respect

Another gift from the Seven Grandfathers is respect, embodied by Mashkode-bizhiki (the Buffalo). For the Anishinaabe, the Buffalo gives every part of his being to sustain our way of life. He respects the needs of others and the balance of nature. This respect flows both ways, as we, the Anishinaabe, honor and protect the Buffalo, never taking his gift for granted.

The same way we respect the Buffalo, we must respect life-sustaining water. Everything depends on water to grow and thrive, from the smallest child to the oldest grandparent, and from the tiniest seed to the mightiest animal. When it comes to what we drink, to choose water is to accept its sacred gift, which heals, protects, and refreshes our bodies.

### 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

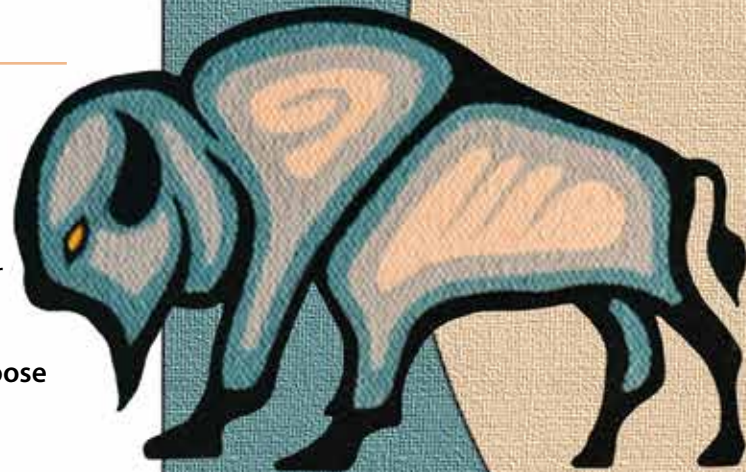




Photo by Derek Sands

## 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.

## Nibi: 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 Anishinaabe 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.

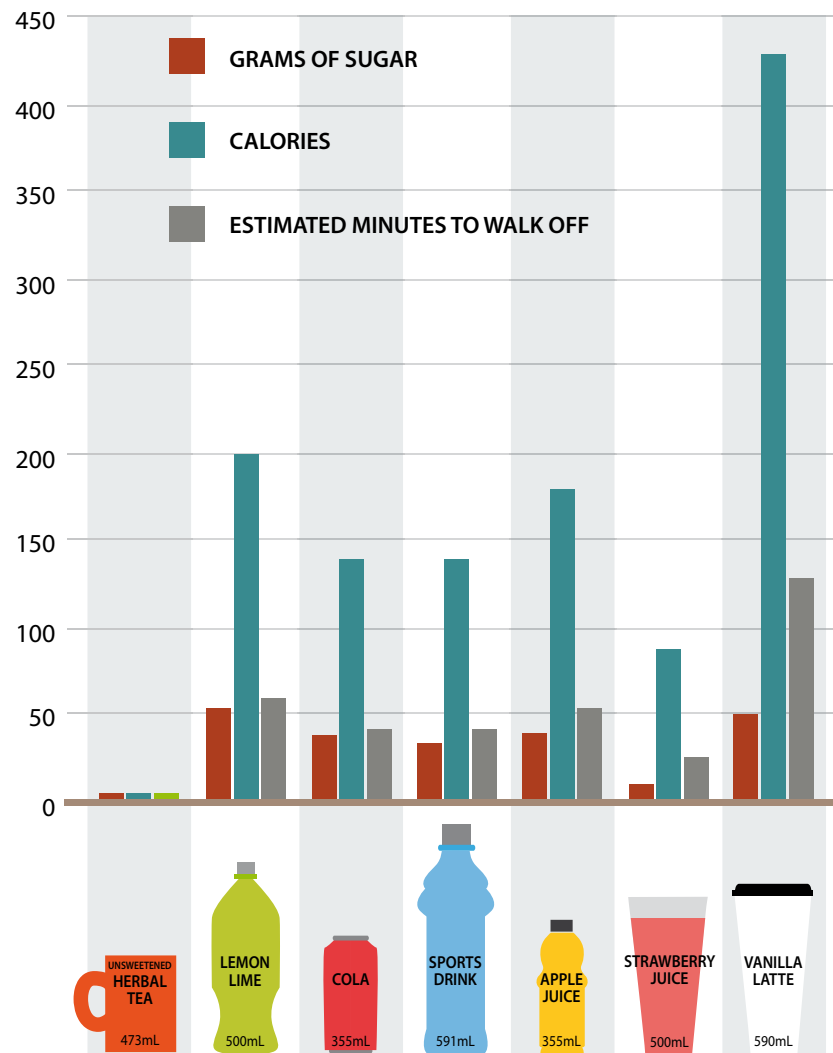
**DISCUSS** What are alternative ways to hydrate?

### 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.

 **WATCH** Video Lesson 6**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

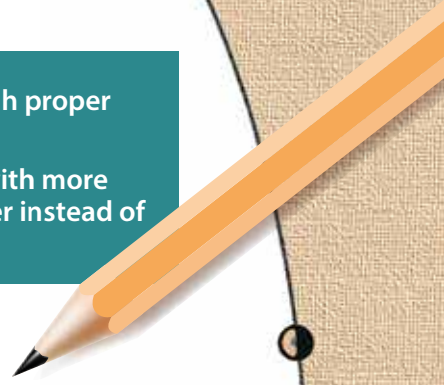
**LESSON PREPARATION FOR NEXT WEEK:**

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?)

