

Do-It-Yourself:

Diabetes Prevention Activities – A Manual for Everyone

First Nations Health Programs

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Introduction

The development of this manual is part of an effort to delay and hopefully prevent Type 2 Diabetes in Yukon. Even though our rates of diabetes are currently less than the national average, they are expected to continue to increase.

In many rural aboriginal communities, health workers without formal training in health are being called upon to provide information about diabetes to the community members they serve. In Yukon, the amount of diabetes knowledge varies and there is great demand for information on healthy lifestyles to prevent diabetes. Unfortunately, frequent turnover of health worker staff, lack of local health professionals and everyone's limited time are challenges to meeting training and education needs in this vast territory.

Skookum Jim Friendship Centre in Whitehorse worked with health-care professionals to offer a diabetes training workshop to a small group of participants as part of their Urban Aboriginal Diabetes Prevention Program. This initiative, funded by Health Canada's Aboriginal Diabetes Initiative, was the first step in developing this resource.

The intent of the workshop was to provide reliable diabetes knowledge to front-line health workers. Since experts in adult education believe that learning comes from experiencing, reflecting, thinking and doing, it was decided that this book should be as interactive as possible with a lot of visual and hands-on activities. Various health topics were translated into displays and activities where the learner was transformed into teacher with greater confidence to fulfill their role in promoting and preserving health.

This manual is the collection of many diabetes prevention activities ready to be used in Yukon communities.

A Manual For Everyone

This manual is made up of 20 different activities. Each activity is designed to focus on a specific aspect of diabetes prevention. An activity can be used alone, several can be used in combination or all of them can be used together to create a unique learning experience. For each activity, there is a SHOW IT section with the instructions for how to create a display or activity and a TELL IT section with detailed instructions on how to present the information to your audience and read the KEY MESSAGES.

This manual can be used in a variety of settings. Some examples include:

- Community gatherings
- 'Lunch & Learns'
- School projects
- Staff meetings
- Health fairs
- Presentations

Read these stories to see how this manual can be used in many ways by different people.

Community Health Worker Story

Jeanine is a young community health worker. She sees that there is a strong interest in diabetes prevention in her community and decides to schedule a diabetes prevention workshop using this guide. She is able to set up the activities and allow her community members to learn by exploring the displays.

School Teacher Story

Thomas teaches grade ten biology at a local high school. He wants to include a fun and hands-on project for his students. He decides that he is going to get the class to prepare a health fair about diabetes prevention. He uses the resource and assigns an activity to each student. The students learn by preparing their own display and by taking turns teaching their classmates about their topic.

Nursing Station Nurse Story

Samantha is an experienced nurse practitioner at a community nursing station. Someone from the local First Nation asks her to give a diabetes prevention talk to the community. This guide assisted her to give a practical, hands-on information session that covered: What is Diabetes, Types of Diabetes, Complications of Diabetes and much more.

Workplace Wellness Story

Flo works at the front desk at her First Nations office. She is concerned about the health of her co-workers. During Diabetes Month last November, she took a few minutes at the start of each Monday staff meeting to do one activity. In this way, she taught her colleagues about: Warning Signs, Risk Factors, and Getting Tested for Diabetes.

Tips For Success

When you start using this manual, here are a few ideas to make your event a success.

- Take photos of displays for participants to take home.
- Have participants read through the entire activity before they start. This helps to have a clear picture of where they are going.
- Working in pairs or small groups may work better for understanding and comfort.
- Allow enough time to prepare each activity before presenting.
- Offer nutrition and activity breaks at regular times — (i.e. every hour).
- Provide a nutritious meal/snack from a healthy/local cookbook. Have the cookbook on display.
- Invite special guests who are knowledgeable in specific areas to help provide information and share their experiences (e.g. Elder, community nurse, recreation worker, and home care worker).
- Give participants a chance to search for resources on the internet and practice ordering resources on-line. Make it fun; for example, create a 'website treasure hunt' with a prize for finding all the websites on a list.
- Schedule and promote your event well in advance. Take into consideration other events being held in the community.
- Consider your audience. Decide what time of day will be best and which activities would suit them.
- Some of the activities ask people to read and write. It is important to be sensitive to the fact that not everyone has these skills.
- When you notice people are not taking part, allow them to observe and be comfortable.
- Use materials that you have on hand. You can substitute materials for those that are suggested. For instance, use a wall or a table top as your 'display board'.
- Download a blank template to create your own handouts and posters at www.yukondiabetes.ca

Traditional Medicine

- In general, traditional medicines are very powerful and can contribute to the wellness and healing of those that use them.
- The use and knowledge of traditional medicines needs to be well respected.
- Different Aboriginal groups have different beliefs and practices regarding medicines and medicine people.
- It is always a good idea to consult a knowledgeable medicine person when talking about traditional medicines.
- There is more to traditional medicine than just eating or drinking it, with procedures for gathering, preparing, and storing medicines so that they work properly. For example, leaves, bark, fruit, and roots of the same plant might all have different effects.
- Display any samples of medicines with labels of what they are called and how they are used.
- Just because something is natural, does not mean that it is safe for everyone so take care when using traditional medicine just as you would for western medicine.
- As long as there is respect for traditional medicines, sharing of knowledge will help strengthen culture and traditions.

What is Diabetes?

1

1. Fill one jar 1/2 full with ketchup. Label the jar **'High Blood Sugar'**. Fill the other jar 1/2 full with tomato juice. Label this jar **'Normal Blood Sugar'**.
2. Label a piece of poster paper with **'All These Foods Contain Natural Sugar'**. Attach the pictures of food onto the poster — milk, yogurt, fruit, corn, potatoes, grains, legumes (beans, split peas, lentils). Write **'The Body Uses This Sugar to Burn for Energy'** at the bottom of the poster. Display this poster.
3. Draw a picture of a key on a piece of construction paper and write the word **'Insulin'** on it. Put the picture up.

SHOW IT!

what you will need:

- Poster paper
- Construction paper
- Colour markers
- Two large jars with lids
- Ketchup and tomato juice
- Blank labels
- Old magazine pictures or photos (see Show It)
- Tape/scissors/glue
- Display board

- Pointing at the picture of food, say:

"Grains, milk, yogurt, fruits, some vegetables, beans and lentils all contain natural sugar.

When we eat these foods, they break down into sugars that move into the blood.

Sugar is fuel for the body. Like gas in a gas tank."

- Show the insulin key and say:

"Insulin is a hormone that helps move sugar from the blood stream into the cells where it is burnt for energy.

Insulin is like a key that helps open a door on the cells and allows sugar to float inside the cell where it can be used for energy.

When there are not enough insulin keys or they are not working properly, the sugar builds up in the blood stream and causes all kinds of damage."

- Show the jar of **'Normal Blood Sugar'** and say:

"This represents normal blood sugar where blood can flow easily through your body."

- Show the jar of **'High Blood Sugar'** and say:

"This represents high blood sugar. When insulin is not working or there isn't enough insulin the sugar backs up in your blood. This makes it difficult for blood to flow through your body and causes all kinds of health problems. This is diabetes."

TELL IT!

KEY MESSAGE: Diabetes is a lifelong condition where the body does not have enough insulin or does not use insulin properly which results in high blood sugar. High blood sugar in diabetes can lead to other serious health problems.