Emotion is the Southern direction of the medicine wheel and one of the four aspects of self.

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

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

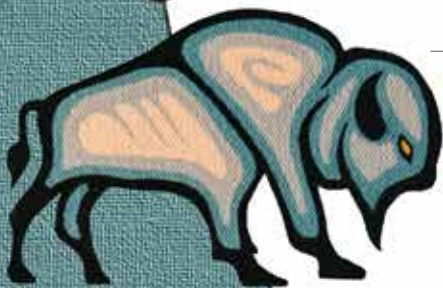


## My Journey Journal

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

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

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





# 7 Mikwendaagwad: It Comes to Mind

## Dibaadendizowin: Humility

The Seven Grandfathers gave us the gift of humility, embodied by Ma'iingan (the Wolf). The Wolf understands that he is just one part of the pack. As the Wolf recognizes his part in a system that's bigger than himself, he is able to overcome selfishness and the tendency to elevate one's self above others.

The humility of the Wolf can help us in the fight against diabetes. We need to treat each other as equals, offering compassion, calmness, gentleness, and patience. Sometimes we will be required to follow and learn, other times we will be asked to lead and teach. But no matter which role we find ourselves in, as we act with humility, we can contribute to the goodness and happiness of all.

### Lesson Objectives:

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



## GETTING STARTED

### Lesson preparation:

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



"Mikwendawaad" can mean "it comes to mind." This reminds us to notice and be aware of our thoughts and their intent. This will result in more kind and loving thoughts toward ourselves and others.

Our people believe peace is a state of mind obtained through a strong connection to Spirit. This connection, along with our connections to the natural world, to our ancestors, and to each other 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.

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, add Inuk

## 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

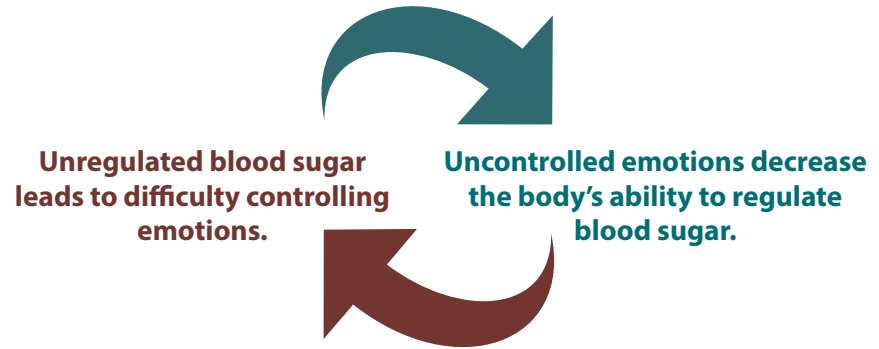
**Insulin resistance correlates to decreased levels of serotonin neurotransmitters in the brain.**

—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**





# Caring for Our Emotions 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 restore balance. When you think better, you act better.

## SHIFT THE FOCUS, RESTORE BALANCE

Here are some examples of healthy coping mechanisms to help you bring your emotions back into balance with mind, body, and spirit.

| SHIFT THE FOCUS   | RESTORE BALANCE   |
|---|---|
| When you feel resignation or denial about having diabetes or being at risk for diabetes, how do you <i>shift your focus and restore balance</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 restore balance</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 restore balance</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 restore balance</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 restore balance</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: In the chart on this page, there is no one correlation between the emotion and the suggested helpful behavior. All emotions can be helped by these behaviors.

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

| Emotions     | Helpful Behaviors   |
|--------------|---|
| 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 healthy emotions.

**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 Gíiwítaabíwag: Sít in Círcle

## Debwewín: Truth

Now we look to Mishiikenh (the Turtle), to embody the precious gift of truth from the Seven Grandfathers, which is the precious gift of truth. Turtle was at the beginning of creation. After the great flood, Turtle's back carried the small spot of earth that would eventually grow into a new world for our people.

Like the Turtle, as we carry the truth to others, we are helping it grow into a beautiful new future for the Anishinaabe. The circle is a sacred shape that envelopes us all as one. We can help others find strength by working to enlarge the circle, and put diabetes behind us. We must work to always enlarge that circle to bring in others and find a happier and healthier way of living.

### Lesson Objectives:

- **Knowledge:** Discuss the significance of 'sitting in circle'
- **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



# Sit in Circle

## 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.



Kaylee St. Pierre, C'est LaVie photography

*"To sit in circle is to be in a safe place, free from judgment and control. The circle is life, and life is the circle where all seven Grandfathers come into being. A balanced circle embodies love, respect, courage, honesty, wisdom, humility and truth. Take your place in the circle because you are a sacred part of creation."*

—Kanekatatie, (Amanda Dale-St Pierre) Onkwehonweh Bear clan Six Nations, paternal family L'nu from Listuguj Mi'gma'gi

## 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. What does enlarging the circle mean to you?
2. How can you personally make this happen?

# 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, Mohawk Nation, Turtle Clan,  
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.

Sitting in circle with community brings more people into a lifestyle of healthy living. Not only will it affect your community today, but the influence will be felt for generations to come.



# 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?



## ACTIVITY: TALK ABOUT IT (30 MINUTES)

### SCENARIO #1 MARY

Mary 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 was facing?**

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**What are some things you could tell Mary 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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### 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.