Types of Diabetes

1. Write **'Type 1 Diabetes'** on a coloured piece of paper. Write **'Type 2 Diabetes'** on another piece of paper. Display these signs.
2. On a third piece of paper, find or draw the following pictures and display them under the right sign:
'Type 1 Diabetes': A kid, thermometer, band-aid, red cross (or something else meaning very sick), syringe.
'Type 2 Diabetes': Someone over 40 years old, healthy foods, someone being physically active, pills, syringe.
3. Draw 10 stick people. Circle one stick person and label it: **'Type 1 Diabetes'**, circle the rest of the stick people and label them: **'Type 2 Diabetes'**. Display the drawing.

SHOW IT!

what you will need:

- Construction paper
- Colour markers
- Old magazines or pictures (see Show It)
- Tape & scissors
- Display board

- Point to the posters, and say:

"There are two main types of diabetes.

They are called Type 1 and Type 2 Diabetes.

There are key differences between the two types.

Type 1 Diabetes is usually found in kids. They get very sick and need to take insulin injections to live.

Type 2 Diabetes is usually found in people over 40 years old. They may or may not have any warning signs.

Type 2 diabetes uses diet, activity, pills, and sometimes insulin to control blood sugar levels."

- Point to the stick people and say:

"Out of ten people living with diabetes, nine people have Type 2 and one person has Type 1"

TELL IT!

KEY MESSAGE: There are two main types of diabetes. The most common is Type 2 Diabetes where lifestyle and medication help control blood sugar levels.

The Warning Signs of Diabetes

1. Draw a winding road on a piece of poster paper.
2. Draw and cut out the shape of a car. Write the word **'You'** on the car. (Hint: If you have a toy car and track you can use these instead.)
3. Cut out pieces of paper in different shapes and sizes to make road signs and place them along the road.
4. On each road sign write one of the warning signs of diabetes. These signs include:
 - *Being very thirsty*
 - *Gaining or losing weight*
 - *Infections that do not heal*
 - *Cuts and bruises that heal slowly*
 - *Tingling and numbness in the hands and feet*
 - *Having to go pee often*
 - *Feeling very tired*
 - *Erection problems*
 - *Blurred vision*
5. At the end of the road make a building with a red cross on it to represent your nursing station or medical lab where you can get tested for diabetes. Write the words **'Get Tested for Diabetes'** on the building.
6. Make a big yellow sun and write on it **'No warning signs?'** Attach the sun anywhere on the poster.

SHOW IT!

what you will need:

- Poster paper
- Coloured construction paper
- Colour markers
- Scissors
- Tape/glue
- Display board

- Point to the car and track, say:
"Pretend this car is you and the road is your life."
- Drive the car down the road, say:
"During your life, if you come across some of these warning signs, then you may have diabetes."
- Read out the words on the road signs and keep driving the car down the road.
- When you get to the end of the road, say:
"If you have any of these warning signs you should get tested at your nursing station or medical lab."
- Point to the sun, say:
"One out of three people living with diabetes doesn't know they have it because they don't have any of these warning signs."

TELL IT!

KEY MESSAGE: If you have warning signs for diabetes you need to be tested. You may need to be tested for diabetes even if you don't have warning signs.

At Your Own Risk

SHOW IT!

1. On the top of a piece of poster paper, write: *'Higher Risk For Diabetes'*. Below the title write the following risks. Display the poster.
2. Also, write the following risks on labels and stick them to the front of playing cards (right over the numbers):

RISKS:

- Over 40 years old
- African ancestry
- South Asian ancestry
- Mother has diabetes
- Brother has diabetes
- Overweight
- Heart attack in the past
- Kidney failure in the past
- High blood pressure
- Diabetes while pregnant (gestational)
- Warning signs (very thirsty, peeing a lot, blurred vision, slow healing)
- Aboriginal ancestry
- Asian ancestry
- Hispanic ancestry
- Father has diabetes
- Sister has diabetes
- Large waist
- Stroke in the past
- Had a big baby over 9lbs/4kg
- High blood fats (cholesterol)

3. Shuffle the cards with the rest of the deck.

what you will need:

- Deck of cards
- Blank labels
- Poster paper
- Colour markers
- Tape
- Display board

TELL IT!

- Say:

"Many people have diabetes but they do not even know it. We are going to play a game to help us learn what puts us at higher risk for diabetes. You will use the cards I give you as your pretend risks for diabetes. Cards with words on them are risk factors for diabetes and blank cards mean no risk."
- Deal 4 cards to each audience member, say:

"Looking at your cards, does anyone have risk factors for diabetes? Everyone with risk factors on their cards needs to be tested for diabetes. Those with plain playing cards don't have risk factors but they should check their risk again in one year."
- Ask the audience:

"Read out your risk factors for diabetes."
- Point out all of the risk factors saying:

"These are the risk factors for diabetes."

KEY MESSAGE: You could have diabetes and not know it so it is important to know your risk factors. If you have risk factors for diabetes, you should get tested, if you don't have risk factors, check again in one year.

Get Tested for Diabetes

Please refer to **Warning Signs (#3)** and **At Your Own Risk (#4)** activities for more details.

SHOW IT!

- On construction paper draw a picture of a finger with a drop of blood coming out of the tip. Draw a large **X** through the picture and write: **'A Home Monitor is not a Test for Diabetes'** at the bottom. Put this sign up on display.
- On the poster board write and display:
 - **Who should be tested?**
 - **40 years or older and/or**
 - **Risk Factors and/or**
 - **Warning Signs**
- Write the descriptions for each hat on a recipe card and tape the cards to the front of each of the hats.

Hat #1:

- 40 years old
- Aboriginal decent
- Blurred vision
- Tingling feet

Hat #2:

- 35 years old
- Mother with diabetes
- Overweight
- High blood pressure
- Had a 10 pound baby

Hat #3:

- 50 years old
- No risk factors
- No warning signs

what you will need:

- Poster board
- Construction paper
- Colour markers
- Recipe cards (3)
- 3 hats (any type of hat is fine)
- Tape
- Display board

TELL IT!

- Point to your posters and say:

"If you are over 40 years old, have any risk factors and/or warning signs for diabetes you need to be tested."

A finger poke with a home monitor is not how to test for diabetes. The correct test is done in a lab by a health professional that draws your blood and has it tested."

- Have 3 volunteers each put on a hat (you may volunteer as well).
- Point to each hat and say:

"This person is 40 years old, of Aboriginal decent, has blurred vision and tingling in their feet. Does this person need to be tested for diabetes?"

This person is 35 years old, her mother has diabetes, she is overweight, has high blood pressure, and had a baby that weighted 10 pounds.

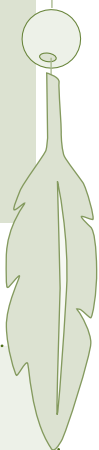
Does this person need to be tested for diabetes?"

This person is 50 years old, has no risk factors, and no warning signs of diabetes. Does this person need to be tested for diabetes?"

- The answer for each question is "yes".

KEY MESSAGE: People over 40 years old, with risk factors and/or warning signs for diabetes should be tested. If the test is negative they should check again in one year.

Daily Living – Then & Now



1. Write these words on a piece of construction paper or poster board, and display them on the wall:

Then	Now
------	-----

2. Gather or draw pictures of the following and place them under the 'Then' or 'Now' signs:

Then	Now
------	-----

- | | |
|--|--|
| <ul style="list-style-type: none"> • Wild game • Fish • Berries • Wild greens • Campfire • Gathering food or medicine • Vegetable gardens • Hunting wild game • Fishing • Someone walking • Glass of water • Dog-sled team • Sewing • Cup of tea • Drumming/dancing • Stick gambling | <ul style="list-style-type: none"> • Canned meat • Fried chicken • Juice • Sugary sweets • Thermostat • Department store • Grocery store • Car/truck • 4-wheeler • Ski-doo • Pop • TV • Computer • Video games |
|--|--|

what you will need:

- Construction paper
- Colour markers
- Old magazines, photos (see Show It)
- Scissors
- Tape/glue
- Display board
- Poster board

SHOW IT!