**LESSON PREPARATION FOR NEXT LESSON:**

Next lesson we will have a feast 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. Bring a friend so they have the same opportunity you did to create a good life for themselves.

**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, religious or spiritual group, work colleagues, or community.

# 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 it felt to share your story with a friend or family member. (ACTION)**

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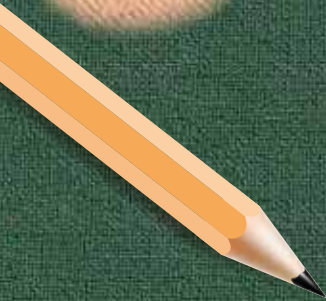
**Record how you plan to overcome social obstacles and help others do the same. (OUTCOME)**

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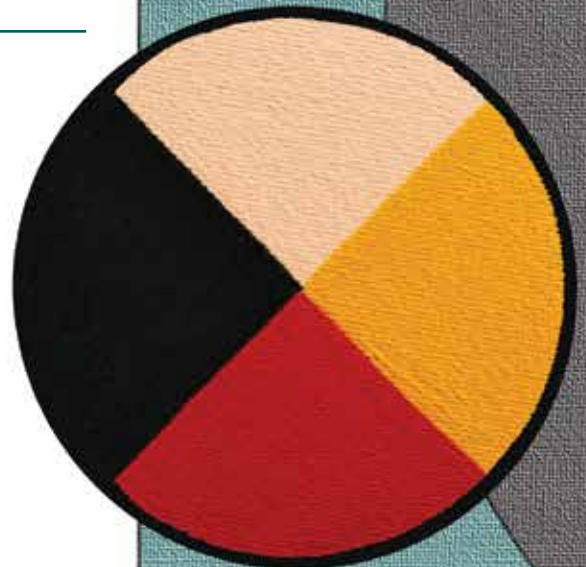
# 9 Balance in All Things; Celebrate Success

## Aanji-Bimaadizing: It's Time to Live the Good Life

The Seven Grandfathers gave us the seven gifts to help us have hope. Let us use these gifts to shape our future and leave diabetes behind. From the Eagle to the Buffalo, the Bear to the Sabe, the Beaver to the Wolf, and the Turtle, now is the time to embrace every aspect of their teachings and feel the love, respect, courage, honesty, wisdom, humility, and truth, that comes when we live The Good Life! There is still so much to look forward to and celebrate.

### Lesson Objectives:

- **Knowledge:** Identify and celebrate the accomplishments of the group and the notable changes of each member.
- **Action:** Practice proper portion sizes through participating in the community feast.
- **Outcome:** Invite participants to share testimonials on significant changes made over the course of the training period



## 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.

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

## 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:

*"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, LLD (Hon.), Smoke Signals First Nations Radio, Asayenes Kwe, Bear Clan, Batchawana Bay, Lake Superior



*"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



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





## **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 embodies all of the positive strengths. 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 strengths have you learned about throughout your participation in this program that will help you sustain important changes?

## 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?

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

# Congratulations Everyone!

 **WATCH** Video Lesson 9

### FACILITATOR AWARD CERTIFICATES

After handing out certificates, facilitate a closing song and prayer and invite everyone to enjoy their potluck meal!

**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)**

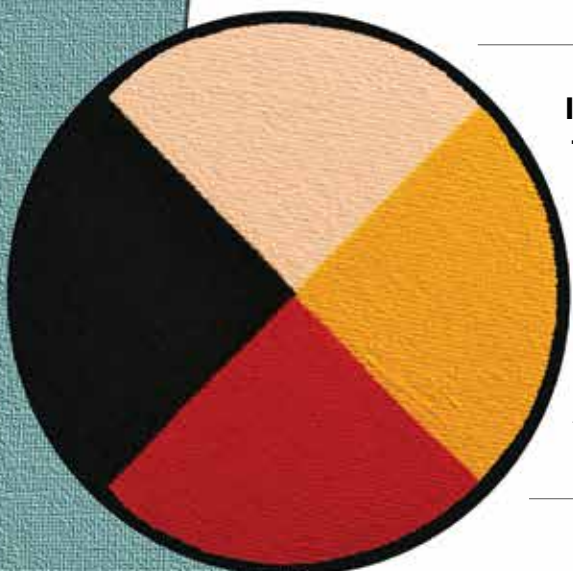
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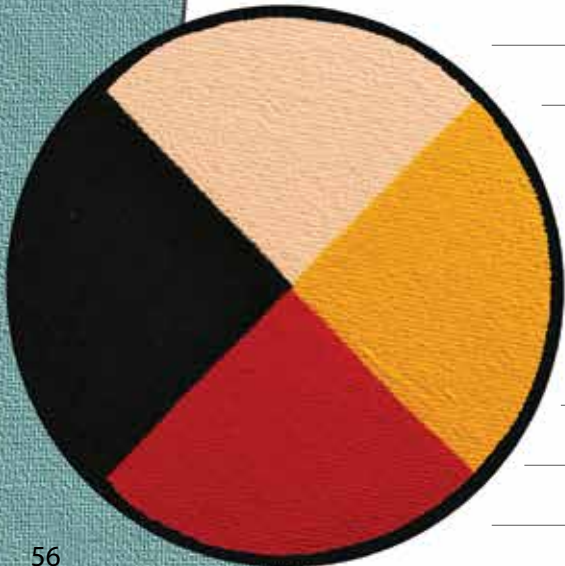
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# Notes







# Appendix

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## **PROGRAM OVERVIEW**

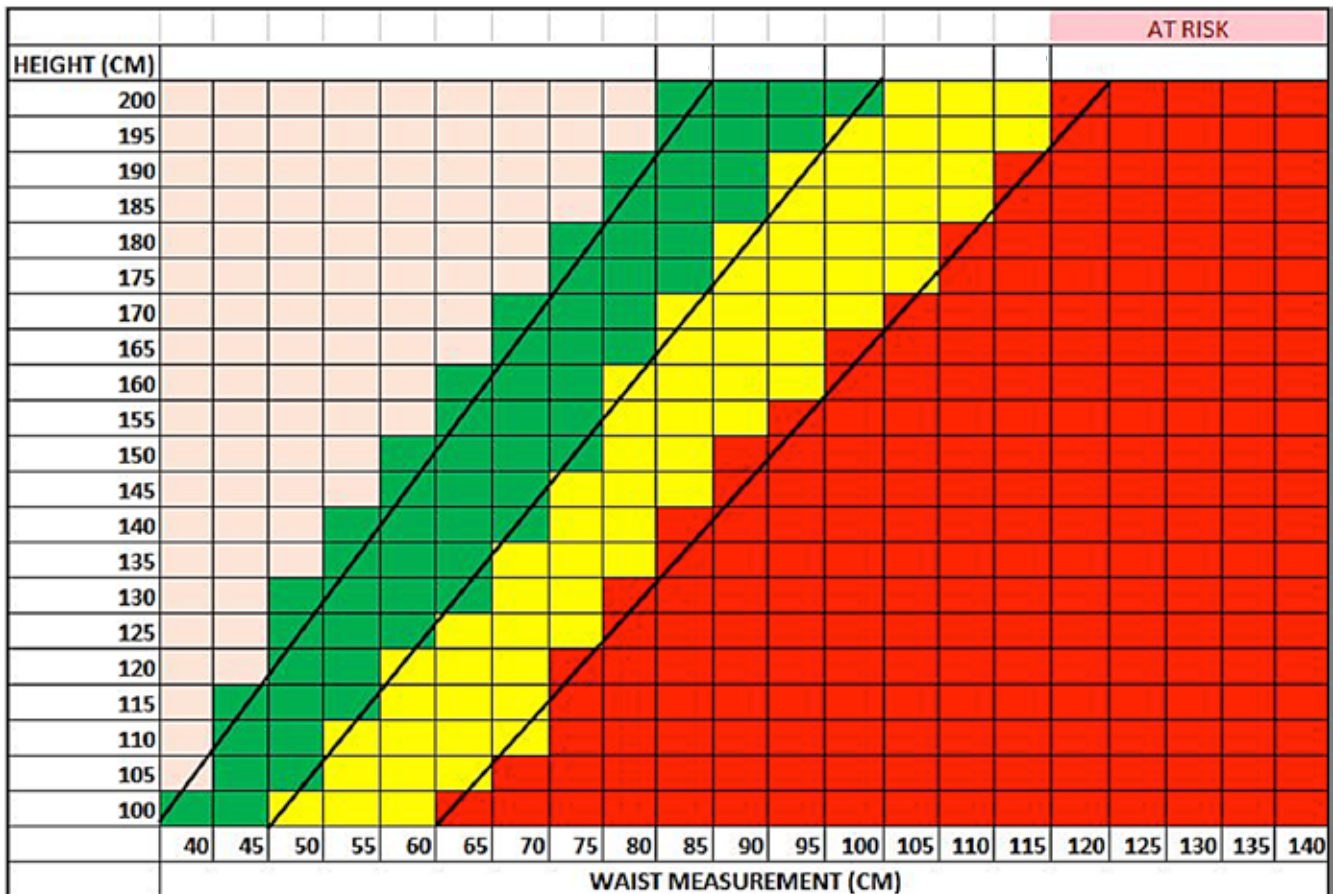
|  |    |
|--|----|
| Weekly Check-In                                    | 60 |
| Weekly Progress Report                             | 62 |
| Standardized Protocol for Health Indicator Measure | 64 |
| Lesson 1 - Vision Board                            | 70 |
| Lesson 2 - Turtle Island Puzzle                    | 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                       |
| Week 1         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 2         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 3         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 4         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 5         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 6         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 7         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 8         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 9         |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 10        |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 11        |                      |        |      |     |      |             |                       |                        |         |                          |
| Week 12        |                      |        |      |     |      |             |                       |                        |         |                          |

## WHY ARE BLOOD PRESSURE AND BLOOD GLUCOSE IMPORTANT?

### BLOOD PRESSURE:

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

### BLOOD GLUCOSE:

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

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

# Weekly Progress Report (WPR)

## FACILITATOR:

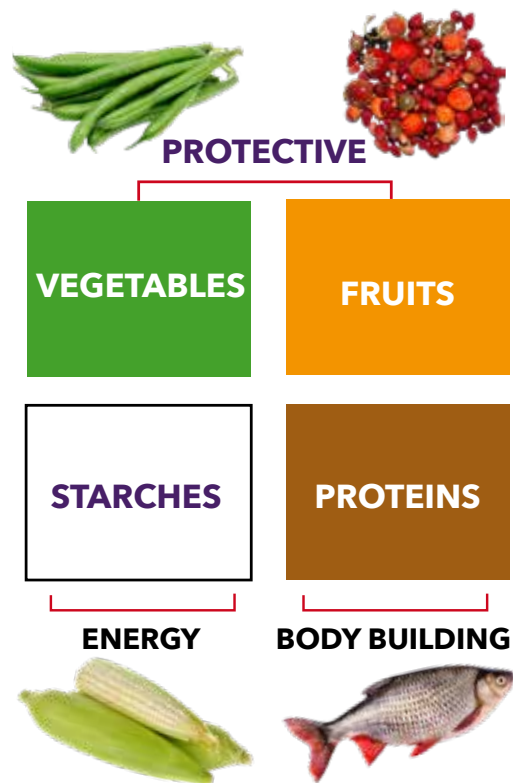
At the end of each week, we will monitor our progress and mark how well we kept our weekly commitment. (Explain how to record commitments and monitor them each week in the WPR evaluation.)