TELL IT!

• Say:

“Hundreds of years ago, First Nations people were much more active than today.

The way of life was to gather healthy foods from the land.

Today, less activity and too much food are two of the reasons that Type 2 Diabetes is increasing in First Nations communities.”

• Pointing to the 'Then' and 'Now' display, say:

“We used to eat wild game and fish, and now many people are eating canned meat and fried chicken.

We used to eat berries for a sweet treat, now we have lots of juice and sugary sweets.

We used to pack wood and start a fire to keep warm, now we turn up our thermostats.

We used to tan hides and sew all our clothes by hand, now we buy them at the department store.

We used to walk everywhere or use a dog-sled team, now we use a 4-wheeler, ski-doo, or car.

We used to go out on the land and hunt, fish, gather, even plant gardens for food.

Now we drive to the grocery store, look for the closest spot to park, and push our carts around to pick up food.

We used to drink traditional teas and now we see many people drinking lots of pop.

We used to be active in our spare time with drumming, dancing and even stick gambling. Now we sit and watch TV, use the computer or play video games.”

KEY MESSAGE: The way of life in the past was very active and the food choices were healthy. The new way of life means using our bodies less and eating more. This imbalance leads to higher rates of Type 2 Diabetes.

1. Cut the foam tubing into finger-length pieces.
2. Put just enough play-dough in one piece, of tubing (so that the inside of the tubing is partially blocked). Label this tube **'Partially Blocked Artery'**.
3. Put more play-dough into the second piece of tubing (so that it is completely blocking the tubing). Label this tube **'Heart Attack'**.
4. Do not add play-dough to the third piece of tubing. Label this tube: **'Healthy Artery'**.
5. Smear a small amount of margarine on the lenses of the protective eyeglasses.
6. Put one cotton ball in each of the fingers of the work gloves.
7. Write a title **'Serious Health Problems of Diabetes'** on a piece of construction paper and post it up.
8. Write each of the following health problems on individual pieces of construction paper and post them under the **'Serious Health Problems of Diabetes'** sign:

- **Heart attack**
- **Stroke**
- **Kidney failure**
- **Blindness**
- **Nerve damage**
- **Erection problems**
- **Amputations**
- **Depression**

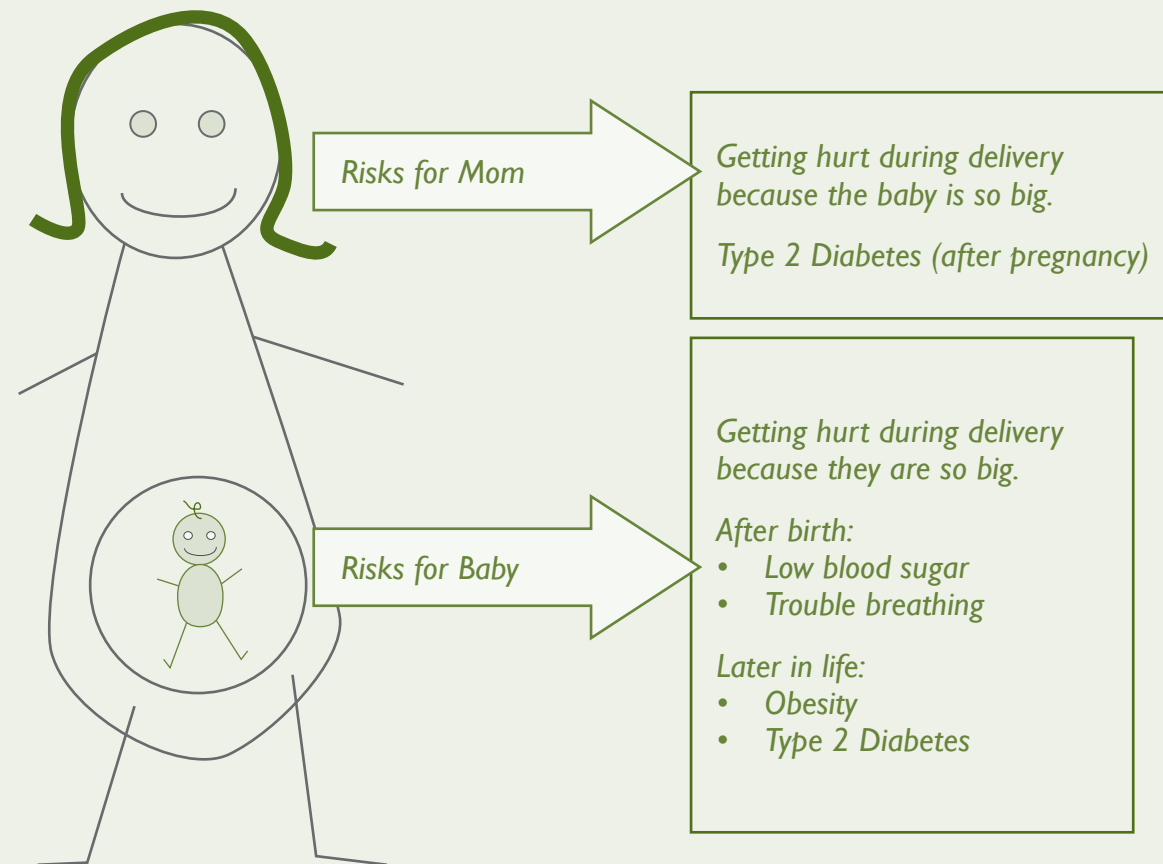
what you will need:

- Play-dough
- Foam tubing (for pipes)
- Spaghetti dried pasta
- Protective eyeglasses
- Margarine
- Work gloves
- Cotton balls
- Tape & scissors
- Construction paper
- Colour markers
- Blank labels
- Display board

- Point to the poster with the title **Serious Health Problems of Diabetes** and say:
- **"8 out of 10 people living with diabetes will die from a heart attack or stroke. Over time, high blood sugar can cause other health problems such as: kidney failure, blindness, nerve damage and erection problems. These are called complications of diabetes."**
- Show the audience the three pieces of tubing and say:
"High blood sugar can lead to blocked arteries."
- Hold the completely blocked artery to your heart, say:
"If this happens in the heart, it is a heart attack."
- Hold the completely blocked artery to your head, say:
"If this happens in your brain, it is a stroke."
- Hold the spaghetti up to your eyes, lower back (kidneys) and your feet, say:
"This noodle represents the tiny capillaries that are in your eyes, kidneys, and feet. When these capillaries are blocked they can snap and leak leading to blindness, kidney failure, and amputations."
- Snap the spaghetti.
- Allow participants to try on the glasses and say:
"These glasses represent blindness, one of the health problems related to high blood sugar. Diabetes is the leading cause of adult blindness."
- Let them try on the work glove and feel the cotton ball, say:
"This represents nerve damage in diabetes that can lead to foot injuries and amputations. With nerve damage, it is difficult to feel things that can lead to injuries. Diabetes is the leading cause of amputations."

KEY MESSAGE: Diabetes is a serious disease where high blood sugars should not be ignored. Early diagnosis and good diabetes care can prevent or delay the serious health problem of diabetes.

1. Draw and display this diagram listing the risks of gestational (jes-tay-shun-ul) diabetes — which means diabetes in pregnancy — to the mom and the baby.



what you will need:

- Poster and construction paper
- Colour markers
- Display board
- Tape

- Say:

“Gestational diabetes is another type of diabetes that happens when you are pregnant. Pregnancy hormones can sometimes make blood sugar rise. Once the baby is born blood sugar levels go back to normal. Every woman is tested for diabetes during pregnancy. First Nations women have gestational diabetes more than non-First Nations women.”

- Pointing at your display, say:

“There are risks for the mom and the baby, which is why mothers with gestational diabetes need to watch their blood sugar levels very closely.

The main risks to the mom include getting hurt while giving birth because the baby is so big plus mom can develop Type 2 Diabetes later in life.

The main risks to the baby are getting hurt at birth because they are very big, plus they can have trouble breathing and low blood sugar levels after they are born.

The baby is also at risk for being obese or very over weight and developing Type 2 Diabetes later in life.”

KEY MESSAGE: Gestational diabetes is a risk factor for getting Type 2 Diabetes later in life for the mom and the child. This cycle of mother and offspring getting diabetes is part of the reason why diabetes is on the rise in First Nations communities.

Eating Well

For this activity you will need 5 copies of *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*. It is available on the Health Canada website.

SHOW IT!

1. Cut out all the food pictures from inside 3 food guides.
2. From these food pictures, choose:
 - 8 pictures from the *Vegetables and Fruit group* (green background)
 - 7 pictures from the *Grain Products group* (yellow background)
 - 2 pictures from the *Milk and Alternatives group* (blue background)
 - 2 pictures from the *Meat and Alternatives group* (red background)

(Hint: you can choose the same picture more than once. For example, you can choose 2 slices of bread or 2 cups of milk)
3. Spread out the pictures (side up) on a table.
4. Label the paper plates as: **Breakfast, Lunch,** and **Supper.**
5. Display both sides of *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis* (2 copies) on a display board.

what you will need:

- *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis* (5)
- 3 plain paper plates
- Scissors (2)
- Tape
- Marker
- Display board

TELL IT!

- Point to the display copies of *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*, say:

*"This is Canada's Food Guide.
Choosing the amount and type of food recommended in Canada's Food Guide will help lower your risk of Type 2 Diabetes."*
- Ask for a volunteer. Ask the volunteer to:

*"Look on the display copies of the food guide and find the column with the recommended number of food guide servings per day for an adult female.
Read out these numbers."*
- Point to the pictures on the table and say:

*"This is the amount of food that an adult female needs to eat in one day.
The pictures that have been cut out on the table are equal to this number."*
- Ask the volunteer to:

*"Use all of the pictures on the table to create 3 balanced meals – breakfast, lunch, and supper.
There should be at least one food from 3 to 4 food groups for each meal."*

(Hint: Each plate should have 3 to 4 background colours on it.)
- Pass the 3 plates around to the audience.

KEY MESSAGE: Following Canada's Food Guide can help to lower the risk of Type 2 Diabetes by eating balanced, keeping a healthy weight, and eating healthy for your heart.

Portion Prompters

1. Find the following household items and use them as props to represent the portion sizes of various foods.

- Tennis ball = 1 medium fruit
- Light bulb = 1 cup green salad
- Quarter = 1 tsp oil
- Die = 1 tsp margarine
- Computer mouse = 1 medium baked potato
- 9 Volt battery = 1 ½ ounce of cheese
- Golf ball = 2 tbsp peanut butter
- Deck of cards = 1 serving of meat
- Tuna can (6 oz) = 1 piece of bannock or bagel

2. Write the food items and the serving size on pieces of coloured paper.
3. Display the props on the pieces of paper.

what you will need:

- Coloured paper
- Markers
- One of each:
- Tennis ball, light bulb, quarter, die, computer mouse, 9 volt battery, golf ball, deck of cards, can of tuna
- Scissors

- Say:

“The amount of food we put on our plates and are served at restaurants has increased. Dinner plates have also gotten larger.

Since we don’t often weigh and measure our food in grams and cups, we can use some household items to help us see healthy portion sizes.”

- Hold up each food prop while reading the food and the amount that it represents.

- Say:

“If we keep these items in mind, they will help us to choose healthy portion sizes.”

- Point to these foods as you give examples of how much to eat, saying:

“Adults need about 4 tennis balls and 4 light bulbs of vegetables and fruit per day (This equals 8 servings of vegetables and fruit).

We should limit the amount of oil, butter and mayonnaise we use to 3 quarters and 3 dice per day (This equals 6 teaspoons or 2 tablespoons of added fat).

Two decks of cards is enough meat for the whole day (This equals 2 servings of ½ cup each).”

KEY MESSAGE: Watching the size of your food portions can help you to have a healthy weight and prevent health problems like diabetes and heart disease.

Fat Forms

1. Fill a cup ½ full with oil and label it ‘Liquid Fats’.
2. Fill the other cup ½ full with butter and label it ‘Solid Fats’.
3. Make and display a poster with the title ‘Healthy Fat’ with these points:

- Change cooking methods
- Choose leaner meats
- Eat out less
- Cook with healthier fats

what you will need:

- Vegetable cooking oil
- Butter (lard)
- 2 plastic or paper cups
- 2 labels or pieces of paper
- 2 straws
- Spoon
- Damp cloth
- Display board
- Poster board
- Tape

- Say:

“Fat has some important functions in the body. There are different types of fats that we get from our foods.

Different types of fat have different forms—some are better for our heart health.”

- Ask for a volunteer. Have them dip a straw into the oil, pull it out and look through it. Say:

“Liquid fat does not clog the straw and does not clog our blood vessels.”

- Ask for another volunteer. Have them dip a straw into the butter, pull it out and look through it. Say:

“Solid fat clogs the straw and it can clog our blood vessels too.”

- Point to your poster and say:

“Here are some ways to include healthy fat in your diet.

Change cooking methods (examples: baking, steaming, instead of frying).

Choose leaner meats (examples: wild game, turkey or ham instead of bologna or bacon).

Eat out less (examples: community dinners and family gatherings instead of fast food).

Cook with healthier fats (examples: non-hydrogenated margarine, canola oil, olive oil, instead of lard or butter).”

KEY MESSAGE: Choosing healthy fats is one step you can take to reducing your risk of heart disease and Type 2 Diabetes.

Rethink Your Drink

1. Look at the Nutrition Facts table on each drink container and find the **'sugars'**.
2. Find the grams of sugars and divide by 4. The answer is equal to the number of teaspoons of sugar or sugar cubes. (There is one teaspoon of sugar in each sugar cube.)

3. Example:

If the label says: *sugars = 22 grams,*
 you punch into the calculator: $22 \div 4 =$
 The answer is: *5.5*

So you can use 5 or 6 sugar cubes for the display.

4. For each drink, cover the sugar cubes with a paper cup and place the drink container next to it.

Draw a **'Sad Face'** on 5 Post-it notes and a **'Happy Face'** on 3 Post-it notes.

what you will need:

- Containers of: chocolate milk, milk, pop, diet pop, sports drink, iced tea, fruit punch and 100% juice (empty or full)
- Marker
- 8 small Post-it notes
- Sugar cubes
- 8 paper cups
- Calculator

Note:

The serving size listed on the Nutrition Facts table may not be the same as the container size. If this is the case, you may need to do a few extra calculations.

- Invite the audience to look at the drink containers and say:

*"Many drinks have a lot of sugar and no important nutrients.
 Too many sugary drinks can lead to weight gain and more diabetes."*

- Point to each drink, one at a time, and say:

"Guess how many sugar cubes are in this drink?" (lift the cup to show).