**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 costal 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-aide 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





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:<br>Type 1 (insulin-dependent) and Type 2 (non-insulin dependent) |     |    |            |
| An insulin reaction is caused by too much food   |     |    |            |
| Medication is more important than diet and exercise to control my diabetes                             |     |    |            |
| Diabetes often causes poor circulation   |     |    |            |
| Cuts and abrasions on diabetics heal more slowly   |     |    |            |
| Diabetics should take extra care when cutting their toenails   |     |    |            |
| A person with diabetes should cleanse a cut with iodine and alcohol                                    |     |    |            |
| The way I prepare my food is as important as the foods I eat   |     |    |            |
| Diabetes can damage my kidneys   |     |    |            |
| Diabetes can cause loss of feeling in my hands, fingers and feet                                       |     |    |            |
| Shaking and sweating are signs of high blood sugar   |     |    |            |
| Frequent urination and thirst are signs of low blood sugar   |     |    |            |
| Tight elastic hose or socks are not bad for diabetics  |     |    |            |
| A diabetic diet consists mostly of special foods   |     |    |            |

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

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

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

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

**Please answer the following questions:**

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

\_\_\_\_\_ days per week

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

\_\_\_\_\_ minutes per day

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

\_\_\_\_\_ days per week

**Please check yes or no:**

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

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

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

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

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

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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"/><br>Less than 1    | <input type="checkbox"/><br>1-3       | <input type="checkbox"/><br>4 or more   |
| How many servings of fruit did you eat each day?  | <input type="checkbox"/><br>5 or more      | <input type="checkbox"/><br>3 - 4     | <input type="checkbox"/><br>2 or less   |
| How many servings of vegetables did you eat each day?   | <input type="checkbox"/><br>5 or more      | <input type="checkbox"/><br>3 - 4     | <input type="checkbox"/><br>2 or less   |
| How many regular sodas or glasses of sweet tea did you drink each day?                                    | <input type="checkbox"/><br>Less than 1    | <input type="checkbox"/><br>1-2 times | <input type="checkbox"/><br>3 or more   |
| How many times a week did you eat beans (like pinto or black beans), chicken or fish?                     | <input type="checkbox"/><br>3 or more      | <input type="checkbox"/><br>1 - 2     | <input type="checkbox"/><br>Less than 1 |
| How many times a week did you eat regular snack ships or crackers (not low-fat)?                          | <input type="checkbox"/><br>1 time or less | <input type="checkbox"/><br>2 - 3     | <input type="checkbox"/><br>4 or more   |
| How many times a week did you eat desserts and other sweets (not the low-fat kind)?                       | <input type="checkbox"/><br>1 time or less | <input type="checkbox"/><br>2 - 3     | <input type="checkbox"/><br>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"/><br>Very little    | <input type="checkbox"/><br>Some      | <input type="checkbox"/><br>A lot       |