- After showing all the sugar cubes, say:

*"You cannot always tell if a drink is healthy just by the amount of sugar in it.
 Drinks that have less sugar and more vitamins and minerals are more nutritious."*

- Point to these drinks, sticking a happy or sad face to each container and say:

"100% fruit juice has more vitamins and minerals than fruit punch, or drinks made from powder" (happy face on 100% fruit juice).

Milk has some natural sugar but has many important nutrients in it (happy face).

Chocolate Milk, even if it has some sugar added, has more vitamins and minerals than pop (happy face).

Diet pop with artificial sweeteners do not have sugar but don't have any vitamins and minerals either (sad face).

Fruit punch does not have any goodness or real fruit in it (sad face).

Iced tea has as much or more sugar than pop and no health benefits (sad face).

Pop is like liquid candy and should be avoided (sad face).

Sports Drinks are made for a specific purpose and are not for everyday since they have a lot of sugar and no health benefits" (sad face).

KEY MESSAGE: Too much sugar from sweet drinks can lead to weight gain and more diabetes but drinks with vitamins and minerals are still healthy choices.

Restaurant Makeover

what you will need:

1. Make 3 signs. One for each **'Restaurant'**.
2. Display the amount of sugar and fat in each **'Meal'** by putting lard and sugar cubes on paper plates. Label each plate.

- Package of lard
- Teaspoon and knife
- Damp cloth
- 2 boxes of sugar cubes
- Poster paper and construction paper
- Colour markers
- 6 paper plates, dinner sized
- Tape

RESTAURANT	ORIGINAL MEAL	MAKEOVER MEAL
Burger Place	Double Cheeseburger, Large Fries, Large Cola 50 sugar cubes 11 tsp. lard	Small Hamburger, Small Fries, Milk 18 sugar cubes 4 tsp. lard
Fried Chicken	Fried Chicken – 3pieces, Large Fries, Coleslaw, Gravy, Iced Tea 51 sugar cubes 20 tsp. lard	Grilled Chicken Sandwich, Small Fries, Water 22 sugar cubes 5 tsp. lard
Sub Shop	12" Cold Cut Sub with mayo, Potato Chips, Lemonade 51 sugar cubes 14 tsp. lard	6" Turkey Sub with Veggies & mustard, Baked Chips, 100% Juice Box 24 sugar cubes 2 tsp. lard

- Say:

"Many restaurant foods have a lot of hidden fat and calories. There are steps you can take to makeover your favorite meals so that they are healthy on your waistline and your heart."
- Start with the **Original** meals at each restaurant and read out how many sugar cubes and teaspoons of fat are hidden in each meal.
- Now read out the **Makeover** meal from the same restaurants and read out how many sugar cubes and teaspoons of fat are in each meal.
- Ask the audience:

"What are the differences between the original and makeover meals? Why do the makeover meals have less sugar and fat than the original meals?"
- Answer:

"The makeover meals have smaller serving sizes; the drinks have less added sugar and more nutrients; and the chicken meal is baked or grilled instead of fried which adds less fat."

KEY MESSAGE: Making healthy food choices when eating out can help delay and prevent Type 2 Diabetes.

Read the Label

SHOW IT!

1. Circle the serving size information on all of the food packages.
2. On both bread bags, circle the fibre information.
3. On both yogurt containers, circle the saturated fat information.

what you will need:

- Permanent marker
- 2 empty bread bags:
1 from white bread and 1 from brown bread
- 2 yogurt containers:
1 low fat type (0% MF) and 1 regular fat type (2 or 3% MF).
MF stands for 'milk fat'.

TELL IT!

- Say:
"In Canada, it is the law to have a Nutrition Facts label on packaged foods. These labels can help you choose foods that are healthier for you. To help lower your risk of getting diabetes, you should look for foods that are higher in fibre and lower in saturated fat. These are healthier food choices."
- Ask for a volunteer. Have the volunteer look at the Nutrition Facts labels on both bread bags. Say:
*"What is the serving size listed on each of the bread bags?
How much fibre is in the brown bread and how much is in the white bread?
Which type of bread has more fibre?"*
(Answer: the brown bread)
- Then have the volunteer look at the Nutrition Facts label on both yogurt containers. Say:
*"What is the serving size listed on each of the yogurt containers?
How much saturated fat is in the regular fat yogurt and how much is in the low fat yogurt?
Which yogurt is lower in saturated fat?"*
(Answer: the low fat type or 0% MF)

Nutrition Facts			
Per 0 mL (0g)			
Amount	% Daily Value		
Calories 0			
Fat 0g	0%		
Saturates 0g	0%		
+Trans 0g			
Cholesterol 0mg			
Sodium 0mg	0%		
Carbohydrate 0g	0%		
Fibre 0g	0%		
Sugars 0g			
Protein 0g			
Vitamin A	0%	Vitamin C	0%
Calcium	0%	Iron	0%

KEY MESSAGE: Nutrition Labels can help you choose foods that are healthier choices. Food choices that are higher in fibre and lower in saturated fat can help lower your risk of Type 2 Diabetes.

More Is Not Better

SHOW IT!

1. Write on the top of the poster paper: *'Is More Really Better?'*
2. Using the coloured markers, write each of the following words on the sticker name tags:

- King size
- Jumbo
- Supersize
- Tub
- Colossal
- Gigantic
- Biggie
- Extra large
- Whopping
- Quality
- Light
- Healthy
- Good-for-you
- Energizing
- Pick-me-up
- Vibrant
- Lively
- Wholesome
- Nourishing
- Beneficial

what you will need:

- Sticker-type name tags
- Colour markers
- Poster paper
- Tape

3. Mix up the name tags and tape them onto the large piece of paper (don't peel the sticky backing from the name tags). Display this poster.

- Say:
"Getting more food for your money is sometimes seen as a good deal. This happens a lot in fast food restaurants where you can buy 'value meals' or 'supersize' your meals for only a few cents more. This can cause people to buy and eat more food than their bodies need. Eating extra food on a regular basis turns into extra body weight and can lead to health problems, like diabetes."
- Ask each person in the group to:
"Choose a name tag that has a word that you think describes yourself or how you would like to be described. Stick the name tag to your clothes."
- After every one is finished choosing name tags, say:
"Eating more food isn't always better. For health reasons we do not want to carry too much weight. If using the same words to describe ourselves and our food, we should go for quality words not quantity."