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

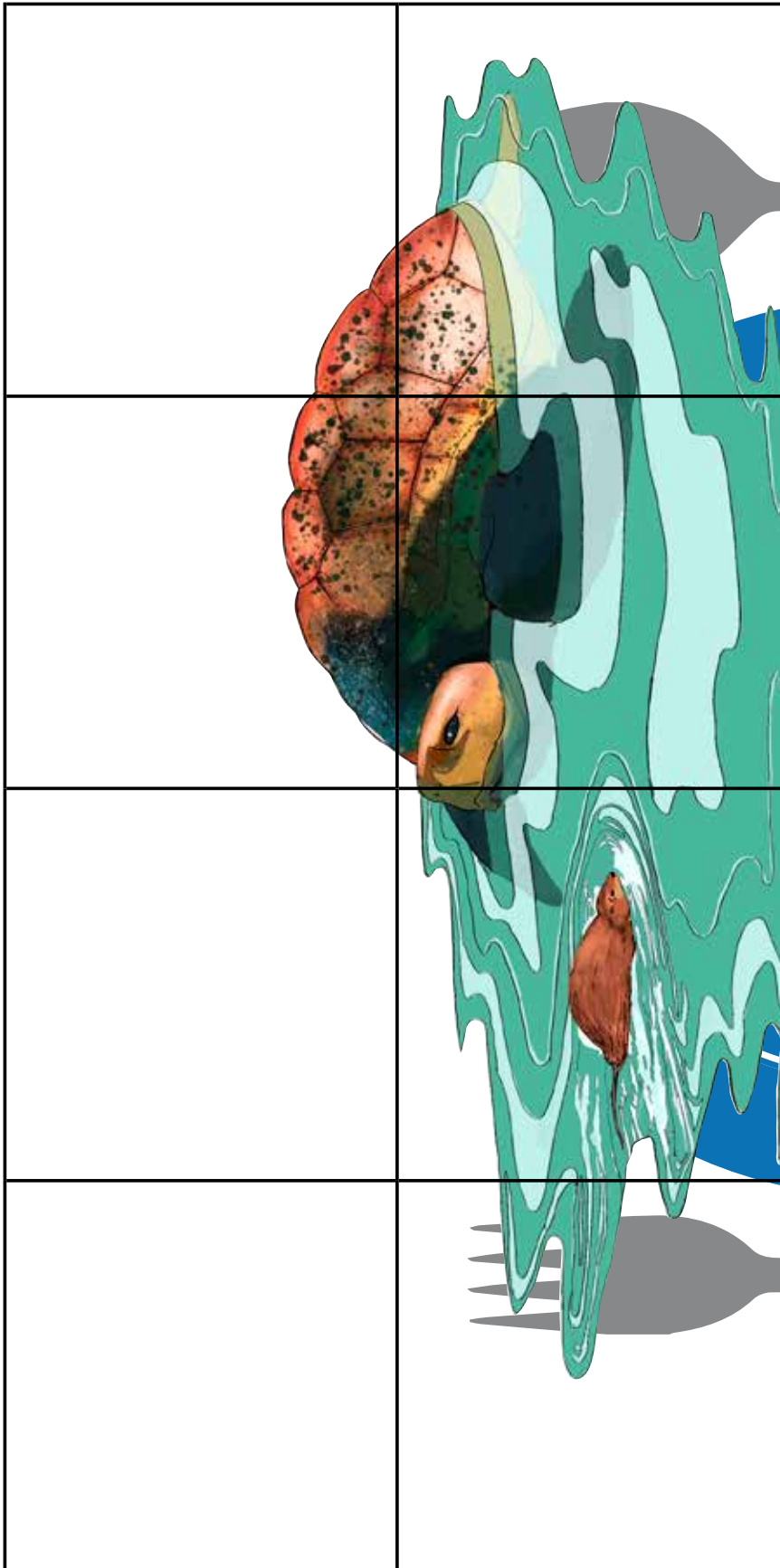
Thank you for your participation!





Lesson #1  
Vision Board: Draw it out!