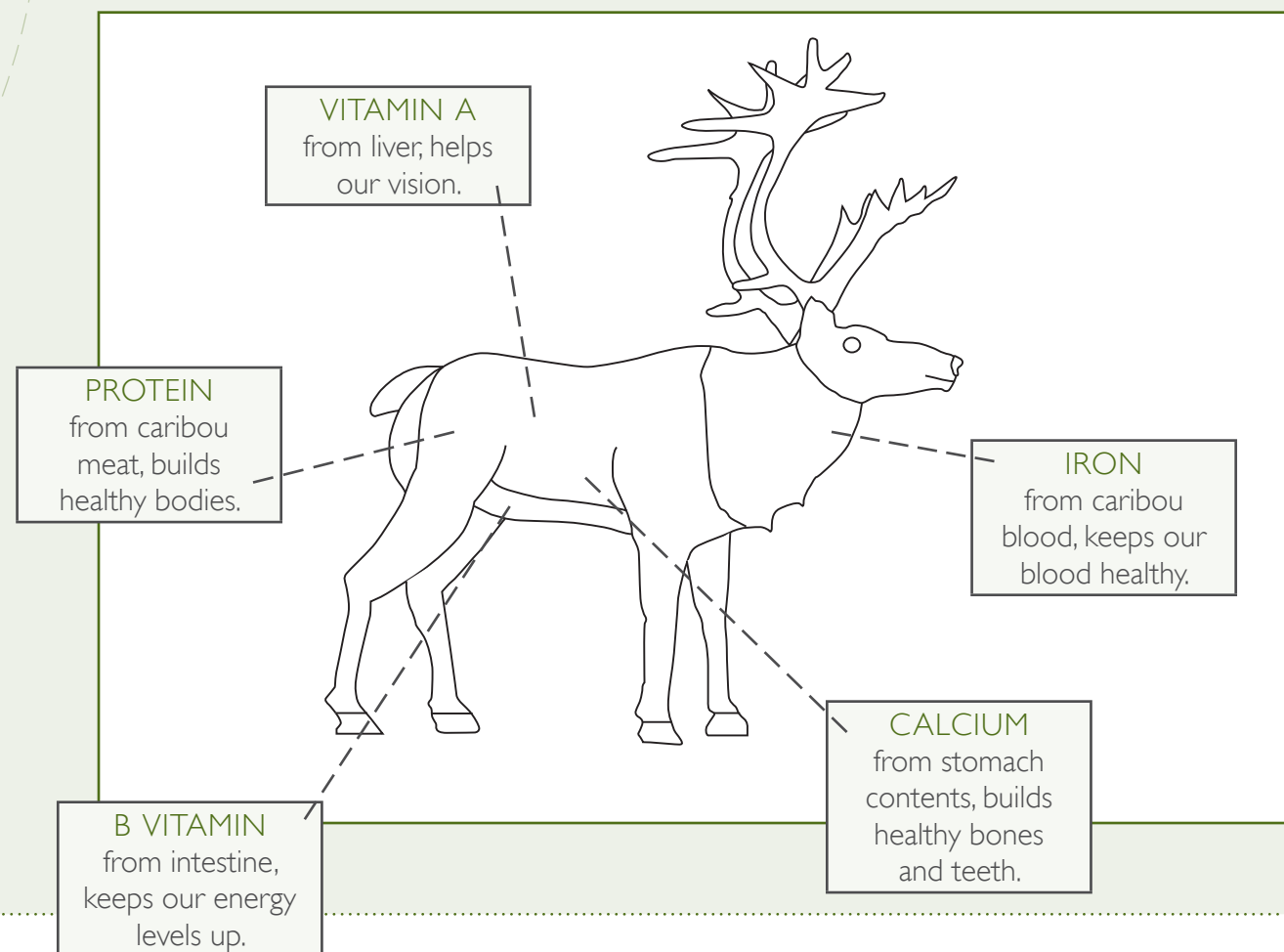
TELL IT!

KEY MESSAGE: Getting more food for your money might seem like good value but more food is not always better. Too much food can cause weight gain and health problems, like diabetes.

1. Draw and display a picture of a caribou on the poster board.
2. Write the words *'Safe, Healthy, Culture'*, and *'Active'* around the caribou.
3. Write on each Post-it note the key nutrients, the animal part they come from and why they are healthy. (Copy information from the boxes below onto Post-it notes).
4. Stick the Post-it notes to the caribou.
5. Draw pictures of other *'Traditional Foods'* all around the caribou (fish, fireweed, moose, grouse, gopher, berries).

what you will need:

- Poster board (or roll of newsprint paper)
- Large Post-it notes
- Marker
- Display board



- Point to the Post-it notes on the caribou and say:
"Caribou gives us many nutrients and makes us healthy."
- Read the Post-it notes or ask a volunteer to read them for the audience.
- Point to the other Traditional Foods drawn on the poster and say:
"Plants, berries, fish and different parts of wild animals are also full of important vitamins and minerals."
- Point to each of the words around the caribou, one at a time, and say:
*"Traditional Food is still safe to eat. The risk of harm from eating Traditional Foods is much lower than the risk of not eating these healthy foods
Traditional Food is healthy and rich in nutrients.
Traditional Food makes culture and traditions stronger.
Harvesting good food from the land is active and good for us."*

You may want to invite a local person that has some stories about eating traditional foods from your area.

KEY MESSAGE: Traditional food is safe, healthy, cultural and active. Eating and harvesting traditional foods is an excellent step towards delaying and preventing Type 2 Diabetes.

Why Waist?

- On a piece of poster paper, draw a large apple. Add a head, legs and arms to make it into a person with a round belly. Write: **'Apples Are At Higher Risk For':**
 - Type 2 Diabetes
 - Heart disease
 - High blood pressure
 - High blood fats (cholesterol)
- On the same piece of paper, draw a large pear. Add a head, legs and arms to make it into a person with full hips.

Below the 2 drawings, write: **'Healthy Waists Measure:'**

- Less than 35 inches in women (88cm)
 - Less than 40 inches in men (102cm)
- Display the poster.

what you will need:

- Poster paper
- Colour markers (red, black, green)
- Flexible tape measure (for sewing)
- Display board

- Say:

"All people are shaped differently. Some are more apple-shaped, carrying weight around their waist. Others are more pear-shaped, carrying weight around their hips and thighs. Studies show that people that are apple-shaped are at higher risk of health problems. One way to tell who is at risk is by measuring how big your waist is. This is called waist circumference."
- Using the measuring tape, demonstrate that waist circumference is measured around the **widest part** of the waist.
- Ask participants:

"Mary has a waist circumference of 39. Her husband Jerry has a waist circumference of 40, who is the apple?" (Answer: Mary)
- Say:

"People with bigger waists (like apples) are at risk for Type 2 Diabetes, heart disease, high blood pressure, and high blood fats (cholesterol). Losing some body fat can reduce your risk, especially fat around your waist."
- Allow interested people a chance to measure their waists to see their own risk for Type 2 Diabetes.

SHOW IT!

TELL IT!

KEY MESSAGE: Women with waist sizes of 35 inches and more, and men with waist sizes of 40 inches and more are at a higher risk of getting Type 2 Diabetes.

Activity Prescription

- You are going to make a pretend jar of medicine. Copy the facts in the box below onto a piece of paper and attach it to the outside of the glass jar. This pretend medicine represents physical activity. Imagine if all the benefits of physical activity were put into a pill — the information in the box below is what you might see on the pill bottle.

The Best Medicine

Daily Dose: 30 minutes (Can be taken in doses of 10 minutes three times a day)

Reduces Risk of:

- Heart disease
- Falls and injuries
- Obesity
- High blood pressure
- Type 2 Diabetes
- Osteoporosis
- Stroke
- Depression
- Colon cancer

Side Effects (Benefits):

- Better physical and mental health
- More energy
- Better posture and balance
- Weight management
- Stronger muscles and bones
- Relaxation and reduced stress

what you will need:

- Construction paper
- Marker, pens
- Tape
- Large glass jar
- Scissors

- Think about ways a person can be physically active. Write each idea on a small slip of paper and place inside the jar. These pieces of paper are meant to be pretend 'pills' in your jar of medicine. Some examples could be:

- Chop wood
- Play with children
- Go berry picking
- Go for a walk

- Holding up your pretend 'medicine' jar, say:

"This medicine bottle is the best medicine for preventing diabetes. It is called physical activity."
- Read the Daily Dose, Side Effects and the list of diseases it prevents off the label. Ask:

"Is this a medication you would like to take?"
- Invite the audience to each take a 'pill' (piece of paper in the jar) and read it out loud.
- Say:

"Fitting physical activity into daily life can be a challenge. These are some ways to get more active. The daily dose is 30 minutes of moderate physical activity each day. Moderate activity means your heart beats more quickly, your breathing will be faster, and you will feel slightly warmer."

SHOW IT!

TELL IT!

KEY MESSAGE: Regular physical activity is better than any medicine for delaying and preventing Type 2 Diabetes.

Healthy Weights Top 10 List

1. On a piece of poster board, write the title: *'Healthy Weight's Top 10 List'*.
2. Write the following **10 ACTIONS** below the title. Display the poster.
3. Write each of the **10 REASONS** on to recipe cards (1 reason per recipe card.) Spread the recipe cards out on a table.

what you will need:

- Poster paper
- Recipe cards (10)
- Colour markers
- Tape
- Display board

ACTIONS	REASONS
<i>Avoid Fad Diets</i>	<i>Many fad diets limit calories. This causes the body to go into a starvation mode and to burn less calories.</i>
<i>Drink Smart</i>	<i>Juice, iced tea, and lemonade contain a lot of hidden calories. Try cutting back by mixing half with sparkling water.</i>
<i>Fill Up on Fibre</i>	<i>The fibre contained in fruits, veggies and whole grains can help you feel fuller, longer.</i>
<i>Eat Breakfast Everyday</i>	<i>Skipping breakfast can actually lead to weight gain because people often eat more later in the day.</i>
<i>Get Balanced</i>	<i>Aim to include at least 3 of the 4 food groups at each meal.</i>
<i>Avoid Eating Out of the Package</i>	<i>It is easy to eat more if you eat out of the package. Put your snacks in a small bowl instead.</i>
<i>Keep an Eye on Portion Sizes</i>	<i>Portion sizes are getting bigger and bigger. Try using smaller plates or sharing a meal when eating out.</i>
<i>Cut Back on Alcohol</i>	<i>Alcohol has a lot of hidden calories but no nutritional value. A can of beer or glass of wine can contain about 150 calories.</i>
<i>Pack a Punch with Protein</i>	<i>Protein foods such as meat, eggs, nuts, seeds and tofu help to control hunger.</i>
<i>Move It & Lose It</i>	<i>Increasing activity can help you to burn more calories.</i>

SHOW IT!

TELL IT!

- Say:
"Maintaining a healthy weight can help delay and prevent Type 2 Diabetes. If you are overweight, losing 5-10 percent of your body weight, along with regular physical activity, can lower your risk of diabetes by almost 60 percent. We are going to play a game to reveal the top ten list for healthy weights."
- Say:
"There are ten recipe cards spread out on the table. Each recipe card has a reason that matches each of the actions."
- Ask each person to take turns choosing a recipe card and to find the matching action. Ask them to read the action AND the reason and then tape the recipe card beside the matching action.
- Continue playing the game until all of the cards have been read.

KEY MESSAGE: Maintaining a healthy weight can help delay and prevent Type 2 Diabetes. If you are overweight, losing 5-10 percent of your body weight, along with regular activity, can lower your risk of diabetes by almost 60 percent.

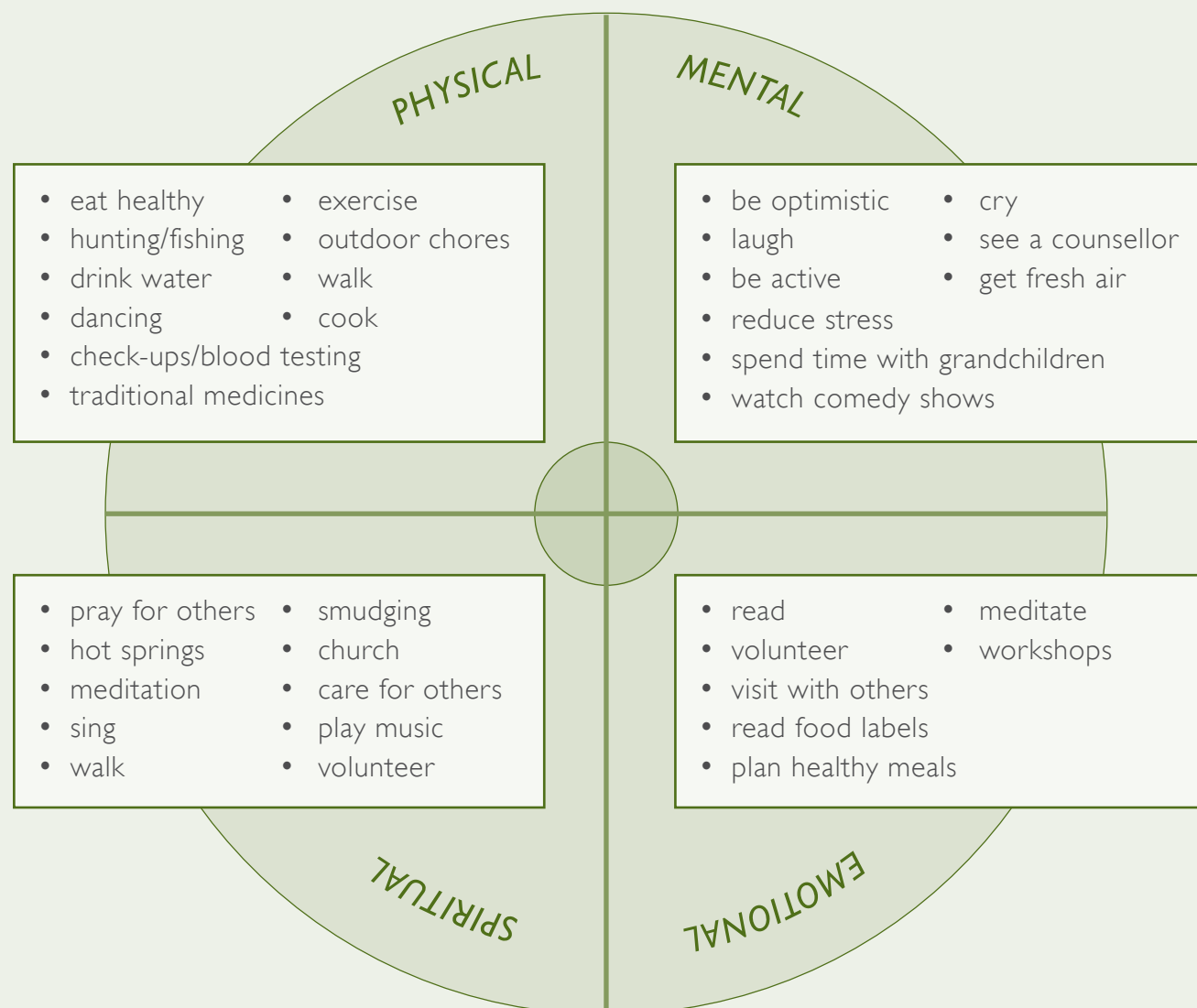
Wellness Wheel

You might want to invite an elder to talk about wellness based on the local traditions.

what you will need:

- Large poster board
- Markers
- Post-it notes (small)
- Display board

1. Create a large Wellness Wheel by drawing a large circle and dividing it into 4 sections.
2. Label the sections: *Physical, Mental, Emotional,* and *Spiritual*. Display the poster.
3. For each section of the Wheel write the ideas for how to be healthy onto separate Post-it Notes (one idea per note).
4. Keep these ideas to the side or covered up until the end of the activity.



- Point to the blank Wellness Wheel and say:

“There are a lot of teachings and traditions about the Wellness Wheel. The Wellness Wheel can be used to talk about health in a holistic way. Being healthy and preventing diabetes means taking care of yourself — physically, mentally, emotionally and spiritually.”