## Lesson #2 Turtle Island Puzzle



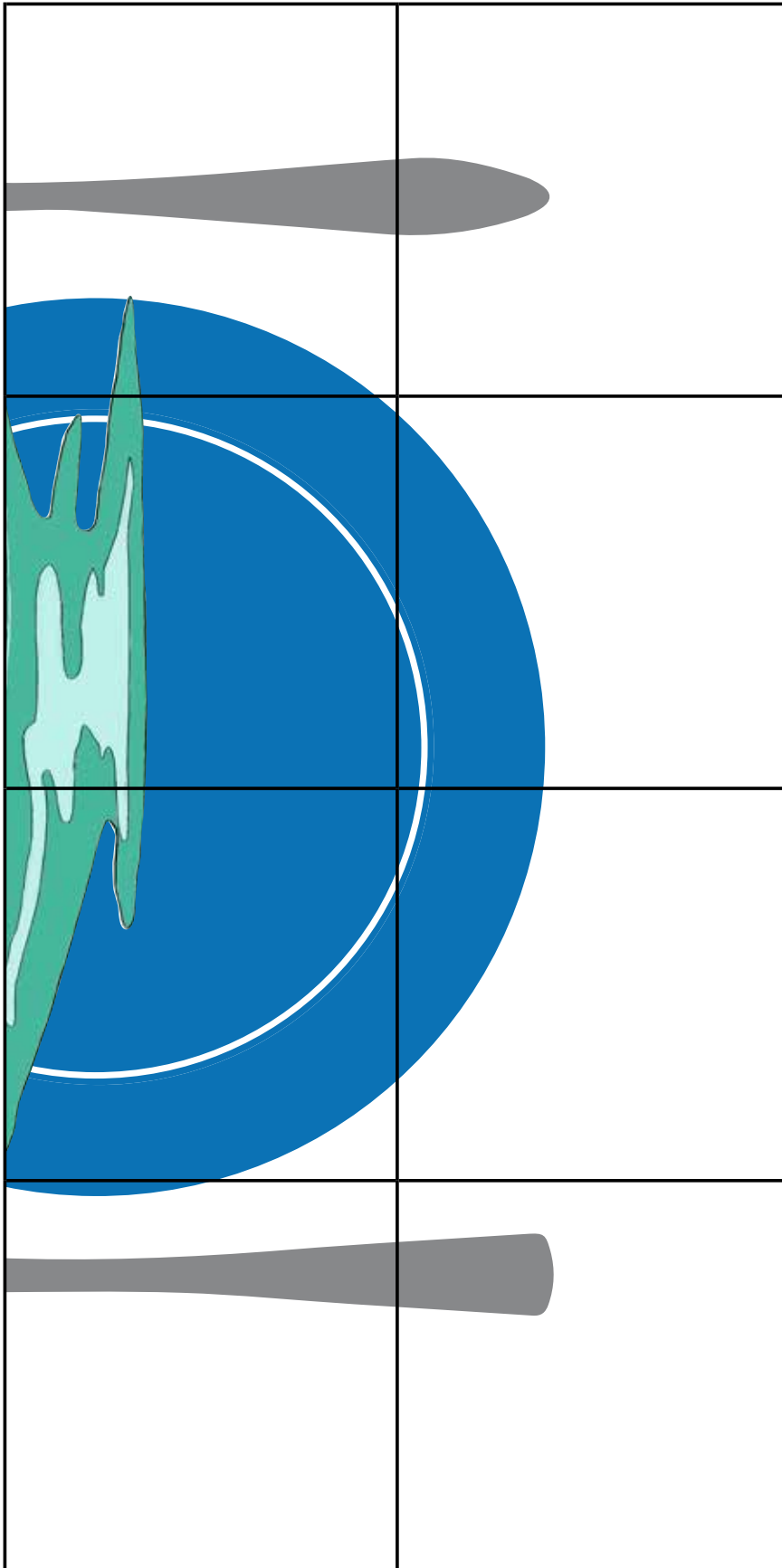
### **INSTRUCTIONS:**

MAKE ONLY 1 PUZZLE FOR THE CLASS – NOT one per class member. Photocopy/print/cut out the pieces of the turtle 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 turtle on page 10 as a guide.

## Lesson #2 Turtle Island Puzzle (back)

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

# Lesson #2 Turtle Island Puzzle





## Lesson #2 Turtle Island Puzzle (back)

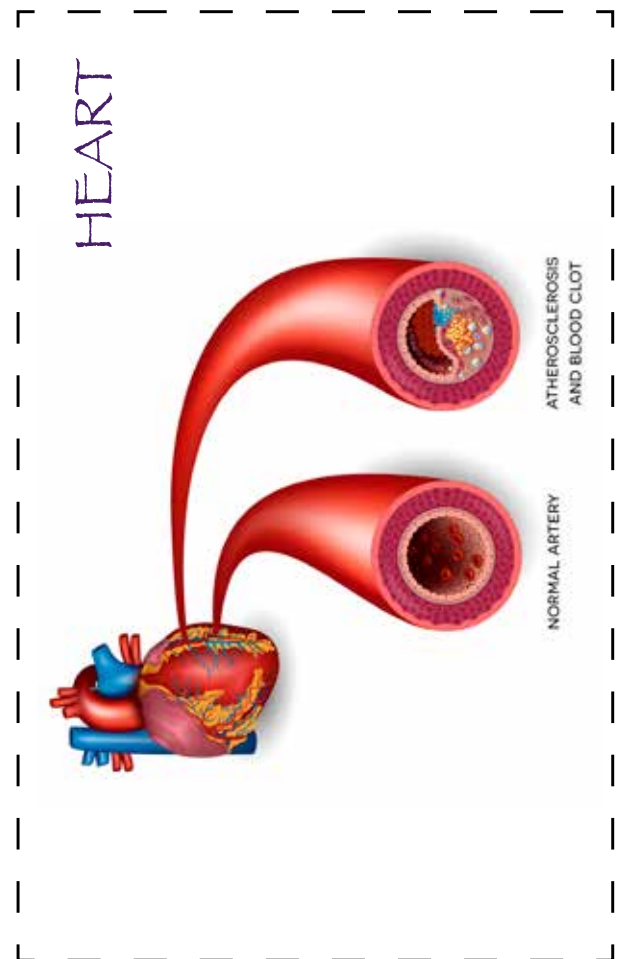
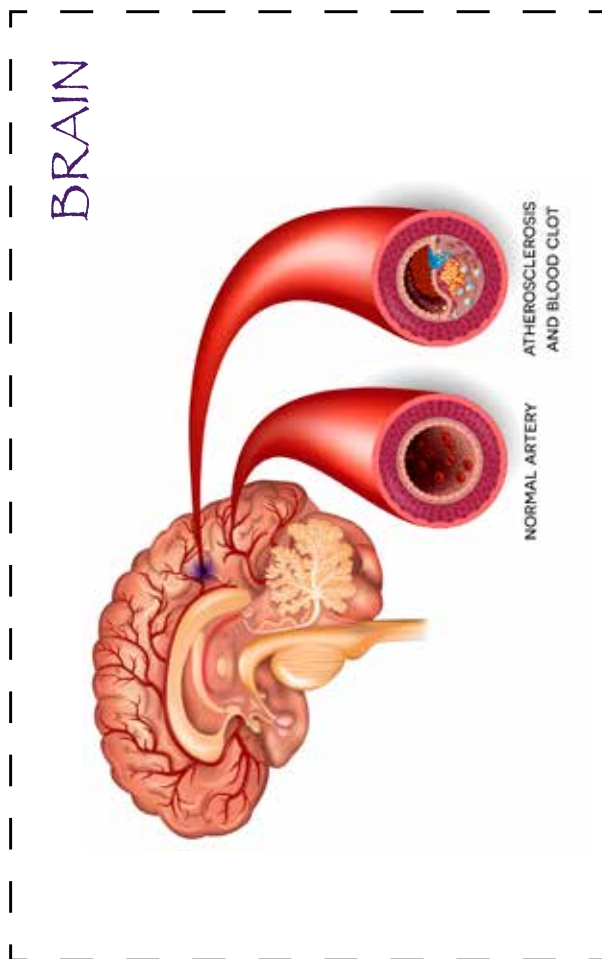
|  |  |  |   |  |
|--|--|--|---|--|
| <p><b>DON'T BE AFRAID<br/>TO MAKE CHANGES<br/>IN YOUR LIFESTYLE.</b></p> | <p><b>DISCOVER WHAT<br/>MAKES YOU HAPPY<br/>OTHER THAN FOOD.</b></p> | <p><b>FOCUS ON TODAY<br/>AND THE THINGS<br/>YOU WANT TO<br/>ACCOMPLISH.</b></p>        | <p><b>SET UP YOUR<br/>ENVIRONMENT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