- Have Post-it notes and markers ready for the group to use and say:

“Please write some ideas on these Post-it notes of ways you can be healthy and take care of yourself (one idea per note). Please stick the Post-it notes with ideas on them onto the Wheel.”

- Some things you can say while the group is adding ideas to the Wheel:

“Some activities fit in more than one section.

For example: some people find walking spiritual as well as physical.”

- After 5 minutes or so, start adding the Post-it notes that you prepared in advance to the Wheel. Some ideas might already be there. When you are done, show the full Wellness Wheel and say:

“Please take a few minutes to look at your ideas (wait a few minutes).

Think about what you want to add to your life to take better care of yourself.”

KEY MESSAGE: To delay or prevent Type 2 Diabetes, add activities into you life that take care of your mental, emotional spiritual, and physical health.

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DIABETES MANUAL EVALUATION FORM

Photocopy the front and back of this page for each manual user

1. Overall, did the Diabetes Manual meet your needs?

Yes Mostly Somewhat No Don't Know

2. We know you are using different activities or parts for different groups. Please give a score for the activities in the Manual that you have used. Use the following numbers to give your score:

1=Poor 2=Fair 3=Average 4=Good 5=Excellent N/A=Did not use

ACTIVITIES	QUALITY	USEFULNESS	N/A
Activity 1: What is Diabetes?	1 2 3 4 5	1 2 3 4 5	
Activity 2: Types of Diabetes?	1 2 3 4 5	1 2 3 4 5	
Activity 3: The Warning Signs of Diabetes	1 2 3 4 5	1 2 3 4 5	
Activity 4: At Your Own Risk	1 2 3 4 5	1 2 3 4 5	
Activity 5: Get Tested for Diabetes	1 2 3 4 5	1 2 3 4 5	
Activity 6: Daily Living – Then and Now	1 2 3 4 5	1 2 3 4 5	
Activity 7: It's Serious	1 2 3 4 5	1 2 3 4 5	
Activity 8: Gestational Diabetes	1 2 3 4 5	1 2 3 4 5	
Activity 9: Eating Well	1 2 3 4 5	1 2 3 4 5	
Activity 10: Portion Prompters	1 2 3 4 5	1 2 3 4 5	
Activity 11: Fat Forms	1 2 3 4 5	1 2 3 4 5	
Activity 12: Rethink Your Drink	1 2 3 4 5	1 2 3 4 5	
Activity 13: Restaurant Makeover	1 2 3 4 5	1 2 3 4 5	
Activity 14: Read the Label	1 2 3 4 5	1 2 3 4 5	
Activity 15: More is Not Better	1 2 3 4 5	1 2 3 4 5	
Activity 16: Traditional Foods	1 2 3 4 5	1 2 3 4 5	
Activity 17: Why Waist?	1 2 3 4 5	1 2 3 4 5	
Activity 18: Activity Prescription	1 2 3 4 5	1 2 3 4 5	
Activity 19: Healthy Weights Top 10 List	1 2 3 4 5	1 2 3 4 5	
Activity 20: Wellness Wheel	1 2 3 4 5	1 2 3 4 5	

DIABETES MANUAL

EVALUATION FORM

3. Please give a score to the following features of the Diabetes Manual:

1=Poor 2=Fair 3=Average 4=Good 5=Excellent N/A=Did not know

FEATURES:	QUALITY	N/A
Topic Relevance	1 2 3 4 5	
Readability (font size, literacy, etc.)	1 2 3 4 5	
Clarity of instructions	1 2 3 4 5	
Appearance (layout and colour)	1 2 3 4 5	

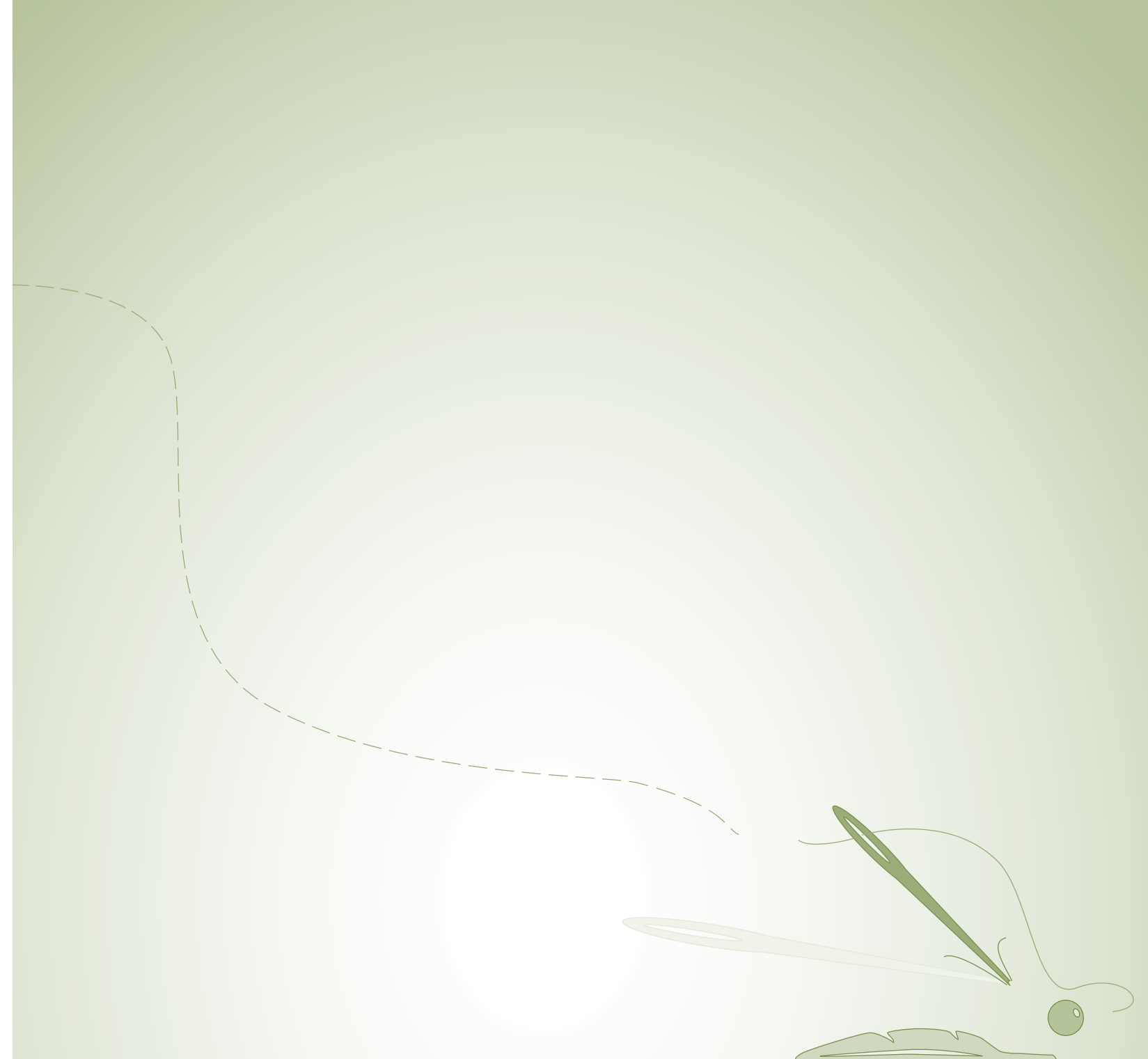
4. Please list up to 3 things you liked about the Diabetes Activities.

5. Please describe any changes that could improve this manual.

6. Who did you use the Diabetes Activities with and how many people did you reach?

7. Other comments?

Please Mail or Fax your Evaluation to:
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