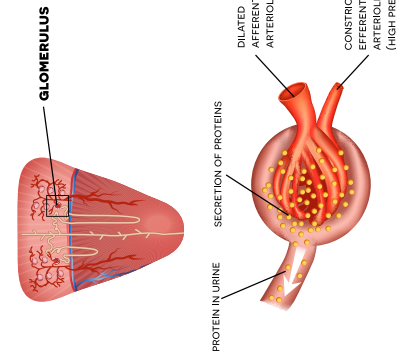
### **CARDIOVASCULAR AND CIRCULATORY DISEASE**

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.

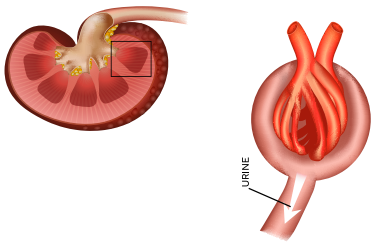
## KIDNEYS

### NEPHRONS



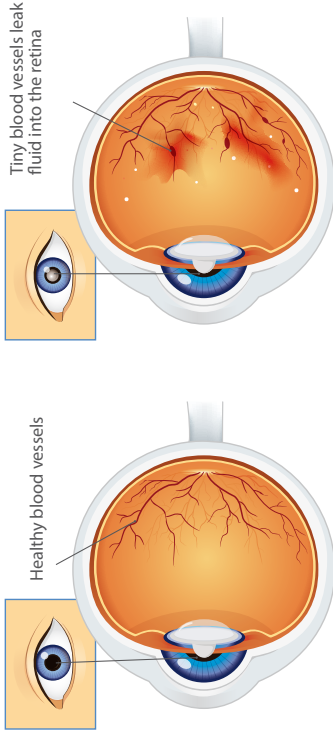
**UNHEALTHY GLOMERULUS**  
PROTEIN MOLECULES SPILL  
IN TO THE URINE BECAUSE OF

### KIDNEY



**NORMAL GLOMERULUS**  
CAPILLARY KEEPS PROTEIN  
MOLECULES IN THE BLOOD

## EYES

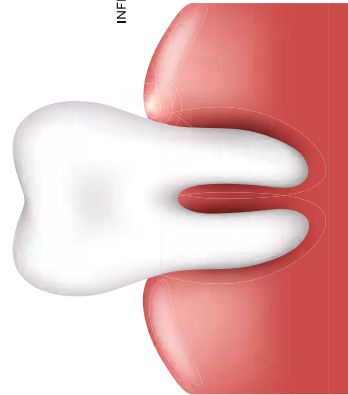


**Normal Eye**

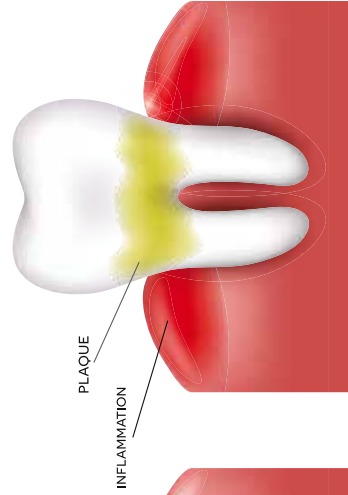
**Eye with Retinopathy**

## TEETH

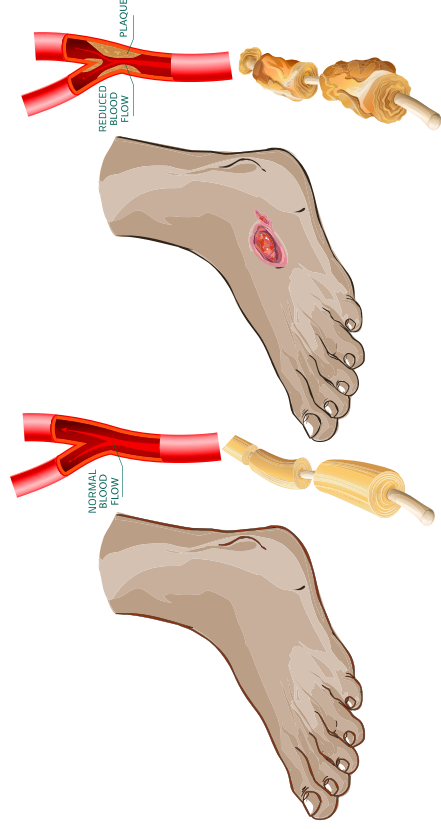
### HEALTHY TOOTH



### TOOTH WITH DENTAL BIOFILM (PLAQUE)



## FEET



**NORMAL BLOOD FLOW**

**REDUCED BLOOD FLOW**

**PLAQUE**

## EYE DISEASE

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

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

## KIDNEY DISEASE

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

**SOLUTION:** Control glucose levels and decrease salt intake.

## NEUROPATHY

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

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

## PERIODONTAL DISEASE

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

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



# Certificate of Achievement



This acknowledges that

Has successfully completed the course **Transforming Your Life**

Facilitator Signature

Completed on this date





Artwork by Jeffrey "Red" George, Ojibway from Kettle and Stony Point First Nation along Lake Huron, Otter Clan  
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